Teacher's Manual | Volume 1

CCC Collaborative Literacy

Being a Reader™



GRADE 2

Center for the Collaborative Classroom™

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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270, fax: (510) 464-3670
collaborativeclassroom.org

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Hope Bitzer
Kim Bonesteel
Jenny DaCosta
Donna Knight
Audra Morris
Abby New
Holly Robbins
Jodi Wuthrich

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Diane Kornegay, Assistant Superintendent for Instruction
Nicole Brundle
Lynn LaPointe
Tammy Sutton

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Cyndy Ayon
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Cari Cooke
Ruth Devlin
Arlene Hayman
Carole Hoppe
Vincent Garretson
Amber Geremia
Jennifer LePore
RJ Mallien
Lori Musa
Nikki Podhaisky
Shannon Powers
Lori Reifenheiser
Eve Rubaclava
Michelle Sharapan
Kuldip Swatch
Tyra Tripp

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Shyla Batiwalla
Bianca Cierra
Natalie Gaber
Jane Henzerling
John Kwiatkowski
Meaghan Quinn
AnnaLaura Scandrett
Justine Selsing
Andrea Wilcox

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Being a Reader Team

PROGRAM DEVELOPMENT STAFF

Lana Costantini, Vice President, Program Development
Dennis Binkley, Associate Director of Program Development
Valerie Fraser, Senior Program Manager and Project Lead
Lisa Borah-Geller, Program Manager and Project Lead
Kenni Alden, Curriculum Developer
Johanna Buckles, Curriculum Developer
Krista Easton, Curriculum Developer
Margaret Goldberg, Curriculum Developer
Elizabeth Johnson, Curriculum Developer
Sarah Nidy, Curriculum Developer
Laurel Robertson, Senior Program Manager
Rebecca Román, Curriculum Developer
Amy Schoenblum, Curriculum Developer
Sarah Beth Dempsey, Pilot Coordinator
Jill Detweiler, Library Manager
Mollii Khangsengsing, Program Development Coordinator

PUBLISHING SERVICES STAFF

Lisa Kent Bandini, Vice President, Publishing Services
Laurie Stewart, Managing Editor
Erica Hruby, Senior Project Editor
Juliana Golden, Project Editor
Julie Pinkerton, Production Editor
David Staloch, Production Editor
Shannon Waite, Production Editor
Rachel Gunn, Production Editor
Jennie McDonald, Publisher Relations and Rights Director
Kimo Yancey, Rights and Publishing Services Associate
Jodi Hammerwold, Publisher Relations and Rights Associate
Roberta Morris, Art Director
Emma Cofod, Production Manager
Jennifer Bowyer, Production Specialist
Jean Butterfield, Production Specialist
Garry Williams, Senior Graphic Artist
Carolyn Kemp, Sourcing and Manufacturing Manager

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LEARNING TECHNOLOGY STAFF

Nazar Yousif, Chief Technology Officer

Stephen Applebaum, Learning Technology Operations Director

Joshua Callman, Associate Director of Learning Technology

Maggie DeAngelis, Learning Technology Product Manager

Robert Kaehms, Learning Technology Operations Architect

Ivan Milanez, Learning Technology Project Coordinator

Matt O'Neil, Learning Technology Product Manager

Brian Sholly, Learning Technology Engineer

Paul Williams, Learning Technology Product Manager

AUDIOVISUAL DEVELOPMENT STAFF

Toby Levenson, Media Development Manager

Jeffrey T. Allen, Multimedia Administrator

Wayne Gilreath, Media Specialist

CENTER FOR THE COLLABORATIVE CLASSROOM STAFF

Victor Young, President and Chief Executive Officer

Frank Snyder, Executive Vice President and Chief Operating Officer

Kelly Stuart, Vice President, Dissemination and Implementation

Ginger Cook, Regional Director

Gina Fugnitto, Director of Consultant Development

Linda Rourke, Regional Director

Wendy Seger, Education Consultant

Melissa Tovaas, Regional Director

Christine Venturis, Director of Professional Learning

Sue Wilder, Regional Director

CENTER FOR THE COLLABORATIVE CLASSROOM CONSULTANTS

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Jackie Mahler, English Language Development Consultant

Rebecca McKay, Assistant Professor and Reading Specialist, Talladega College Education Department

Lin Sullivan, Assessment Consultant

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Introduction

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The Collaborative Classroom

Center for the Collaborative Classroom (CCC) is a mission-driven, nonprofit organization committed to ensuring that all students have the opportunity to become highly literate critical thinkers who learn from, care for, and respect one another. The organization has more than four decades of experience providing professional development for teachers and innovative curriculum for classrooms.

How we teach matters as much as *what* we teach. CCC nurtures continuous professional learning that empowers teachers to transform classrooms, build school communities, and inspire the academic and social growth of children.

All of our curriculum materials and professional development services reflect the following core principles:

- Fostering caring relationships and building inclusive, safe environments are foundational practices for both student and adult learning communities.
- Classroom learning experiences should be built around students constructing knowledge and engaging in action.
- Honoring and building on students' intrinsic motivation leads to engagement and achievement.
- Social and academic curricula are interdependent and integrated.

Our innovative, research-based curricula not only support deep student learning and engagement but also guide teachers in creating CCC's vision of a Collaborative Classroom—an intentional environment in which students become caring members of a learning community.

Collaborative Classroom teachers become mindful of their practice by using materials that engage and motivate students, develop critical thinkers, and promote reflection about learning and community.

Collaborative Classroom students learn to work independently and collaboratively, to respectfully share their thinking with others, and to take responsibility for their learning.

Overview of the CCC Collaborative Literacy Suite

The CCC Collaborative Literacy™ suite is an innovative set of modular programs that fosters students' ongoing development as readers, writers, and caring members of the classroom community. The *Being a Reader*™ program focuses on teaching students to read well and to love reading. The *Making Meaning*® program focuses on reading comprehension strategies, and

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the *Being a Writer*™ program develops students' capacity to write well in a variety of genres using a workshop model.

Together, the programs that make up the CCC Collaborative Literacy suite address the core concepts, strategies, and skills traditionally taught in the language arts block while transforming the learning environment into one that is student centered. As the students learn to think, talk, and share ideas, they come to value the thinking of others. They become thoughtful readers and writers and discuss big ideas with respect, clarity, and understanding.

IMPLEMENTATION GUIDE

The CCC Collaborative Literacy suite also includes an *Implementation Guide*, available on the CCC Learning Hub (ccclearninghub.org), for planning and pacing that models customizing instruction based on the length of a teacher's language arts block. It shows teachers how to use *Being a Reader*, *Making Meaning*, and *Being a Writer* in a single classroom.

While *Being a Reader*, *Making Meaning*, and *Being a Writer* have been designed to work together as modules in the CCC Collaborative Literacy suite, each can also serve as a stand-alone program that can be used in combination with other literacy programs.

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Program Overview

We all aspire to provide elementary school students with the strategies and skills they need to learn in order to read well and to love reading. We want students to approach reading with motivation and confidence, to deeply comprehend text, and to grow as readers and thinkers and as caring and collaborative citizens. The *Being a Reader* program supports students in achieving these goals through a thorough early reading curriculum of whole-class and small-group instruction.

The authors of the *Being a Reader* program understand that learning to read is a developmental process that begins even before children enter school and that proceeds at different rates for different students. *Being a Reader* creates an environment in which all students can develop into eager, confident readers, independent learners, and caring members of the classroom community.

The *Being a Reader* program is a yearlong curriculum for each grade from kindergarten through grade 2. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies, including reading comprehension, fluency, phonics and decoding, and high-frequency words. *Being a Reader* also provides specific instruction to develop students' ability to work independently by taking responsibility for their learning and behavior. A strong foundation in independent work makes it possible for a teacher to provide differentiated instruction to small groups of students.

Unique Pedagogy

Being a Reader is an innovative program that uses research-based best practices to combine foundational-skills instruction and rich literacy experiences that foster students' growth as responsible, caring, and collaborative people.

RESEARCH BASED/CLASSROOM TESTED

The *Being a Reader* program is based on recent research, best practices, and portraits of successful classrooms by experts such as Marilyn Adams, P. David Pearson, Irene Fountas and Gay Su Pinnell, Jennifer Serravallo, Gail Boushey and Joan Moser, Timothy Rasinski, and Don Holdaway. The authors of the program wedded research in best practices into a coherent literacy curriculum of mutually supportive strands.

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The *Being a Reader* program has also been shaped by discussions with a range of classroom teachers, including many who piloted and provided feedback on selected lessons. The program incorporates best practices in teaching methods and strategies, including:

- Shared reading experiences in kindergarten and grade 1 that develop the students' capacity to explore and learn from and about texts
- Systematic phonics instruction in small-group settings that is immediately applied to reading appropriately leveled books
- Small-group work that supports the students as they read and discuss progressively more-complex text with teacher support and learn reading comprehension strategies
- Word study instruction in grade 2 that teaches skills such as identifying prefixes and base words and that develops enthusiasm for thinking about how words work
- Fluency instruction to support comprehension and engagement
- Independent work instruction that provides the tools and motivation for the students to work responsibly and gives them autonomy in choosing their own work

WHOLE-CLASS LITERACY AND LANGUAGE EXPERIENCES

In kindergarten and grade 1, whole-class Shared Reading lessons foster oral fluency and a love of language while building classroom community. Shared Reading lessons also develop concepts of print, phonemic awareness, letter and high-frequency word recognition, and understanding of author's craft through repeated readings of stories, songs, and poems. Shared Reading also supports the targeted instruction that happens in small groups.

In grade 2, the focus of whole-class instruction shifts from Shared Reading to Word Study. During Word Study lessons, the students explore how words are put together, using spelling-sound correspondences, inflectional endings, and strategies for analyzing and reading polysyllabic words. Meaningful prefixes and suffixes are introduced throughout the year along with common syllable types. Ongoing whole-class and pair work builds the students' ability to work together, explain their thinking, and come to agreement.

SETTING A STRONG FOUNDATION FOR INDEPENDENT WORK

In grades K–2, detailed whole-class lessons at the beginning of the year instill foundational independent work habits, including working respectfully, handling materials responsibly, using time wisely, and making meaningful decisions around choosing activities. These work habits build personal responsibility and provide a structure for the students to make choices about their reading and writing. A solid foundation in independent work allows a teacher to work with small, differentiated groups while other students are engaged in working independently.

After the foundation is set, weekly whole-class check-ins support ongoing independent work rotations. The Independent Work Check-in lessons are located in volume 2 of the whole-class *Teacher's Manual* (see Appendix B, "Independent Work Resources").

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SMALL-GROUP DIFFERENTIATED INSTRUCTION

Small-group Reading is the part of the *Being a Reader* program in which the students work with you in differentiated groups to become strategic readers. All small-group instruction is organized around high-quality, carefully selected fiction and nonfiction texts in a variety of genres that have been assembled into 12 sets of similarly leveled books.

In Small-group Reading, each student moves at his or her own pace along a continuum of reading development. In these small groups, you strive to understand how each student learns, how he or she excels, and where the student needs more support. Working with the students in small groups allows you to efficiently meet the needs of individual readers as you teach strategies and skills for application to the students' independent reading. Small groups of students naturally build community as they work together toward similar goals and learn from one another.

There are two overarching types of small-group lessons: those for emerging readers and those for developing readers. Emerging readers, who are just beginning to grasp letter-sound relationships, read texts that have been carefully written to accompany lessons developed on a scope and sequence of phonics and high-frequency word instruction. While the students receive comprehensive instruction on spelling-sound correspondences and decoding as well as on high-frequency words, the primary goal is that the students comprehend what they read.

Developing readers are ready to practice and build upon many reading strategies, some of which were informally introduced in earlier instruction. Developing readers continue to read appropriately leveled texts in differentiated groups. Books and poems for these Small-group Reading lessons have been carefully selected to provide opportunities to learn and practice specific strategies. The strategies are taught explicitly with the goal of having the students apply them to their independent reading.

Lessons for Small-group Reading are located in individual *Small-group Teacher's Manuals* that accompany the leveled book sets.

DUAL FOCUS: ACADEMIC AND SOCIAL/ETHICAL LEARNING

Child development research tells us that children learn and grow best in environments where their basic psychological needs are met. Children need to feel physically and emotionally safe. They need to feel that they belong. They need to have a sense of themselves as autonomous and capable. Studies indicate that when these basic needs are met at school by helping students experience a sense of community, the students do better academically (as measured over time by grades and test scores), exhibit more prosocial tendencies, and show greater resistance to problem behaviors, such as drug use and violence (Durlack et al. 2011). The *Being a Reader* program helps you to create a classroom community where your students feel empowered, supported in taking risks, and responsible to themselves and the group. Cooperative learning and social skills instruction are woven throughout the lessons.*

* To read more about the theoretical and research basis for the *Being a Reader* program, please refer to the Bibliography on page 627.

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TEACHER SUPPORT

The program is designed to support your own professional growth as you support your students' growth as readers and members of the classroom community. Detailed, easy-to-follow lesson plans include suggestions for introducing and practicing cooperative structures, reading aloud to and with the class, facilitating discussions, helping your students to develop the work habits necessary to work independently, and assessing your students. Teacher Notes and references to professional development media throughout the lessons explain the underlying pedagogy of various activities and provide examples of what might happen in the classroom. Strategies and relationships you develop during the lessons carry over and support instruction in other parts of the day. A regular "You might say" feature provides you with language you might draw on as you model your thinking.

Program at a Glance

Being a Reader has five mutually supportive strands—Independent Work (K-2), Small-group Reading (K-2), Shared Reading (K-1), Handwriting (K-1), and Word Study (2). While Guided Spelling is not a separate strand in the program, it is an important part of the curriculum for grades 1 and 2. In grade 1, it is integrated into Small-group Reading, and in grade 2, it is part of Word Study.

There are also two distinct lesson configurations in the *Being a Reader* program: whole-class and small-group. Whole-class instruction in grade 2 focuses on word study and developing independent work habits. Small-group work consists of differentiated reading instruction in small groups.

The sections that follow describe the program components as well as the skill and strategy development across the grades in both whole-class and small-group instruction. At each grade level, materials are provided for both whole-class and small-group instruction. Each grade includes four to six leveled sets of small-group reading books and a *Small-group Teacher's Manual* for each set. The leveled sets overlap between adjacent grades in order to provide support for a range of reading levels. You might find that you need more books at a certain level or sets below or above your grade-level materials in order to meet your students' needs. Individual small-group reading sets at all levels are available to meet the needs of different classrooms. (For more information, visit collaborativeclassroom.org/being-a-reader.)

DEVELOPMENT ACROSS THE GRADES

The tables on the following pages provide a snapshot of how instruction in the *Being a Reader* program develops over grades K-2. For additional information, including details on specific skills taught within Shared Reading, Word Study, and Small-group Reading, see Appendix D, "Scope and Sequence."

The tables are divided into two sections: Whole-class Instruction (grades K-2) and Small-group Reading Instruction (Sets 1-12).

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Whole-class Instruction

	K	1	2
Shared Reading			
Phonological awareness (e. g., rhyming, alliteration)	■	■	
Word recognition and analysis	■	■	
Concepts of print and book	■	■	
Comprehension	■	■	
Noticing author's craft	■	■	
Oral fluency	■	■	
Letter Names			
Capital and lowercase letter names	■		
Word Study			
Vowels: short, long, complex, *r*-controlled			■
Inflectional endings, prefixes, suffixes			■
Consonant-*l*-*e* syllables			■
Open and closed syllables			■
Syllabication strategies			■
Guided spelling/Spelling memory lists			■
Handwriting			
Hand and finger strengthening exercises	■	■	
Pencil grip	■	■	
Posture	■	■	
Capital letters, lowercase letters, punctuation	■	■	
Independent Work			
Build stamina and independence	■	■	■
Develop effective work habits	■	■	■
Rotate successfully through independent reading, writing, and word work areas	■	■	■

■ formally instructed

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Small-group Reading Instruction

Reading Strategy	K	1	2
Phonological awareness	■	■	
Phonics and decoding	■	■	□
High-frequency words	■	■	□
Guided spelling		■	
Word analysis	■	■	■
Fluency	□	■	■
Comprehension	□	■	■
Self-monitoring and self-correcting		■	■
Generating independent thinking		■	■

■ formally instructed □ informally addressed

PROGRAM COMPONENTS

The grade 2 *Being a Reader* program includes:

- *Teacher's Manual* in two volumes for whole-class lessons, containing Word Study and Independent Work lessons
- 3 children's trade books used to support Word Study instruction
- *Small-group Teacher's Manuals* for Sets 6–12
- 5–9 student texts (6 copies of each) for each Small-group Reading set
- *Word Study Notebook*, one for each student, containing pages for recording word sorts, pages for spelling practice, and a spelling word bank
- "Spelling-Sound Chart" of vowel spellings, for reference in reading and writing
- Wipe-off boards and dry-erase markers, one set for each student to use during spelling instruction
- *Assessment Resource Book*, containing information and reproducible record sheets to help you regularly monitor the progress and needs of individual students, small groups, and the whole class
- *Digital Teacher's Set*, which includes digital versions of the whole-class and small-group *Teacher's Manuals* and the *Assessment Resource Book*

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- Access to online resources via the CCC Learning Hub (ccclearninghub.org), such as interactive whiteboard activities, assessment forms, reproducibles, and professional development media
- Access to the CCC ClassView™ app (classview.org), which allows for electronic collecting, sorting, synthesizing, and reporting of assessment data for individual students, small groups, and the whole class

For more information about the print format of the *Teacher's Manuals*, see the "Getting Started with Your Print *Teacher's Manual*" tutorial (AV19). For more information about the digital format of the *Teacher's Manuals*, see the "Getting Started with Your *Digital Teacher's Set*" tutorial (AV20).


AV19


AV20

For information about additional materials you and your students will need that are not provided by the *Being a Reader* program, see "Room Arrangement and Materials" on page xxxviii.

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Understanding the Program

The *Being a Reader* program not only helps the students learn to read well and love reading but also helps them develop as caring, collaborative people. The dual focus is based on two beliefs: that students' academic learning flourishes when social learning is integrated into the curriculum and that we are called on as educators to help students develop as whole people—academically, socially, and ethically.

Focus on Early Reading Development

The *Being a Reader* program provides a wide range of essential early literacy experiences to inspire the students' love of reading, allow them to move at their own pace as they develop as readers, build their confidence, and establish their sense of identity as readers. The three strands of the grade 2 curriculum—Word Study, Independent Work, and Small-group Reading—are described on the following pages. While Guided Spelling (described on the next page) is not a separate strand in grade 2, it is an important part of the curriculum.

WORD STUDY

The ability to read complex text at the middle and upper elementary grades depends on many factors, including decoding ability, recognition of high-frequency irregular words, fluency, vocabulary, and background knowledge. Word Study addresses decoding, high-frequency words, and vocabulary through interactive instruction. It develops students' understanding of how words are constructed as it engages them in examining patterns and similarities in words. Recognizing patterns, rather than memorizing individual words, makes accurate and automatic reading possible. Instilling habits of curiosity about the structure of words is a foundation for students' ongoing learning as the texts they are reading become more complex.

Word Study lessons in the *Being a Reader* program focus on developing strategies needed to decode polysyllabic words, which are not the same as those needed for simpler consonant-vowel-consonant (CVC) words. To read polysyllabic words, a reader must see the whole word, recognize known parts, and assemble the parts to read the word. Whole-class Word Study lessons provide the foundation for reading by syllables in a way that is accessible to all students; at the same time, students who need support are instructed at their developmental level in small groups.

During each week of Word Study, the students receive at least one carefully constructed list of words to examine and sort. Sorting the words increases the students' understanding of the similarities, and also the pitfalls and irregularities, in English orthography. It also builds a body of specific words the students can read reliably. The students repeat the sort individually or with a partner during independent word work.

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There are four days of instruction in each week of whole-class Word Study lessons. The first eight weeks of the year are devoted to reviewing and solidifying complex vowel spelling patterns. During this time, the students establish procedures for sorting words as a class, sorting words with partners, recording sorts in their *Word Study Notebooks*, and practicing the weekly spelling list. Two weeks are spent on the inflectional endings *-ed* and *-ing*, and two weeks are spent on alphabetizing. The remainder of the year is devoted to syllabication instruction and common affixes. (See Appendix D, "Scope and Sequence.")

Guided Spelling

Students develop into better spellers when they are guided to think about spelling rather than memorize words from a list. Research shows that students need exposure to spelling through reading, writing, and direct instruction. Students are most successful when studying words they know how to read and are likely to use in their writing. Most students require careful teacher guidance and lots of practice to internalize foundational spelling patterns.

Becoming a good speller involves more than memorizing words. Both in and outside of school, students will need to spell and write many more words than they can possibly memorize. Guided Spelling develops thoughtful spellers who recognize patterns in words, know how to spell by sounds, and understand how to spell by syllables and add inflectional endings, suffixes, and prefixes. Spelling knowledge is closely linked to reading (Bear et al. 2012), and Guided Spelling builds on and reinforces reading instruction.

The *Being a Reader* program provides Guided Spelling instruction for grade 2 in the Word Study strand. The primary goal of Guided Spelling is to encourage the students to use spelling strategies to help them spell effectively. Instruction is explicit, systematic, and teacher-guided. It is most effective when the students are able to apply the skills and strategies learned during spelling lessons in their independent writing across the school day.

INDEPENDENT WORK

In a collaborative classroom, students have opportunities to take responsibility for their own learning and behavior (Zemelman et al. 2012). Having choices in what they will read and write is an important part of students' development.

Independent Work in *Being a Reader* provides the students with choice in what they do as they read, write, and do word work independently. It also gives them practice in working responsibly while you work with small groups or individual students. Taking the time to set a strong foundation for independent work during the first few weeks of school is crucial. After setting the foundation, weekly check-in lessons throughout the year maintain independent work habits.

Setting the foundation for independent work can take from four to six weeks. Four weeks of whole-class lessons are provided for grade 2; however, instruction should be repeated or the pace slowed depending on the needs of your particular class.

During the foundation lessons, you introduce independent work and the students talk about why reading and writing independently is important to their growth. The students generate ideas for a "Ways We Work on Our Own" chart and they practice work habits as they learn procedures for independent reading, writing, and word work. After building stamina for

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working independently over several weeks, the students begin rotations to independent reading, writing, and word work areas set up around the room. (See Appendix B, "Independent Work Resources" for more information.)

While teaching the whole-class foundation lessons, it is important to monitor the way the students are incorporating independent work habits and adjust the pace of your instruction if needed. Some classes may take longer to establish independent work rotations, and as a result, Small-group Reading will begin later in the year in these classrooms.

After you have assessed and grouped the students for differentiated reading instruction and finished the Independent Work foundation-setting lessons, small-group reading and independent work rotations (described in the next section) occur on four days of each week. The fifth day—the weekly check-in lesson—can be used for teaching whole-class lessons to support ongoing successful independent work. Specific lessons are provided in Appendix B, "Independent Work Resources" for introducing new materials, sharing books, and conferring, among other topics.

SMALL-GROUP READING

Small-group Reading in the *Being a Reader* program provides targeted, differentiated reading instruction that is appropriate for readers at each stage of reading development. The students are grouped with others at a similar stage and then matched with texts at the appropriate level. All the small-group instruction is organized around high-quality, carefully selected fiction and nonfiction texts in a variety of genres that are assembled into 12 sets of similarly leveled books.

There are two overarching types of small-group lessons, those for emerging readers (Sets 1-5) and those for developing readers (Sets 6-12). Emerging readers, who are just beginning to grasp letter-sound relationships and the conventions of written English, read texts that have been specially written to match a scope and sequence of phonics and high-frequency word instruction. Careful attention has been paid to create books with high-quality illustrations, natural-sounding language, interesting plot and character development, and fiction and nonfiction topics appropriate for young students. The lessons that accompany these books focus on phonological awareness, concepts of print, phonics and decoding, and high-frequency word recognition, but the instruction is always in the service of making sense of what the students read.

Developing readers are ready to practice, apply, and expand a wide array of reading tools and strategies that are informally introduced in Small-group Reading Sets 4-5. Developing readers continue to read appropriately leveled texts in differentiated groups, but the focus and structure of the instruction—and the texts themselves—change.

Reading strategies are explicitly taught throughout Small-group Reading Sets 6-12 with the goal of having the students apply the strategies to their independent reading. Strategies and their accompanying texts in each set are developmentally appropriate for students at that instructional level and become more complex as the students advance through the sets. At the lower sets, you may provide more modeling and support for a strategy while at the upper sets, you may guide the students to use the strategy more independently and in more complex ways.

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For more information about Small-group Reading in *Being a Reader*, see the *Small-group Teacher's Manuals*. For information about assessing and grouping, see the Assessment Overview in the *Assessment Resource Book*.

Focus on Social and Emotional Development

Helping students to develop socially and ethically, as well as academically, is part of the educator's role, and we believe it should be integrated into every aspect of the curriculum. Social and academic learning flourish when they are integrated naturally, rather than pursued separately. Research shows that building a safe and caring classroom community helps students develop a sense of responsibility for their own learning and behavior, as well as empathy and motivation to help others (Schaps et al. 2004). Students who receive support in building their social and emotional skills demonstrate significant gains in academic achievement (Durlack et al. 2011). In a collaborative classroom community, students work in pairs, in small groups, and as a class to listen to and discuss reading.

BUILDING RELATIONSHIPS

Caring, respectful relationships are the foundation of a collaborative classroom and you, as teacher, play a key role in building a warm relationship with each student as well as in facilitating and strengthening relationships among the students. The *Being a Reader* program provides opportunities to build those relationships in a deliberate way. Early in the year, the students learn procedures (such as gathering for lessons and using cooperative structures) in which they are responsible to one another. As the year goes on, the students regularly discuss and solve problems related to their work together. When students feel connected to others and cared for, they learn to become comfortable taking the risks necessary to grow academically and socially.

VALUES AND SOCIAL SKILLS

As you help the students build relationships, you also help them understand the values that underlie these relationships. The students reflect on what it means to act on values such as respect and responsibility and how their actions affect the community. Lapses in applying these values are seen as normal learning experiences, rather than as failures.

The social skills the students learn in *Being a Reader* help them act on these values in a deliberate way. They learn basic social skills (such as listening carefully and speaking clearly) early in the year, laying the foundation for the more sophisticated skills they will learn later in the year.

Social development objectives for each week's Word Study lessons are listed in that strand's Overview (see "Week and Strand Overviews" on page xxxiii). The lessons provide activities, questions, and cooperative structures that target these objectives (see also "Cooperative Structures" on the next page). Social skills emphasized include participating responsibly, listening carefully, taking turns, speaking clearly, working responsibly in pairs, handling materials responsibly, and sharing one another's thinking. A Social Skills Assessment is

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included for use early in the year, mid-year, and at the end of the year to help you assess your students' progress in meeting the social development objectives of the program.

RANDOM PAIRING

Many whole-class lessons in the *Being a Reader* program are designed for pair work. We recommend that you randomly pair students for whole-class lessons every five weeks over the school year. (See "Considerations for Pairing ELLs" on page xlix.) Working with the same partner over time helps each student work through and learn from problems, build successful methods of interaction, and develop his or her speaking and listening skills.

Random pairing sends several positive messages to the students: there is no hidden agenda behind how you pair the students (such as choosing pairs based on achievement), every student is considered a valuable partner, and everyone is expected to learn to work with everyone else. Random pairing also results in heterogeneous groupings over time, even though some pairs may be homogeneous in some way during any given five-week period (for example, both partners may be male).

The box below suggests some methods for randomly pairing the students.

Some Random Pairing Methods

- Distribute playing cards and have each student pair up with someone who has the same number or suit.
- Place identical pairs of number or letter cards in a bag. Have each student pull a card out of the bag and find someone who has the same number or letter.
- Put pairs of matching objects in a bag, such as two matching baby socks, two marbles of the same color, two crayons of the same color, or two pattern blocks of the same shape. Have each student select an object from the bag and pair up with the person who has the other matching object.

Small-group Reading Sets 6–12 also include pair work, though the students do not need to always work within the same preassigned partnerships. For more information, see "Pairing Students and Using Cooperative Structures" in the Introduction of your *Small-group Teacher's Manual*.



COOPERATIVE STRUCTURES

Cooperative structures are taught and used at every grade level to increase the students' engagement and accountability for participation. These structures help the students learn to work together, develop social skills, and take responsibility for their learning. The students talk about their thinking and hear about the thinking of others. Suggested uses of cooperative

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structures in the lessons are highlighted with an icon. In addition, you can use the cooperative structures whenever you feel that not enough students are participating in a discussion, or, conversely, when many students want to talk at the same time.

Cooperative Structures in the Program

- **Turn to Your Partner.** Partners turn to each other to discuss a question.
- **Think, Pair, Share.** Each student thinks individually about a question before discussing his or her thoughts with a partner. Select pairs then report their thinking to the class. This strategy is especially appropriate when the students are asked to respond to complex questions.

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Teaching the Program

How the Grade 2 Program Is Organized

There are two distinct lesson configurations in the *Being a Reader* program: whole-class and small-group. Whole-class instruction focuses on Word Study and on developing and maintaining effective habits for Independent Work. Small-group work consists of differentiated reading instruction. This work begins after a foundation-setting period in which the students have learned procedures for working independently.

WHOLE-CLASS WORK

This manual includes whole-class lessons for Word Study and Independent Work.

Word Study begins in the first week of the school year and continues for 30 weeks. Word Study occurs four times per week throughout the year.

Independent Work lessons start in the first week and occur five days a week for the first four weeks of the year. These lessons prepare the students to participate in independent work rotations so that you can instruct Small-group Reading four days a week. A weekly Independent Work Check-in lesson then begins in Week 5.

SMALL-GROUP WORK

Small-group Reading begins no earlier than Week 5 of the school year, after the foundation for Independent Work is set and the students have been assessed for grouping.

SUGGESTED WEEKLY SCHEDULES

The first calendar on the next page shows a suggested weekly schedule for the foundation-setting period (Week 2). The schedule needs for the foundation-setting period vary slightly from week to week as the Independent Work lessons may take more or less time to complete. Additionally, Independent Work foundation-setting lessons occur five days a week during this time.

The second calendar shows a suggested weekly schedule for Weeks 5-30. The weekly calendars for Weeks 5-30 remain mostly the same throughout the year.

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Suggested Weekly Schedule (Week 2 of Foundation-setting Period)

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	**Word Study** (20)		**Word Study** (20)	**Word Study** (20)
Independent Work: Setting the Foundation (50–65)	**Independent Work:** Setting the Foundation (55–60)	**Independent Work:** Setting the Foundation (40–50)	**Independent Work:** Setting the Foundation (55–60)	**Independent Work:** Setting the Foundation (55–60)
70–85 minutes	**75–80 minutes**	**40–50 minutes**	**75–80 minutes**	**75–80 minutes**

Suggested Weekly Schedule (Weeks 5–30)

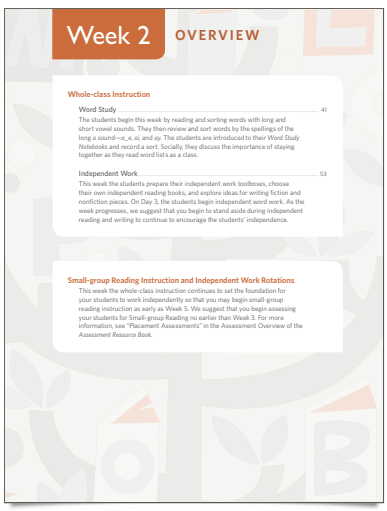
Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	**Word Study** (20)		**Word Study** (20)	**Word Study** (20)
Independent Work Rotations/ Small-group Reading (60)	**Independent Work Rotations/ Small-group Reading** (60)	**Independent Work Check-in** (35)	**Independent Work Rotations/ Small-group Reading** (60)	**Independent Work Rotations/ Small-group Reading** (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

Planning and Teaching the Lessons

We offer the following considerations to help you plan and teach the *Being a Reader* lessons.

WEEK AND STRAND OVERVIEWS

Prepare for each week by reading that week's Overview pages. The contents page gives a brief preview of all the strand instruction for the week and, after the foundation-setting period for Independent Work, suggests an Independent Work Check-in lesson as well as materials to add to the independent work areas. The Resources page specifies the physical materials and any extension activities for the entire week, while the Online Resources list indicates all the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org).


Week 2 OVERVIEW

Whole-class Instruction

Word Study 41

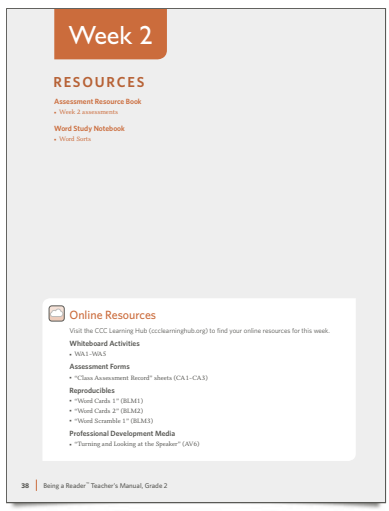
The students begin this week by reading and sorting words with long and short vowel sounds. They then review and sort words by the spellings of the long *a* sound—*a_e, ai,* and *ay*. The students are introduced to their *Word Study Notebooks* and record a sort. Socially, they discuss the importance of staying together as they read word lists as a class.

Independent Work 53

This week the students prepare their independent work toolboxes, choose their own independent reading books, and explore ideas for writing fiction and nonfiction pieces. On Day 3, the students begin independent word work. As the week progresses, we suggest that you begin to stand aside during independent reading and writing to continue to encourage the students' independence.

Small-group Reading Instruction and Independent Work Rotations

This week the whole-class instruction continues to set the foundation for your students to work independently so that you may begin small-group reading instruction as early as Week 5. We suggest that you begin assessing your students for Small-group Reading no earlier than Week 3. For more information, see "Placement Assessments" in the Assessment Overview of the *Assessment Resource Book*.


Week 2

RESOURCES

Assessment Resource Book
- Week 2 assessments

Word Study Notebook
- Word Sorts

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities
- WA1–WA5

Assessment Forms
- "Class Assessment Record" sheets (CA1–CA3)

Reproducibles
- "Word Cards 1" (BLM1)
- "Word Cards 2" (BLM2)
- "Word Scramble 1" (BLM3)

Professional Development Media
- "Turning and Looking at the Speaker" (AV6)

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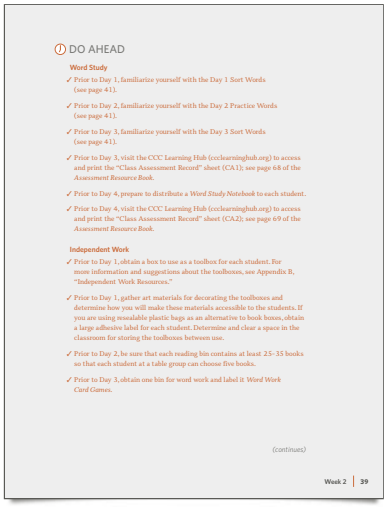
The Do Ahead section alerts you to special requirements for each strand for the week and any preparations you should make ahead of time. The Suggested Weekly Schedule provides an example of how to coordinate the strands of *Being a Reader* instruction for the week. Consider your own daily schedule and plan how you will build the *Being a Reader* lessons into your literacy instruction for the week. No two classrooms have the same schedule, and you may decide to teach lessons on different days from the ones suggested in the week Overview.


DO AHEAD

Word Study

✓ Prior to Day 1, familiarize yourself with the Day 1 Sort Words (see page 41).

✓ Prior to Day 2, familiarize yourself with the Day 2 Practice Words (see page 41).

✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words (see page 41).

✓ Prior to Day 3, visit the CCC Learning Hub (cclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 68 of the *Assessment Resource Book*.

✓ Prior to Day 4, prepare to distribute a *Word Study Notebook* to each student.

✓ Prior to Day 4, visit the CCC Learning Hub (cclearninghub.org) to access and print the "Class Assessment Record" sheet (CA2); see page 69 of the *Assessment Resource Book*.

Independent Work

✓ Prior to Day 1, obtain a box to use as a toolbox for each student. For more information and suggestions about the toolboxes, see Appendix B, "Independent Work Resources."

✓ Prior to Day 1, gather art materials for decorating the toolboxes and determine how you will make these materials accessible to the students. If you are using resealable plastic bags as an alternative to book boxes, obtain a large adhesive label for each student. Determine and clear a space in the classroom for storing the toolboxes between use.

✓ Prior to Day 2, be sure that each reading bin contains at least 25–35 books so that each student at a table group can choose five books.

✓ Prior to Day 3, obtain one bin for word work and label it *Word Work Card Games*.

(continues)

Week 2 | 39


DO AHEAD (continued)

✓ Prior to Day 3, visit the CCC Learning Hub (cclearninghub.org) to access and print "Word Cards 1" (BLM1) and "Word Cards 2" (BLM2). Partners will play games using the cards on these sheets. Make enough copies of each sheet for half the pairs of students in your class to have one. After cutting apart the cards on each sheet, place each set in a labeled, resealable plastic bag or envelope. Alternatively, have the students cut and prepare the sets during class. See "Preparing Materials" in Appendix B, "Independent Work Resources."

✓ Prior to Day 5, visit the CCC Learning Hub (cclearninghub.org) to access and print "Word Scramble 1" (BLM3). Make enough copies for each student to have one.

✓ Prior to Day 5, obtain a folder for each student's word work. The folders can be manila folders or simple construction-paper folders.

✓ Prior to Day 5, visit the CCC Learning Hub (cclearninghub.org) to access and print the "Class Assessment Record" sheet (CA3); see pages 70–71 of the *Assessment Resource Book*.

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work: Setting the Foundation (50–60)	Independent Work: Setting the Foundation (55–60)	Independent Work: Setting the Foundation (40–50)	Independent Work: Setting the Foundation (55–60)	Independent Work: Setting the Foundation (55–60)
70–80 minutes	75–80 minutes	40–50 minutes	75–80 minutes	75–80 minutes

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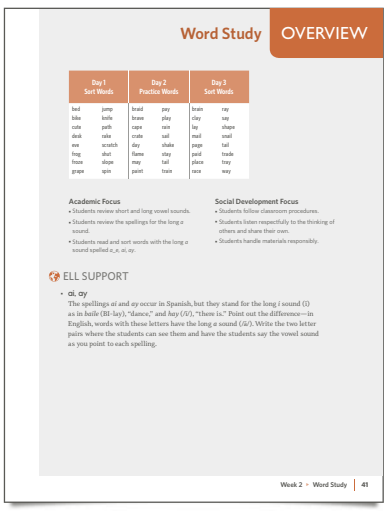
Each lesson strand includes an Overview at the beginning of the week. Preview the strand Overview and the lessons and note how the instruction supports the academic and social development focuses from lesson to lesson. The ELL Support feature offers lesson-specific support to make lesson content more accessible to your English Language Learners. (See "Support for English Language Learners" on page xliv for more information.)


Word Study OVERVIEW

Day 1 Sort Words		Day 2 Practice Words		Day 3 Sort Words	
bad	jump	braid	pay	brain	ray
bike	knife	brave	play	clay	say
cute	path	cape	rain	lay	shape
desk	rake	crate	sail	maid	snail
ewe	scratch	day	shake	page	tail
frog	shut	flame	stay	paid	trade
hose	skope	may	tail	place	tray
grape	spin	paint	train	race	way

Academic Focus
- Students review short and long vowel sounds.
- Students review the spellings for the long *a* sound.
- Students read and sort words with the long *a* sound spelled *a_e, ai, ay*.

Social Development Focus
- Students follow classroom procedures.
- Students listen respectfully to the thinking of others and share their own.
- Students handle materials responsibly.

ELL SUPPORT

- **ai, ay**
  The spellings *ai* and *ay* occur in Spanish, but they stand for the long *i* sound (ī) as in *baile* (bī-lay), "dance," and *hay* (/ī/), "there is." Point out the difference—in English, words with these letters have the long *a* sound (/ā/). Write the two letter pairs where the students can see them and have the students say the vowel sound as you point to each spelling.

Week 2 • Word Study | 41

PREPARING THE LESSONS

Prepare for your week by reading the entire week of instruction for each strand and anticipate how your students will respond. The procedure on the next page outlines the standard steps to follow when planning any *Being a Reader* lesson. Each specific lesson strand requires different

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preparation for the day or week of instruction and these special considerations are listed in the sections that follow. Small-group Reading lessons and information for how to prepare for those lessons are found in the *Small-group Teacher's Manuals*.

- Read the bulleted lesson focuses that precede each day's instruction and keep them in mind as you read the entire lesson, including any *Word Study Notebook* pages, reproducible materials, and whiteboard activities (WA), and anticipate how your students will respond.
- Collect materials and anticipate room arrangement needs.
- View any professional development media (AV) referred to in the lessons.
- Plan any teacher modeling required in the lesson.
- Review suggested discussion questions. Also review any Facilitation Tips and look for opportunities in the lessons to use facilitation techniques.
- Plan how you will pace the lesson to keep it moving. (Also see "Lesson Length and Pacing" on the next page.)
- Review any optional activities and decide if and when you want to do them with the class. Some require additional materials or preparation.
- Consider the level of support within each day's instruction for your English Language Learners. Review the suggestions in the ELL Support section in the strand Overview, the ELL Notes in the lesson, and any Suggested Vocabulary and ELL Vocabulary lists within the lessons. Provide any extra support or preteaching for your students as appropriate. (For more information, see "Support for English Language Learners" on page xliv.)

Considerations for Preparing Word Study Lessons

Review the word lists on the Word Study Overview. If you are using an interactive whiteboard for word lists and sorts, visit the CCC Learning Hub (ccclearninghub.org) to access the whiteboard activities (WA). We suggest that you cue up the whiteboard activities ahead of time so that you are ready to display them during the lessons. If you are not using an interactive whiteboard, determine how you will modify the lesson instruction. Write the words from the word lists where all the students can see them. For sort words, you can write the words on individual index cards to display in a pocket chart. Printable word cards for each sort are also available on the weekly resources page on the CCC Learning Hub (ccclearninghub.org).

To prepare for Guided Spelling instruction, read the entire Guided Spelling lesson (in most Weeks 7–29) and anticipate challenges the students may encounter in writing the week's words. Particularly note any sounds that can be spelled in more than one way, and note challenging vowel spellings that can be supported by referring to the "Spelling-Sound Chart."

Considerations for Preparing Independent Work Lessons

For each Independent Work lesson in Weeks 1–4, decide if your students are ready to move on to each next step in working independently and, if not, modify or repeat a lesson.

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Starting in Week 5, hold a short weekly lesson to check in on procedures, habits, and work. Supporting the students' independent work during these brief weekly check-ins will ensure that your students continue to work independently and productively. Preview the check-in lesson suggested from Appendix B, "Independent Work Resources," and determine if you will teach that or another check-in lesson, based on your students' needs.

Prepare any new materials to add to the independent work areas as suggested in the week Overview, and introduce them to the students as needed.

LESSON LENGTH AND PACING

It is important to monitor the pace of the lessons, not only to complete them in a reasonable amount of time, but also to help the students stay focused and engaged. To maintain the pace of the lessons, we suggest the following:

- As much as possible, teach the lessons as written, understanding that adjustments may be needed based on your knowledge of your students and their needs.
- Keep partner conversations brief (20–30 seconds).
- After partners have shared, have only one or two volunteers share their thinking with the class, even if others have their hands up.
- During class discussions, have only two or three volunteers share their thinking. If many students want to contribute to the discussion, use "Turn to Your Partner" to give partners an opportunity to share with each other. Then have only one or two volunteers share with the class.

EXTENDING THE INSTRUCTION

In addition to the core lessons, the *Being a Reader* program features the following additional opportunities to extend instruction:

- **Extensions.** These optional activities provide additional learning opportunities that extend or enhance the instruction in the core lessons.
- **Independent Work Connections.** These optional activities are suggestions for integrating the instruction from weekly lessons into the current or subsequent weeks' independent work areas. Some suggestions repeat from week to week (for example, adding the week's sort to the word work area), and some are modeled after a specific week's lesson (for example, playing a game of "Build That Word").

There are also opportunities to extend instruction in some Small-group Reading lessons. For more information, see "Extending the Instruction" in the Introduction in the *Small-group Teacher's Manuals* for Sets 6–12.

PROFESSIONAL DEVELOPMENT MEDIA

Brief videos created for the *Being a Reader* program help you with effective implementation. The videos, intended for viewing when planning lessons, provide a range of support, including demonstrations of teachers modeling specific techniques as well as tips for and examples of students using cooperative structures. For a complete list of professional development media, visit the CCC Learning Hub (ccclearninghub.org).

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HELPFUL LESSON FEATURES

The lessons include a number of features that help you navigate the instruction and that provide background information and tips. These lesson features are listed in the table below.

Helpful Lesson Features

- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson purpose, structure, pedagogy, and approach.
- **ELL Support Features.** In some lessons, these features provide suggestions for preteaching for English Language Learners (ELLs). The features often suggest previewing a text and provide support in building background knowledge or vocabulary.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to such information as the purposes of different activities, materials to be collected or saved, hints for managing the lesson, and ways to support the students.
- **ELL Notes.** These notes suggest various strategies to support ELLs during a lesson.
- **Facilitation Tips.** These notes suggest techniques you can use to facilitate class discussions (for example, asking open-ended questions, using wait-time, and not paraphrasing or repeating the students' responses) in order to increase participation and encourage deeper conversations among your students.
- **Cooperative Structure Icons.** These icons indicate where in the lesson the students work in pairs and where cooperative structures, such as "Turn to Your Partner" and "Think, Pair, Share," are used.
- **Suggested Vocabulary.** This feature identifies words in a read-aloud or word list that you might want to define for your students as you read. Definitions are provided, and illustration support is noted when relevant.
- **ELL Vocabulary.** This feature identifies and defines additional words in a read-aloud or word list that you may want to address with your ELLs.
- **"Students might say."** This feature gives you examples of the kinds of responses you might expect from your students. If the students have difficulty answering a question, you can suggest some of the ideas in the "Students might say" note and then ask them to generate additional ideas.
- **"You might say."** This feature provides sample language that you can draw on when you introduce an activity, a procedure, or a cooperative structure.
- **Chart Diagrams.** These diagrams illustrate charting techniques and examples of text generated by the class or by teacher modeling.
- **2D Barcodes.** You can scan these 2D barcodes with an app installed on your smartphone or tablet device to gain instant access to professional development and instructional media.
- **Assessment Notes.** These notes help you observe and assess the whole class, small groups, and individual students. Your observations can be used to inform instruction. (See "Assessments" on page xxxix.)

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Tips for Managing the Program in Your Classroom

We offer the following suggestions to help you set up your classroom and collect the materials needed to teach the *Being a Reader* program.

ROOM ARRANGEMENT AND MATERIALS

- We recommend a classroom arrangement that allows for whole-class gatherings and discussion. A rug or classroom library area is ideal for whole-class gathering. If you are not able to dedicate space for a gathering area, think of a way to have the students face and sit close enough to you to hear and see texts and to participate in discussions. This gathering area will need to be near the interactive whiteboard or other wall space for sorts and other Word Study activities.
- Free up wall space for a word wall on which to post the high-frequency words taught and the "Spelling-Sound Chart," and for posting paper charts generated in the lessons.
- You will need a table for gathering small groups to teach Small-group Reading. We recommend a location that allows for easy access to the student texts and any other small-group materials.

Independent Work

The following is a brief overview of the room arrangement and whole-class materials needs for Independent Work. For more information, see Appendix B, "Independent Work Resources."

- For setting the foundation for Independent Work in the earliest weeks of the year, we recommend a classroom arrangement that allows for the students to sit in "table groups" (groups of students who sit at the same table or grouping of desks) to work in pairs or individually, in addition to a whole-class gathering area.
- During the foundation-setting period, you will need bins to store reading, writing, and word work materials for the students to use. You will need the same number of each type of bin as you have table groups.
- When the students begin independent work rotations in Week 3, plan a classroom arrangement that allows for three areas (reading area, writing area, and word work area) where groups of students will work independently. We recommend using the classroom library as the reading area, and tables (or desks pushed together) for the word work and writing areas.

STUDENT TOOLBOXES, NOTEBOOKS, AND FOLDERS

- ***Word Study Notebooks.*** These consumable student books are included as part of the *Being a Reader* program. Each student is responsible for maintaining the notebook to use during the whole-class Word Study lessons as well as independent word work. Encourage the students to be responsible for maintaining these in good shape.
- **Independent Work Toolboxes.** Beginning in Week 2, the students keep and manage their own independent work toolboxes. These toolboxes store the students' books for Small-group Reading, *Word Study Notebooks*, and other materials to use in the independent work areas (such as those that follow on the next page).

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- **Word Work Folders.** The students are responsible for maintaining individual word work folders for papers they generate during independent word work.
- **Writing Notebooks.** Each student requires an individual composition book or spiral notebook to keep in his or her toolbox for independent writing.
- **Journals.** For certain lessons in Small-group Reading Sets 9–12, your students may need journals in which to record their responses to their reading done independently. For more information, see the Introduction in the *Small-group Teacher's Manuals* for these sets.

CHARTS

In the *Being a Reader* program, charts are used to display poems, list ideas, and display content. The program features both paper charts and some digital whiteboard charts. The latter are referred to in the lessons as whiteboard activities and are accessed via the CCC Learning Hub (ccclearninghub.org). If your classroom is not equipped with an interactive whiteboard, you can print the whiteboard activity charts and display them using a projection device. The weekly Do Ahead section and daily Materials lists make clear which type of chart will be used for any specific task. In cases where a chart needs to be displayed throughout the week or year, we recommend paper charts. (Write large enough so that the charts can be seen from a distance.) For more information, view the "Using CCC's Whiteboard Activities" tutorial (AV21).



Assessments

The assessments that accompany the *Being a Reader* program are designed to help you (1) make informed instructional decisions as you teach the program, and (2) track and evaluate your students' academic growth and social development over time. The expectation is that all of your students are developing—at their own pace—into eager, confident readers and that they can each develop positive social skills.

The program includes formative, placement, and summative assessment tools. Most assessments have a corresponding record sheet in the *Assessment Resource Book*, which you may use to record your students' progress. You may choose to record your students' progress using printed copies of the forms in the *Assessment Resource Book* or through the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record, collect, sort, synthesize, and report assessment data for each student and the whole class. For more information, see "CCC ClassView App" on page xlii.

The following is an overview of the assessment component in the *Being a Reader* program. See the Assessment Overview in the *Assessment Resource Book* for detailed descriptions of all the assessments and how they are used in the program.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' academic and social growth over time through observation. Formative assessments in *Being a Reader* comprise the following:

- **Class Assessment.** Class Assessment Notes within the foundation-setting Independent Work and Word Study lessons occur about once per week. They are designed to help

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you assess the learning of the whole class. During this assessment, we suggest you walk around and observe students working individually and in pairs (select strong, average, and struggling students to observe). Ask yourself the questions in the Class Assessment Note and follow up with the suggested interventions, if necessary. You can record your observations on the corresponding "Class Assessment Record" sheet (CA).

- **Group Progress Assessment.** Group Progress Assessment Notes in the Small-group Reading lessons are designed to help you assess the learning of the group. During this assessment, ask yourself the questions in the Group Progress Assessment Note and follow up with the suggested interventions, if necessary. You can record your observations on the corresponding "Group Progress Assessment Record" sheet (GA).
- **Independent Work Observation.** The Independent Work Observation is designed to be completed three times per year to help you assess how well the students are implementing independent work procedures and habits. You can record your observations on the "Independent Work Observation Class Assessment Record" sheet (CA).
- **Independent Work Conference.** Independent Work Conferences provide you with the opportunity to confer with individual students about their independent work rotations. You can document your observations on a "Conference Notes" record sheet (CN).

For more information about the formative assessments in the program, see the Assessment Overview in the *Assessment Resource Book*.

PLACEMENT ASSESSMENTS

Placement assessments allow you to form differentiated groups of students for Small-group Reading.

- **Placement Assessments for Small-group Reading Sets 6–12.** Use the Placement Assessment for Small-group Reading Sets 7-12 or another assessment such as the *Fountas & Pinnell Benchmark Assessment System* (F&P), the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading and Writing Project (TCRWP) *Running Records Assessments*.
- **Placement Assessments for Small-group Reading Sets 1–5.** For students who place below DRA level 18 or F&P level J, administer the Placement Assessments for Sets 1-5 to determine accurate placement.

For more information about small-group placement, see "Placement Assessments" in the Assessment Overview of the *Assessment Resource Book.*

SUMMATIVE ASSESSMENTS

Summative assessments allow you to evaluate and score each student's academic progress, as well as the students' social development.

- **Social Skills Assessment.** The Social Skills Assessment allows you to note how well each student is learning and applying the social skills taught in the program. In addition to social skills, this assessment allows you to track how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her

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behavior. We recommend that you assess your students' social development three times per year (at the beginning, middle, and end of the year), using the "Social Skills Assessment Record" sheet (SS).

- **Word Study Progress Assessment.** A word list that individual students read aloud three times during the year allows you to monitor how each student is incorporating Word Study strategies into his or her reading. A "Word Study Progress Assessment Class Record" sheet (CR) allows you to see at a glance whether the whole class or a particular group of students is struggling with Word Study concepts.
- **Spelling Tests.** Spelling tests (in most Weeks 12–24 of Word Study) are made up of eight words selected from the previous week's instruction. The tests in Weeks 25–29 focus on irregular high-frequency words. Record sheets are not provided as these are not formal assessments.

For more information about the summative assessments in the program, see the Assessment Overview in the *Assessment Resource Book*.

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Using the Technology Features

The *Being a Reader* program incorporates digital technology to enhance your students' learning experience and streamline your preparation, instruction, and assessment processes.

Digital Teacher Resources

The program comprises a suite of digital resources, including the *Digital Teacher's Set* as well as access to the CCC Learning Hub and the CCC ClassView app.

DIGITAL TEACHER'S SET

The *Being a Reader Digital Teacher's Set* includes digital versions of the whole-class and small-group *Teacher's Manuals* and the *Assessment Resource Book* for use on a tablet device or computer. Features of the *Digital Teacher's Set* include linked cross-references and direct access to the CCC Learning Hub, the CCC ClassView app (see below for more information), and professional development media.

CCC LEARNING HUB

The CCC Learning Hub (ccclearninghub.org) is your source for the following resources:

- Whiteboard activities in grades 1–2
- Printable blackline masters ("reproducibles"), including poems for Shared Reading, weekly word sorts for students in grade 2, and scripts for reader's theater and other small-group reading activities
- Digital reference copy of the *Word Study Notebook*
- A link to the CCC ClassView app, as well as direct links to printable or interactive assessment forms
- Professional development media

For more information, see the "Using the CCC Learning Hub" tutorial (AV23).

CCC CLASSVIEW APP

The CCC ClassView app is an online application that contains all of the same assessment forms and instructions available in the *Assessment Resource Book*. This tool also enables you to electronically collect, sort, synthesize, and report assessment data for each student. You can access the CCC ClassView app by tapping the assessment icons or links in the *Digital*

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Teacher's Set, visiting the CCC Learning Hub (ccclearninghub.org), or going directly to the app (classview.org). For more information about using the CCC ClassView app, view the "Using the CCC ClassView App" tutorial (AV22).

Additional Technology Features

Additional lesson features integrate technology into the program in a variety of ways.

TECHNOLOGY EXTENSIONS

These optional activities identify ways in which you can use technology to extend instruction, when appropriate. For example, the students might visit a website to investigate a topic or create an audio recording of a dramatic reading.

For teachers who would like to integrate electronic writing into their independent writing area, specific lessons on blogging are included in Appendix B, "Independent Work Resources."

TECHNOLOGY TUTORIALS

These videos help you understand how to effectively implement the program's technology features and how to use widely available technology. They include:

- "Getting Started with Your Print *Teacher's Manual*" tutorial (AV19)
- "Getting Started with Your *Digital Teacher's Set*" tutorial (AV20)
- "Using CCC's Whiteboard Activities" tutorial (AV21)
- "Using the CCC ClassView App" tutorial (AV22)
- "Using the CCC Learning Hub" tutorial (AV23)
- "Preparing a Class Blog" tutorial (AV25)
- "Preparing Student Blogs" tutorial (AV26)
- "Setting Up Student Blog Access" tutorial (AV27)
- "Blogging Tips and Tricks" tutorial (AV28)
- "Expanding the Blog Audience" tutorial (AV29)

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Support for English Language Learners

The *Being a Reader* program helps you implement effective teaching strategies to meet the needs of all students, including English Language Learners (ELLs). English Language Development strategies are an inherent part of the program's design. In addition, an ELL Support feature provides lesson-specific preteaching strategies. ELL Notes suggest ways to modify the instruction to enhance support for ELLs.

While the *Being a Reader* program is an effective tool in teaching early reading to ELLs, it is not intended to stand alone as a comprehensive linguistic development program. It is assumed that additional support in second language acquisition is occurring for ELLs outside of this program.

About Teaching Reading to ELLs

One myth about teaching ELLs is that good teaching alone will meet these students' linguistic and academic needs, and that they will simply "pick up" the language in the typical classroom context. While "good teaching" (using developmental, research-based instructional strategies) certainly benefits students learning English, it is important to build on each student's specific academic and linguistic strengths and plan instruction based on his or her needs. The first step is to develop an accurate picture of each student's level of English language proficiency and his or her previous academic experience.

Stages of Second Language Acquisition

Learning a new language is a developmental process. The table that follows outlines the generally accepted stages of acquiring a language and the characteristics of students in an immersion classroom at each stage. In an immersion classroom, the students are instructed in their second language (English) for all subjects. Progress from one stage to the next depends on a wide variety of factors, including cognitive and social development, maturity, previous academic experience, family education, home literacy practices, personality, cultural background, and individual learning styles.

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Stages of Second Language Acquisition

Developmental Stages of Language Proficiency (under immersion)	Student Characteristics
Stage 1: Receptive or Preproduction (can last up to 6 months)	Often nonverbal during this period Acquires receptive vocabulary (words and ideas that students "take in" or learn before they begin to produce words verbally) Conveys understanding through drawing, writing, and gesturing Gradually becomes more comfortable in the classroom
Stage 2: Early Production (can last 6 months to 1 year)	Comprehends simple language Communicates with one key word and short phrases Verbally labels and categorizes Listens more attentively Begins to use present tense Writes words and some simple sentences
Stage 3: Speech Emergence (can last 1 to 3 years)	Has good comprehension of conversational language Sequences stories using words and pictures Is challenged by figurative language Speaks and writes simple sentences
Stage 4: Intermediate Fluency (can last 3 to 5 years)	Has excellent comprehension Uses newly acquired vocabulary Speaks, reads, and writes more complex sentences Participates in academic discussions Makes few grammatical errors May continue to be challenged by idioms and figurative language Demonstrates higher-order skills, such as analyzing, predicting, debating, etc.
Stage 5: Advanced Fluency (can last 5 to 7 years)	Has near-native fluency Demonstrates excellent comprehension Continues to develop academic vocabulary Continues to speak, read, and write increasingly complex sentences

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How the *Being a Reader* Program Supports ELLs

There are several effective English Language Development instructional strategies integrated throughout the *Being a Reader* program. These strategies help make the content engaging and comprehensible, support the students at their individual levels of language proficiency, and help the students see themselves as valuable members of the classroom community. The strategies included are shown in the chart below.

English Language Development (ELD) Strategies in the *Being a Reader* Program

Creating a respectful, safe learning community	Active, responsible learning High expectations for classroom interactions Explicit classroom procedures and routines Explicit social skills instruction Regular discussions to reflect on classroom values and community
Cooperative learning	Cooperative structures ("Turn to Your Partner" and "Think, Pair, Share") Ongoing peer partnerships Opportunities to express thinking orally and listen to others' thinking Reading in pairs Sharing work and reflecting
Authentic communication	Whole-class, small-group, and partner discussions about interesting and important texts and topics Opportunities to respond to or engage with a text in a variety of modalities (drawing, movement, drama, music)
Vocabulary development	Opportunities to preview and discuss read-alouds and small-group reading texts before lessons Building academic vocabulary
Language-rich environment	Rich, meaningful literature Engaging poems and songs Daily opportunities for listening, speaking, reading, and writing Small-group reading books accessible to all students
Scaffolded instruction	Explicit teacher modeling Rereading text Prompts to begin responses Drawing on prior knowledge and experience Building background knowledge
Critical thinking	Questions that prompt higher-order thinking Sorting words and pictures Exploring and responding to different viewpoints Generating independent thinking

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ELL NOTES

ELL Notes in the margins of the lessons provide specific suggestions for modifying or enhancing instruction during a lesson to support your English Language Learners. For example, notes during a lesson include support in defining unfamiliar words or asking additional questions.

ELL SUPPORT FEATURE

An ELL Support feature in many of the strand Overviews offers lesson-specific support to make lesson content more accessible to your English Language Learners. In addition to identifying opportunities for positive language transfer, such as examples of shared letter-sound correspondences, this feature also identifies sounds of English that do not exist in the students' primary languages or are likely to be especially confusing for ELLs. The ELL Support feature incorporates instructional strategies to help teachers address these challenges and make the most of instructional time.

In addition, the ELL Support feature includes preteaching strategies to help your ELLs participate more fully in the lessons. The suggestions are grouped into three categories: previewing the text, building background knowledge, and providing language support. Examples of the strategies included in each category are listed below.

- **Preview the text.** Read the text aloud with ELLs, define vocabulary, or discuss illustrations.
- **Build background knowledge.** Use visual aids, technology, photographs, and realia to increase comprehension. Preteach concepts.
- **Provide language support.** Provide opportunities for the students to answer lesson questions ahead of time. Model answering lesson questions using simple answers. Introduce and practice using vocabulary that may be useful during class discussions.

SUPPORTING ELLs DURING INDEPENDENT WORK

Independent Work is an excellent opportunity to provide your English Language Learners with targeted literacy support. Here are several ways to differentiate instruction during Independent Work:

- **Provide audiobooks.** Provide a variety of audiobooks so ELLs can listen to a story, hear standard pronunciation, develop story language, and increase their understanding.
- **Use partner reading.** Have ELLs read a book in pairs with native English speakers.
- **Solicit written responses to literature.** Ask ELLs to draw or write responses to the text they are reading independently (for example, draw the main character or write a sentence describing the problem in the story).
- **Arrange one-on-one support.** Enlist instructional assistants, student tutors, student teachers, primary-language speakers, and parents to read and write with ELL students during Independent Work.

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Additional Strategies for Supporting ELLs

In addition to the practices embedded in the *Being a Reader* lessons and ELL Support feature, you can implement additional general strategies to help your English Language Learners participate more fully in the program. We recommend:

- **Speaking slowly.** Beginning English speakers can miss a great deal when the language goes by too quickly. Modifying your rate of speech can make a big difference in helping them to understand you.
- **Simplifying questions.** Open-ended questions are used throughout the *Being a Reader* program to elicit language and higher-order thinking from the students. These questions are often more complex in structure than closed or one-word-answer questions. While all learners, including ELLs, benefit from the opportunity to consider open-ended questions, you might modify complicated questions into simpler ones to increase comprehension and participation by your ELLs. The table below lists some suggestions for simplifying questions.

Suggestions for Simplifying Questions

Suggestion	Original Question	Simplified Question
Use the simple present tense.	What was happening at the beginning of the story?	What happens at the beginning of the story?
Use active rather than passive voice.	How was the window broken in the story?	Who broke the window in the story?
Ask *who/what/where/when* questions rather than *how/why* questions.	How are you and your partner working together?	What do you and your partner do to work well together?
Avoid the subjunctive.	After hearing this part of the book, what do you think raptors might have looked like?	The part of the book we read today describes raptors. What do you think raptors looked like?
Provide definitions in the question.	Why is the old woman so reluctant to name the dog?	The old woman is *reluctant*; she does not want to name the dog. Why?
Provide context clues as part of the question.	Why is Sally Jane's visit to the reservoir important?	At the end of the story, Sally Jane visits the reservoir and thinks about what her mother said. What is important about that?
Elicit nonverbal responses. (Stages 1–3)	What do you see in this picture that tells about the words?	This picture shows the sentence "I like to paint." [Point to the paints. Point to the paintbrushes.]
Elicit responses of 1–2 words or short phrases. (Stages 1–3)	What do you think will happen when Peter puts the snowball in his pocket?	Peter puts the snowball in his pocket. Is that a good idea?

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Strategies for Assessing Comprehension

When students are in the preproduction and early production stages of language acquisition, it can be hard to assess exactly what they understand. It is important not to confuse lack of verbal response with lack of understanding. Rather than force English Language Learners to produce language before they are ready (which can raise anxiety and inhibit their progress), you can assess nonverbal responses while the students are actively engaged by asking yourself questions such as:

- Do the student's drawings and written symbols communicate thinking or show evidence of understanding?
- Does the student nod, laugh, or demonstrate engagement through other facial expressions?
- Does the student pick up academic and social cues from peers?
- Does the student follow classroom signals and routines?
- Does the student follow simple directions (such as "Please get out your pencils")?
- Does the student utter, chant, or sing some familiar words or phrases?

Considerations for Pairing ELLs

A key practice in the *Being a Reader* program is to have the students work in partnerships. Random pairing is suggested as a way to ensure equity by reinforcing the value of each student in the classroom (see "Random Pairing" on page xxx). However, when considering the needs of English Language Learners, it may be advantageous to partner these students in a more strategic way. You might pair a beginning English speaker with a fluent English or multilingual speaker. It can be effective if the multilingual partner shares the ELL's primary language, but we recommend prudence in asking the more fluent English speaker to serve as translator. Another option is to place ELLs in trios with fluent English speakers to allow them more opportunities to hear English spoken in conversation. In this case, it is important to make sure that all three students are participating and including one another in the work.

By carefully observing your ELLs and employing some of the strategies suggested here (as well as those in the ELL Support feature and ELL Notes in the lessons), you will be able to support your students' development as readers and as caring, collaborative participants in your reading community.

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Alignment with Standards

Being a Reader addresses foundational reading skills, including systematic instruction in print concepts, phonological awareness, phonics and decoding, and high-frequency words. Students read for comprehension and gradually develop fluency as they gain automaticity. Starting in grade 2, *Being a Reader* incorporates targeted instruction in word study skills and polysyllabic decoding, with an emphasis on reading words with inflectional endings, prefixes, derivational suffixes, and common syllable patterns.

At all levels of the *Being a Reader* program, students listen to literature that is read aloud to them. Students also read a variety of fiction and nonfiction texts in small groups. These small groups receive differentiated instruction in phonics, high-frequency words, comprehension, and fluency. Ongoing assessment helps to ensure that every student is reading appropriately leveled texts and that each student is progressing at his or her own pace.

Students who use the *Being a Reader* program become confident, competent readers and active participants in the classroom learning community. Students regularly interact with partners and small groups. They take responsibility for their own learning and engage in meaningful conversations about the texts they listen to and read.

The *Being a Reader* program addresses standards in the following areas:

- **Foundational reading skills.** The program provides systematic instruction in early reading foundational skills, including letter names, concepts of print, phonological awareness, phonics and decoding, high-frequency words, word analysis, and fluency. In addition, students have time each day to read books they choose.
- **Foundational writing skills.** The program provides instruction and practice in handwriting in kindergarten and grade 1. Guided spelling instruction to support word study is taught in grades 1 and 2. In addition, students have time most days to write whatever they choose.
- **Reading comprehension.** Reading comprehension is the most important instructional goal of the *Being a Reader* program. Comprehension strategies taught include understanding text features, retelling, making connections, wondering, identifying topics, and understanding story elements.
- **Speaking and listening.** Students share their thinking with the class or group and with partners. They listen carefully to the thinking of others. They also have opportunities to share books, writing, and dramatic readings with the class and in pairs.

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- **Vocabulary acquisition.** Small-group and whole-class lessons include suggested vocabulary to be taught during and before reading. In grade 2, explicit teaching of meaningful prefixes and suffixes supports students in reading and understanding longer words.
- **Comprehension and collaboration.** Collaboration is built into every aspect of the program. Students have ongoing practice in working together cooperatively, appreciating and building on one another's ideas, sharing materials, and coming to agreement.

For a detailed correlation of the skills taught in the *Being a Reader* program with state standards, visit the Center for the Collaborative Classroom's website (collaborativeclassroom.org).

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Lessons

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Week 1 OVERVIEW

Whole-class Instruction

Word Study 5

This week the students listen to the book *There's an Ant in Anthony* and learn about the importance of looking carefully at words to help them read, write, and spell. The students are introduced to the "Spelling-Sound Chart" and use the chart to review short vowel sounds. They sort words by short vowel sound, and they begin a "Ways We Have Sorted" chart. They also learn to share their thinking using "Turn to Your Partner" and they reflect on their behavior during partner work.

Independent Work 20

This week the students are introduced to and learn the purposes of independent work, beginning with independent reading at their seats. The students discuss selecting books and talk about ways to share and clean up materials. As the week progresses, the students are introduced to independent writing and begin to generate writing ideas as a group and in pairs. Throughout the week, the students identify and chart the various work habits they need to develop in order to work effectively on their own.

Small-group Reading Instruction and Independent Work Rotations

This week the whole-class instruction begins to set the foundation for your students to work independently so that you may begin small-group reading instruction as early as Week 5. We suggest that you begin assessing your students for Small-group Reading no earlier than Week 3. For more information, see "Placement Assessments" in the Assessment Overview of the *Assessment Resource Book*.

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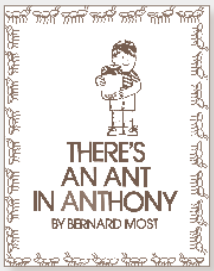
Week 1

RESOURCES



Read-aloud

- *There's an Ant in Anthony*

Assessment Resource Book

- Week 1 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA2)

Reproducible

- "Family Letter" (BLM1)

Professional Development Media

- "Cooperative Structures Overview" (AV1)
- "Using 'Turn to Your Partner'" (AV2)
- "Turning and Looking at the Speaker" (AV6)
- "Using the CCC Learning Hub" tutorial (AV23)

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DO AHEAD

✓ Familiarize yourself with the CCC Learning Hub (ccclearninghub.org), where the online lesson resources for each week are located. For more information, view the "Using the CCC Learning Hub" tutorial (AV23).



✓ Prior to Day 1, plan a space in the classroom, such as a rug area, for the class to gather. For the Word Study lessons, the students should sit facing you, close enough to see the interactive whiteboard or paper charts and any books you will share. If a rug area is not available, plan how your students will sit in their chairs facing you or one another. Keep in mind that the students will be doing partner work on Day 2, and your setup should allow for partners to easily turn to each other to talk. For more information about setting up your classroom for independent work, see Appendix B, "Independent Work Resources."

✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print the introductory family letter (BLM1). Make enough copies to send one letter home with each student.

Word Study

✓ Prior to Day 1, teach the students a procedure for gathering for Word Study. For more information, see "Teaching a Procedure for Gathering" in Appendix A, "Mini-lessons."

✓ Prior to Day 2, decide how you will randomly assign partners to work together during the *Being a Reader* lessons. For suggestions about assigning partners, see "Random Pairing" and "Considerations for Pairing ELLs" in the Introduction. For more information, view "Cooperative Structures Overview" (AV1).



✓ Prior to Day 3, post the "Spelling-Sound Chart" where all the students can see it. The students will refer to this chart throughout the year.

✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words (see page 5).

✓ Prior to Day 4, familiarize yourself with the Day 4 Sort Words (see page 5).

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 66 of the *Assessment Resource Book*.

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DO AHEAD *(continued)*

Independent Work

✓ Prior to beginning this program, think about how you will set up your classroom for independent work. Plan a space, such as a rug area, for the students to gather.

✓ Prior to Day 1, choose and be ready to introduce a cleanup signal (such as ringing a bell) to alert the students that it is time to put their materials away and clean up.

✓ Prior to Day 1, choose a favorite children's picture book of your own to share with the class.

✓ Prior to Day 1, prepare your reading bins, one bin for each table group. For more information about preparing your reading bins, see Appendix B, "Independent Work Resources."

✓ Prior to Day 3, obtain a writing notebook for each student, plus one for yourself for modeling. If you do not have access to composition books or spiral notebooks, you can create notebooks using construction paper and plain paper. Write your name on the cover of your notebook and decide where you will keep the notebooks temporarily this week.

✓ Prior to Day 4, create a chart titled "Ways We Work on Our Own," using the students' ideas from their brainstorm on Day 2. (See the "Ways We Work on Our Own" chart on Day 4 for an example.)

✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA2); see page 67 of the *Assessment Resource Book*.

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work: Setting the Foundation (30-45)	Independent Work: Setting the Foundation (25-30)	Independent Work: Setting the Foundation (30-45)	Independent Work: Setting the Foundation (45-60)	Independent Work: Setting the Foundation (35-45)
50-65 minutes	**45-50 minutes**	**30-45 minutes**	**65-80 minutes**	**55-65 minutes**

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Word Study OVERVIEW

There's an Ant in Anthony

by Bernard Most

In this book, Anthony finds an "ant" in his name and searches for the word "ant" in other words.

Day 3 Sort Words		Day 4 Sort Words	
at	pen	cube	rope
catch	pinch	cute	scene
clip	pot	eve	shake
cup	shop	frame	slide
cut	stitch	gate	smoke
drip	tent	hike	stripe
get	trap	huge	these
hop	truck	phone	use

Academic Focus

- Students review short vowel sounds.
- Students read and sort words with short vowel sounds.
- Students review long vowel sounds.
- Students read and sort words with the final *e* spelling of long vowel sounds.

Social Development Focus

- Teacher and students build a classroom community.
- Students learn the procedure for "Turn to Your Partner."
- Students follow classroom procedures.
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

ELL SUPPORT

- **a**

  In Spanish, the letter *a* represents the short *o* vowel sound in *top* and *spa* (/ŏ/). Help students distinguish between the short *o* and short *a* (/ă/) vowel sounds by having them repeat a number of minimal word pairs such as *map*/*mop*, *pot*/*pat*, and *gnat*/*knot*. If possible, display pictures of the words in each pair to reinforce how one phoneme changes a word's meaning.

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ELL SUPPORT *(continued)*

- **a**
  There is no equivalent for the short *a* vowel sound (/ă/) in Chinese or Korean. Students who speak a dialect of Chinese may substitute *r*-controlled *a* (/är/) for /ă/ or confuse it with the English short *u* sound (/ŭ/). Students who speak Korean may substitute short *e* (/ĕ/) for /ă/.

- **a**
  Model how to produce the short *a* vowel sound (/ă/) by slightly tensing the mouth and jaw muscles, placing the tongue in the middle of the mouth, and nasalizing the sound. Provide time for the students to hear, feel, and experiment with the sound.

- **i**
  In Spanish, the letter *i* represents the long *e* sound in *easy* (/ē/). Help the students distinguish the short *i* vowel sound (/ĭ/) from /ē/ by having them repeat a number of minimal word pairs such as *hit*/*heat*, *lip*/*leap*, and *tin*/*teen*. If possible, display pictures of the words in each pair to reinforce how one phoneme changes a word's meaning.

- **i**
  There is no equivalent for the short *i* vowel sound (/ĭ/) in Vietnamese or Hmong. Additionally, Korean words do not generally begin with vowels, and there is no distinction between short and long vowel sounds.

- **i**
  Model how to produce the short *i* vowel sound (/ĭ/) by smiling widely, tensing the mouth and jaw muscles, and placing the tip of the tongue behind the bottom teeth. Provide time for the students to hear, feel, and experiment with the sound.

- **u**
  There is no equivalent for the short *u* vowel sound (/ŭ/) in Chinese dialects or in Korean. Chinese-speaking students may substitute the short *a* English sound (/ă/) for /ŭ/. Korean-speaking students may substitute *r*-controlled *a* (/är/) for /ŭ/.

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ELL SUPPORT *(continued)*

- **u**
  Model how to produce /ŭ/ by making the mouth rounded and wide open, relaxing the jaw muscles, placing the tongue low in the mouth, and creating a soft, continuous flow of air. Provide time for the students to hear, feel, and experiment with the sound.

- **o**
  In Spanish, the letter *o* represents the long *o* sound in *no* (/ō/). Help the students distinguish between the short *o* vowel sound (/ŏ/) and /ō/ by having them repeat a number of minimal word pairs such as *cot/coat*, *palm/poem*, and *rot/wrote*. If possible, display pictures of the words in each pair to reinforce how one phoneme changes a word's meaning.

- **o**
  The short *o* vowel sound (/ŏ/) doesn't exist in Chinese. Students may replace /ŏ/ with *r*-controlled *o* (/ôr/) or the vowel sound in *ouch* (/ou/).

- **o**
  Model how to produce the short *o* sound (/ŏ/) by making the mouth rounded and wide open, relaxing the jaw muscles, placing the tongue low in the mouth, and creating a soft, continuous flow of air. Provide time for the students to hear, feel, and experiment with the sound.

- **e**
  Of the five short vowel sounds in English, short *e* (/ĕ/) spelled *e* has the closest equivalent in Spanish. However, *e* is pronounced as a long *a* (/ā/) when it occurs in open syllables as in *nena* (NAY-nah), "girl," and *come* (KOH-may), "eats." When blending English consonant-vowel-consonant (CVC) words, students may extend /ĕ/ to say the /ā/ sound. Suggest that they try not to smile as widely, to relax their mouth and jaw muscles, place the tip of the tongue behind the bottom teeth, and create a soft, continuous flow of air. Provide time for the students to hear, feel, and experiment with the sound.

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ELL SUPPORT *(continued)*

- **e**

  Help Spanish-speaking students distinguish between the vowel sounds short *e* (/ĕ/) and long *a* (/ā/) by having them repeat a number of minimal word pairs such as *wet*/*wait*, *pain*/*pen*, and *rake*/*wreck*. If possible, display pictures of the words in each pair to reinforce how one phoneme changes a word's meaning.

- **final e**

  In Spanish, vowel pronunciations are not marked by silent letters. Each of the five Spanish vowels represents a distinct and relatively consistent sound. Other than *a*, the vowel letters represent sounds that are similar to long vowel sounds in English. However, the grapheme/phoneme correspondences differ. Several Spanish diphthongs also approximate English long vowel sounds:

  - The Spanish spellings *e*, *ey*, and *ei* stand for a sound similar to /ā/.
  - The Spanish spellings *ai* and *ay* stand for a sound similar to /ī/.
  - The Spanish spellings *i* and *y* stand for a sound similar to /ē/.
  - The Spanish spelling *o* stands for a sound similar to /ō/.
  - The Spanish spelling *u* stands for a sound similar to /ū/.

- **u_e**

  For many English words spelled *u_e* the vowel sound is long *u* (/ū/). That sound does not exist in Spanish, Vietnamese, or Hmong.

- **o_e**

  In words with the *o_e* spelling, Korean-speaking students may substitute *r*-controlled *o* (/ôr/) or short *o* (/ŏ/) for the long *o* vowel sound (/ō/).

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Word Study
Read-aloud

Day 1

In this lesson, the students:

- Learn the purpose of Word Study
- Listen to and discuss a story
- Follow classroom procedures
- Listen respectfully to the thinking of others and share their own

Materials

- *There's an Ant in Anthony*
- Copy of the introductory family letter (BLM1) to send home with each student

1 Gather and Introduce Word Study

Gather the class with the students sitting, facing you. Introduce Word Study by telling the students they will gather together regularly to read, spell, and talk about words. Explain that learning new ways to read and spell words will help them become better readers and writers.

Teacher Note

The *Being a Reader* program assumes that you have taught the students a procedure for gathering. (See "Do Ahead" in the Week Overview.)

2 Read *There's an Ant in Anthony* Aloud

Explain that the students will hear a story read aloud. They will talk about the story and think about the words in it. Ask:

Q *What will you do to listen carefully to the story?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I'll be quiet so that everyone can hear."
>
> "I can sit still and look at the book."

Teacher Note

If the students have difficulty answering the question, offer some examples like those in the "Students might say" note, and then ask:

Q *What else might you do to make sure you can listen carefully?*

Tell the students that you will check in with them at the end of the lesson to see how they did with listening carefully.

Show the cover of *There's an Ant in Anthony* and read the title and the author's name aloud. Ask and briefly discuss:

Q *What do you think this story might be about?*

Read the book aloud slowly and clearly, showing the illustrations as you read. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading the sentence, and continuing. (For example, "'But he found an ant in a radio antenna'—an *antenna* is 'a long, thin piece of metal that collects signals from the air that a radio can turn into sound'—'But he found an ant in a radio antenna.'")

Teacher Note

To maintain the flow of the story, these words should be defined during the reading but not discussed.

Use self-stick notes to mark the places where the words appear. You might write the meanings of the words on the notes to help you define them smoothly without interrupting the reading.

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Suggested Vocabulary

antenna: long, thin piece of metal that collects signals from the air that a radio can turn into sound (p. 8; refer to the illustration)

phantom: ghost (p. 18)

that instant: right away (p. 32)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

radio: machine that lets people listen to music, news, or sports (p. 8)

Teacher Note

Words containing *ant* from *There's an Ant in Anthony* are (in alphabetical order for easy reference): *antenna, Anthony, Atlantic, cantaloupe, elephant, giant, hydrant, instant, panther, pants, phantom, plant.*

Teacher Note

If the students mention a general story setting (zoo, circus, backyard), rather than a word that contains the letters *a-n-t*, support them by showing the related illustration and asking:

Q *Which of the words on this page has* a-n-t *in it?*

Note that in the *Being a Reader* program, hyphens between letters indicate that each letter name in a spelling is meant to be said separately, and not sounded out.

Teacher Note

If time allows, consider having volunteers stand and underline the *ant* in each word.

3 Discuss the Read-aloud

Ask and briefly discuss:

Q *What happens in the story?*

Write the word *ant* where everyone can see it, and write the word *plant* beneath it. Underline the letters *ant* in *plant*. Ask:

Q *Anthony found an ant in* plant. *Where else do you remember Anthony finding an ant?*

Have a few volunteers share their thinking with the class. As the students share, write the words containing *ant* in a column where everyone can see them. Refer to the text and the illustrations to support their thinking. Add to the list any words the students do not suggest.

Ask and briefly discuss:

Q *What do you notice about these words?*

> **Students might say:**
>
> "Some words have a capital letter."
>
> "They all have *ant* in them."
>
> "Some words are long like *cantaloupe*."

If necessary, point out that all the words have the letters *a-n-t* in them. Underline the letters *ant* in each word as the class reads the words aloud.

If necessary, point out that sometimes *a-n-t* doesn't stand for the sounds in the word *ant* (such as in *Anthony* and *panther*) when the letters are part of another word. Review that in the story, Anthony learns about words by looking at them closely and noticing the letters *a-n-t*. Tell the students that looking carefully at words and listening to the sounds in words helps readers and writers read and spell words.

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4 Reflect on Listening

Without mentioning students' names, describe some responsible behaviors you noticed during the read aloud. Then ask and briefly discuss:

Q *How did you do with listening carefully during the read-aloud?*

Explain that in the next lesson, the students will talk about the story again and share their thinking with partners.

Teacher Note

We recommend that you describe behavior generally, rather than singling out students by name. When you focus on describing appropriate behavior, all the students learn what it means to be responsible and develop the intrinsic motivation to act accordingly.

Word Study
Introduce "Turn to Your Partner"

Day 2

In this lesson, the students:

- Learn the procedure for "Turn to Your Partner"
- Listen respectfully to the thinking of others and share their own

Materials

- *There's an Ant in Anthony*

1 Gather and Introduce "Turn to Your Partner"

Gather the class with partners sitting together, facing you. Explain that during Word Study, you will often ask the students to work in pairs. Tell them that working with partners gives the students a chance to talk about what they are thinking and learning before sharing ideas with the class. Randomly assign partners (see "Do Ahead" in the Week Overview) and make sure they know each other's names.

Explain the "Turn to Your Partner" procedure.

> **You might say:**
>
> "Sometimes I will ask a question and say, 'Turn to your partner.' When you hear this, you will turn to face your partner and start talking about the question. When I raise my hand, you will finish what you are saying, raise your own hand so others can see the signal, and turn back to face me."

Explain that it is important for both partners to share their thinking and to listen carefully.

Teacher Note

If your students are already familiar with the "Turn to Your Partner" procedure, you do not need to model it in Step 2. Instead, remind the students of your expectations.

To see an example, view "Using 'Turn to Your Partner' " (AV2).

The students may work in partnerships already established, or you may assign new partners for the Word Study lessons. The partners you assign today will work together for the first four weeks of Word Study.

Teacher Note

A visual signal such as a raised hand allows the students to finish what they are saying before they turn back to face you. Build accountability by reminding the students to raise their own hands when they turn to face you.

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2 Briefly Model "Turn to Your Partner"

Have a volunteer act as your partner. Model turning to face each other and introducing yourselves by your full names. Then ask partners to turn and introduce themselves. After a few moments, signal for the students to turn back to face you. Have the class practice "Turn to Your Partner" by asking:

Q *What do you like to do at school? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers briefly share their thinking with the class.

Explain that the students will have more opportunities to discuss their thinking with their partners.

Teacher Note

Notice that you ask the question *before* saying, "Turn to your partner." This gives all the students a chance to hear and consider the question before moving to face their partners.

3 Discuss *There's an Ant in Anthony*

Show the cover of *There's an Ant in Anthony* and remind the students that in the last lesson they listened to this story, and discussed words in the story with the *a-n-t* spelling. Ask:

Q *What did you like about* There's an Ant in Anthony*? Turn to your partner.*

Scan the class as partners talk, without intervening. When most pairs have finished talking, signal for the students' attention. Have a few volunteers share their thinking with the class.

ELL Note

Cooperative structures like "Turn to Your Partner" support the language development of English Language Learners by providing frequent opportunities for them to talk about their thinking and listen to others.

4 Reflect on "Turn to Your Partner"

As you did yesterday, describe some responsible behaviors you noticed as partners worked together. Then have the students reflect on how they did with "Turn to Your Partner" by asking:

Q *How did you do with "Turn to Your Partner"? In what ways did it go well?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I looked at my partner while she talked."
>
> "I waited for my turn to talk."
>
> "We took turns. I went first and then my partner talked."

Tell the students that in the next lesson, they will explore another group of words and think and talk about what they notice.

Teacher Note

It takes repeated experience for many students to learn how to talk about their own behavior and social interactions. By hearing your observations and then adding their own, the students come to understand over time what "responsible behavior" entails.

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Word Study
Whole-class Sort (Closed)

Day 3

In this lesson, the students:

- Learn the procedure for the word sort
- Review short vowel sounds
- Read words with short vowel sounds
- Sort words into categories
- Follow classroom procedures
- Listen respectfully to the thinking of others and share their own

Materials

- "Spelling-Sound Chart"
- "Week 1, Day 3 Sort" (WA1)
- Chart paper and a marker

1 Introduce the "Spelling-Sound Chart"

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Spelling-Sound Chart" and explain that the students can use the chart to help them read and spell words.

2 Review Short Vowel Sounds

Direct the students' attention to the top row of the chart. Point to the picture of the apple and say the mnemonic *apple*. Then point to the letter *a* and explain that the letter *a* often stands for the short *a* vowel sound in *apple* (/ă/). Have the students say /ă/.

For each of the remaining mnemonic pictures—*egg*, *igloo*, *octopus*, and *umbrella*—say the name of the picture as you point to it. Then point to the corresponding letter and have the students say the sound.

Tell the students that these sounds are called *short vowel sounds*.

3 Read the Sort Words

Explain that the students will read some words and listen for the vowel sounds in them. Display the "Week 1, Day 3 Sort" activity (WA1) and have the students read the words together as a class. Provide definitions for words that are challenging, or use the words in sentences.

trap	catch	tent	pinch
cut	stitch	clip	pen
hop	at	cup	shop
drip	pot	truck	get

Teacher Note

You may wish to establish a signal, such as pointing to the first letter of the word or saying "Read," to support the students in reading the words chorally. Choral reading allows all the students to read every word.

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ELL Note

Support English Language Learners by using objects, actions, gestures, or visuals to demonstrate meanings.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

stitch: use a needle and thread to sew

clip: small piece of metal or plastic that holds things together

pinch: squeeze something using a thumb and a finger

4 Introduce the Sort

Explain that one way to learn more about words is to find words that are the same in some way and to group them together. Tell the students that this is called *sorting*.

Direct the students' attention to the "Week 1, Day 3 Sort" activity (WA1). Ask the students to listen carefully to the short vowel sounds as they reread the words together as a class. After every few words, have the students respond chorally to:

Q *What vowel sound do you hear in [*hop*]?*

Explain that the students will sort the words by noticing the short vowel sound they hear in each word. Write the vowels as category headings on the "Week 1, Day 3 Sort" activity (WA1): *a*, *e*, *i*, *o*, and *u*.

Teacher Note

If the students say the name of the letter rather than the sound, ask:

Q *The name of the letter is* o. *What sound does* o *stand for in* hop*?*

5 Sort by Short Vowel Sound

Direct the students' attention to the list and have them read *trap*. Ask:

Q *Which vowel sound do you hear in* trap*? (/ă/)*

Q *What is the name of that sound? (short* a*)*

As the students share, drag and drop the word under the appropriate category heading. Use this procedure to sort the rest of the words.

WA1

a	*e*	*i*	*o*	*u*
trap	tent	drip	hop	cut
catch	pen	stitch	pot	cup
at	get	clip	shop	truck
		pinch		

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After all the words have been sorted, have the students read the words in each group together as a class.

If many students have difficulty, review each short vowel sound using the mnemonic pictures on the "Spelling-Sound Chart" and have the students reread the words.

6 Introduce the "Ways We Have Sorted" Chart

Explain that thinking about the ways they have sorted before can help the students get ideas for sorting new lists of words. Title a sheet of chart paper "Ways We Have Sorted." Ask:

Q *How did you know which words to put together? Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "They have the same letter in the middle."
>
> "We put the words with the /ă/ sound together."

Use the students' suggestions to add to the chart.

> **You might say:**
>
> "You said we put all the words with the same vowel sound together in a group. We made a group for each sound: /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/. These are called *short vowel sounds*. To help us remember that, I'll write: *by short vowel sound*."

Ways We Have Sorted

– by short vowel sound (short a, short e, short i, short o, short u)

Explain that the students will continue to add to the chart as they sort words in other ways.

7 Reflect on Sorting and on Working with Partners

Ask and briefly discuss:

Q *What do you like about sorting words?*

> **Students might say:**
>
> "I like to put things that are the same together."
>
> "It makes it easier to read the words."

Teacher Note

If necessary, review the procedure for "Turn to Your Partner." See Week 1, Day 2, Step 1.

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Then have the students reflect on how they worked with their partners today. Ask and briefly discuss:

Q *What went well when you worked with your partner today?*

> **Students might say:**
> "We took turns talking."
> "We listened to each other."

Tell the students that in the next lesson, they will all work together to sort another list of words.

Teacher Note

Keep the "Spelling-Sound Chart" posted for the students' reference throughout the year. Save the "Ways We Have Sorted" chart to use on Day 4 and throughout the year.

Day 4

Word Study

Whole-class Sort (Closed)

Materials

- "Week 1, Day 4 Sort" (WA2)
- "Class Assessment Record" sheet (CA1)
- "Ways We Have Sorted" chart from Day 3 and a marker

In this lesson, the students:

- Review long vowel sounds
- Read words with the final *e* spelling of long vowel sounds
- Sort words into categories
- Follow classroom procedures
- Listen respectfully to the thinking of others and share their own

1 Gather and Get Ready to Work Together

Gather the class with partners sitting together, facing you. Review that the students have been using "Turn to Your Partner" to discuss questions you ask. Then ask:

Q *What can you do to work well with your partner?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
> "You can take turns talking."
> "You can listen while your partner talks."
> "You can look at your partner when he is talking."

Tell the students that looking at their partners, listening carefully, and taking turns are ways to be respectful and that being respectful helps everyone learn and work together.

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2 Review Long Vowel Sounds and Final *e* Spellings

Show the "Spelling-Sound Chart" and review that the students can use the chart to help them read and spell words. Direct the students' attention to the second row of the chart. Point to the picture of the cake and say the mnemonic "cake." Ask:

Q *Which vowel sound do you hear in* cake*? (/ā/)*

Q *What is the name of that sound? (long* a*)*

Point to the *a_e* spelling and explain that this is one way to spell the long *a* sound. In this spelling, a consonant comes between the vowel and the final *e*.

In the same way, introduce the remaining long vowel mnemonic pictures—*tree*, *kite*, *bone*, and *mule*.

Teacher Note

You may have to tell the students that /ā/ is a long vowel sound.

Teacher Note

You may wish to write a few words that use the *a_e* spelling where everyone can see them and read the words with the students. For example, you might write *cake* and *sale* and point out the first vowel and the final *e* with a consonant between them.

3 Read the Sort Words

Explain that the students will read some words and listen for the vowel sounds in them as they did in the last lesson. Display the "Week 1, Day 4 Sort" activity (WA2) and have the students read the words. Provide definitions for words that may be challenging, or use the words in sentences.

shake	frame	gate	stripe
these	eve	hike	smoke
slide	phone	scene	cute
cube	use	rope	huge

Suggested Vocabulary

cube: object that has six square sides, like a die
eve: evening or day before a special day
scene: view of a place or landscape

If the students read the long vowels as short, provide additional support by writing a contrastive word pair (such as *rip/ripe*) where everyone can see it and calling attention to the final *e* spelling. If they have difficulty reading complex consonant blends (for example, *str* in *stripe*), have them sound out the individual phonemes and then blend them together.

4 Review Sorting

Review that one way to learn more about words is by *sorting*—finding words that are the same in some way and grouping them together. Remind the students that in the last lesson they sorted words by

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short vowel sound. Tell the students that today they will sort words by noticing the long vowel sound they hear in each word.

Create categories by writing the final *e* spellings of long vowel words as headings on the "Week 1, Day 4 Sort" activity (WA2): *a_e*, *e_e*, *i_e*, *o_e*, and *u_e*.

Teacher Note

You may wish to write an example word below each heading.

5 Sort by Long Vowel Sound

Direct the students' attention to the list and have them read *shake*. Ask:

Q *Which vowel sound do you hear in* shake*? (/ā/)*

Q *What is the name of that sound? (long* a*)*

As the students share, drag and drop the word under the appropriate category heading. Use this procedure to sort the rest of the words.

After all the words have been sorted, have the students read the words in each group together as a class.

WA2

a_e	e_e	i_e	o_e	u_e
shake	these	slide	phone	cube
frame	eve	hike	rope	cute
gate	scene	stripe	smoke	use
				huge

CLASS ASSESSMENT NOTE

After the lesson, ask yourself:

- Are the students able to read the words?
- Are they able to distinguish between the long vowel sounds?
- Do they understand the sorting procedure?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 66 of the *Assessment Resource Book*. If many students are struggling, you may wish to compile a different list of final e words and repeat Steps 2–5 of the Day 4 lesson.

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6 Add to the "Ways We Have Sorted" Chart

Ask:

Q *How did you know which words to put together? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "We listened for the long vowel sound."
>
> "We put all the words with the sound /ā/ together."

Use the students' suggestions to add to the chart.

Ways We Have Sorted

- by short vowel sound (short a, short e, short i, short o, short u)
- by long vowel sound (long a, long e, long i, long o, long u)

Tell the students that they will continue to add to the chart as they sort words in other ways.

7 Reflect on Being Respectful

Ask and briefly discuss:

Q *What did you do to be respectful when you talked with your partner today?*

If necessary, review that looking at their partners, listening carefully, and taking turns talking are ways to be respectful.

Tell the students that in the coming weeks they will have more opportunities to think and talk about words.

Teacher Note

Save the "Ways We Have Sorted" chart to use throughout the year.

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OVERVIEW Independent Work

The whole-class Independent Work lessons in the first four weeks of the year are designed to help the students build their capacity for working on their own, without your direct supervision. These lessons teach the students the purposes of and the procedures for independent work time, and help build the students' stamina to work independently for longer periods of time on reading, writing, and word work. These lessons also teach the students how to independently rotate to the reading, writing, and word work areas around the room and to effectively solve any problems that may arise. The students learn, practice, and reflect upon specific work habits each week. It is important that you take the time and effort to establish meaningful independent work rotations before you begin small-group reading instruction (as early as Week 5).

This week the students are introduced to independent work, beginning with independent reading at their seats. Students discuss book selection and learn procedures for sharing and cleaning up materials. Later in the week, the students are introduced to independent writing and begin to generate and explore writing ideas as a group and in pairs. Throughout the week, the students identify and chart the various work habits they need to develop in order to work effectively on their own. The focus work habits for this week are: *use quiet voices* and *put materials away when you hear the cleanup signal*.

We suggest that students work at their seats until Weeks 3 and 4, when they are introduced to the independent work areas around the room.

By the end of this week, the students will:

- Choose and share books from the reading bins
- Read independently at their seats for 10–15 minutes
- Write independently at their seats for 5–10 minutes
- Use quiet voices
- Put materials away upon hearing the cleanup signal

Independent Work Focus

- Students learn the purposes of independent work.
- Students learn independent work habits: *use quiet voices; put materials away when you hear the cleanup signal*.
- Students explore independent reading and writing.
- Students build stamina for working independently.

Social Development Focus

- Students take responsibility for their learning and behavior.
- Students work in a way that is respectful of others.
- Students listen respectfully to the thinking of others and share their own.
- Students take turns talking in pairs.

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Independent Work
Setting the Foundation

Day 1

In this lesson, the students:

- Learn procedures for reading independently
- Learn the purposes of independent reading
- Learn independent work habits: *use quiet voices; put materials away when you hear the cleanup signal*
- Build stamina for independent reading

Materials

- Favorite children's book for modeling, prepared ahead
- Reading bin for each table group, prepared ahead

INDEPENDENT READING

ABOUT INDEPENDENT READING

The goal of independent reading is for the students to have enjoyable experiences making choices about what they read, reading at their own pace, and interacting with books in whatever manner is appropriate for them. We recommend making a wide variety of books available to the students to accommodate their different interests and reading levels.

1 Gather and Introduce Independent Work

Gather the class with the students sitting, facing you. Explain that this year there will be times when the students will work with you and times when they will work independently. Explain that *to work independently* means "to work on your own."

Ask and briefly discuss:

Q *What are some things that you can do on your own?*

> **Students might say:**
> "I can ride a bike."
> "I can draw the sun and the planets."
> "I can walk to my cousin's house on my own."

Facilitation Tip

During discussions this week and over the next few weeks, help the students learn that they are talking to one another (not just to you) by directing them to **turn and look** at the person speaking. Ask speakers to wait until they have the class's attention before speaking. If students are unable to hear the speaker, encourage them to take responsibility by politely asking the speaker to speak up. Repeating these techniques often will help the students learn to participate responsibly in discussions. To see this Facilitation Tip in action, view "Turning and Looking at the Speaker" (AV6).

2 Introduce Independent Reading

Tell the students that reading a lot on their own will help them become stronger readers. This year they will have many opportunities to read with their classmates and independently.

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ELL Note

Questions like these help to create a sense of community that benefits everyone. English Language Learners, in particular, rely on having a supportive environment to take the necessary risks to practice and grow in their new language.

Teacher Note

The term *table group* is used to describe a group of students who sit at the same table or grouping of desks. You may need to adjust these instructions based on how your classroom is set up.

Teacher Note

If the students have difficulty answering the question, offer some examples like those in the "Students might say" note.

Teacher Note

Keep track of the reading bins so that you can rotate them through the groups on subsequent days. You may wish to have the students return to their seats one table group at a time.

Ask and briefly discuss:

Q *What do you like to read?*

After hearing from the students, share why you like reading on your own and what you like to read. Show one of your favorite books and share why you like it.

3 Introduce Reading Bins

Hold up a reading bin and explain that you have put a variety of picture and chapter books that the students might enjoy reading independently in each bin. Explain that each table group will have a reading bin filled with books that the students will be able to choose from to read each day. The reading bins will rotate to different tables each day.

Discuss and model how you expect the students in each table group to choose books, share the bin, and move the process along quickly.

> **You might say:**
>
> "It's important to quickly choose a book so that you can spend most of your time reading and so that everyone at your table can do the same. Take just one book from the bin at a time. When you are finished with a book, or if you decide to try a different one, return the book to the bin so that others can read it. Then choose another book."

Ask and briefly discuss:

Q *What can you do if more than one person reaches for the same book?*

> **Students might say:**
>
> "One person can read it first, and then the other person can read it."
>
> "We can try not to get upset and just pick a different book."
>
> "Maybe we can read the book together."

Point out that there can be more than one way to handle such a situation.

4 Introduce the Cleanup Signal and Get Ready to Read Independently

Tell the students that they will read their books at their seats. Explain that if they read aloud, they need to use quiet voices so as not to bother others.

Introduce the students to the cleanup signal you have chosen. Explain that when they hear this signal, each student will finish the sentence he is reading, put his book back in the bin, and wait quietly for directions.

Have a volunteer from each table group pick up a reading bin that you indicate, and have the students return to their seats.

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5 Read Independently (5–10 minutes)

Have the students choose books and read independently for 5–10 minutes. As the students work, walk around the room and observe, assisting individual students as needed. If a student is having difficulty, model the desired behavior; then have the student practice for you and return to reading independently. If many students are having problems, signal for the students' attention and stop the activity so that the students do not practice unwanted behaviors.

After 5–10 minutes, signal for cleanup, and ask the students to return their books to the reading bins and give you their quiet attention.

6 Reflect on Cleaning Up

Ask:

- **Q** *What did you read about today?*
- **Q** *What do you like about reading your own book?*
- **Q** *What did you do when you heard the cleanup signal?*

Have a few volunteers share their ideas. Without mentioning any of the students' names, share some of your observations about how the students did choosing books and using quiet voices.

> **You might say:**
>
> "I noticed that many students quickly chose a book and started reading. I also noticed that when two students reached for the same book, one student let the other read it and then chose another book. I saw students finish with a book and place it neatly into the bin."

Have a volunteer from each table group return the reading bin.

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Day 2 Independent Work
Setting the Foundation

Materials

- Reading bins from Day 1
- Chart paper and a marker

In this lesson, the students:

- Practice procedures for independent reading
- Practice independent work habits: *use a quiet voice; put materials away when you hear the cleanup signal*
- Build stamina for independent reading

INDEPENDENT READING

1 Gather and Discuss Different Kinds of Books

Gather the class with the students sitting, facing you. Explain that as readers, sometimes students choose a book that is a *fiction* (make-believe) story, and other times students choose a *nonfiction* (true) book, which is about something real or something they can learn about. Take one of each type of book from a reading bin and model thinking and choosing.

> **You might say:**
>
> "I can tell this book is a *fiction* (make-believe) story because it looks funny, and from the title and cover picture, I can tell that it might be about [two hens having an argument]. I can also tell that this other book is a *nonfiction* (true) book because it's about something real, [hurricanes], and if I flip through it, I can see that it has a lot of information. I think I'll read the one about [hurricanes] because I like learning about [weather]."

Ask:

Q *What do you like about reading fiction, or make-believe, stories?*

Q *What do you like about reading nonfiction, or true, books?*

Have a few volunteers share their thinking.

2 Get Ready to Read Independently

Remind the students that when they get to their seats to read, the students in each table group will share a reading bin, take turns choosing a book quickly, and then start to read.

Review that the students will need to use quiet voices when they read. Ask and briefly discuss:

Q *Why is it important to use a quiet voice when you read on your own?*

Q *What will you do when you hear the cleanup signal?*

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Students might say:

"We have to be quiet so that we don't bother other people."

"If we use loud voices it will get too noisy in here."

"The cleanup signal means it's time to stop reading. If we are too noisy we won't hear it."

"I put my book in the bin and look up."

Choose a student from each table group to pick up a reading bin that you indicate, and then have the students return to their seats.

3 Read Independently (about 10 minutes)

Have the students read independently for about 10 minutes. Walk around and observe, assisting individual students as needed. If the students lose focus, stop the activity, even if they have read for less time than you anticipated or for less time than they read previously.

After about 10 minutes, signal for cleanup and ask the students to return their books to the bins and give you their quiet attention. Then have a volunteer from each table group return the reading bin.

Teacher Note

Continue to keep track of the reading bins so that you can rotate them through the groups on subsequent days.

4 Reflect on Working Independently

Gather the class with the students sitting, facing you. Tell the students that they are learning how to use important work habits when they work on their own. Explain that a *habit* means "something you do the same way every time," such as brushing your teeth or putting your jacket in your cubby each morning.

You might say:

"I know that every day when you arrive in our classroom you go straight to your cubbies to hang your jackets and backpacks. This is a habit. You do it the same way every time."

Title a blank sheet of chart paper "What do we do when we work on our own?" Then ask:

Q *What do you do when you work on your own?*

As the students respond, list their ideas using the students' own words.

Students might say:

"We read quietly."

"We wait our turn to take a book."

"We share. We don't grab books from other people."

"We put the books back in the bin."

"We pick up books if they fall on the floor."

Explain that you will combine the students' ideas into a chart and bring them back to discuss in a later lesson.

Teacher Note

You will combine the students' ideas into a new chart. Take down all the students' ideas, using additional paper if necessary.

Save the "What do we do when we work on our own?" chart to use on Day 4. Prior to Day 4, use this list of the students' ideas to create a new chart titled "Ways We Work on Our Own." Include a few consolidated work habits using language from your students' brainstorm. See the "Ways We Work on Our Own" chart on page 31 for a list of examples.

At first the habits will be about reading. You will revise the chart during future lessons to make it applicable to independent word work and writing.

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Day 3

Independent Work

Setting the Foundation

Materials

- Writing notebook for modeling, prepared ahead
- Chart paper and a marker
- Writing notebook for each student, prepared ahead

In this lesson, the students:

- Learn the purposes of independent writing
- Learn procedures for independent writing
- Generate and choose writing ideas
- Practice independent work habits: *use quiet voices; put materials away when you hear the cleanup signal*
- Build stamina for independent writing

INDEPENDENT WRITING

ABOUT INDEPENDENT WRITING

Students are likely to enter grade 2 with different writing skill levels and experiences. In the *Being a Reader* program, independent writing is a time for the students to enjoy writing, to explore writing about topics that interest them, and to build their stamina for writing on their own. To build stamina, the students need to be intrinsically motivated to write. These initial weeks focus on developing this motivation by inspiring the students' ideas for writing, by helping the students learn how to choose writing topics and choose them freely, and by offering opportunities for the students to share writing with others. The students receive formal writing instruction through your designated writing program, whether it is the *Being a Writer*™ program from Center for the Collaborative Classroom or another approach.

1 Gather and Introduce Independent Writing

Gather the class with partners sitting together, facing you. Explain that the students have been reading on their own, and that today they will begin writing on their own in special writing notebooks. Tell the students that reading and writing on their own will help them become stronger readers and writers.

Point out that people write every day for many different reasons. Tell the students a few things that you write each day.

> **You might say:**
>
> "Every evening I write an e-mail message to my daughter who is away at college, so we can stay in touch. I write a lot of notes at school to students and parents. Sometimes I write a list of things I need to pick up at the grocery store on my way home from school."

Teacher Note

If you are teaching the *Being a Writer* program from Center for the Collaborative Classroom, you may have the students use their existing notebooks, or you may have them use separate notebooks. If they are continuing with their existing notebooks, simply go to Step 3.

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Have the students close their eyes and think of someone they have seen writing. Ask:

Q *Who have you seen writing? What was the person writing? Think to yourself.*

Allow a few quiet moments for the students to think, and then have them open their eyes. Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I have seen my mom writing checks when she pays the bills."
>
> "My brother writes a lot for homework. He's in the sixth grade, so he writes book reports."
>
> "My grandmother likes to write letters to her relatives who live far away."

2 Introduce and Model Using a Writing Notebook

Share your writing notebook with the students. Show how it has your name on the front cover and many pages for writing inside. Open to a new page and write today's date in the upper right-hand corner. Model thinking to yourself before beginning to write.

> **You might say:**
>
> "I'm going to open to the first page and get ready to write. I'll put today's date in the upper-right corner. Hmm, what do I want to write about today? [Pause.] I'll write about my puppy! I'll start writing here on the first line." [Point to where you would begin.]

Then model writing an entry in the notebook.

3 Brainstorm Writing Ideas

Ask:

Q *What do you like to write?*

After a few moments, have several volunteers share with the class. Title a sheet of chart paper "Writing Ideas" and list the students' ideas.

Facilitation Tip

Continue to prompt the students to **turn and look** at the person who is about to speak. Scan the class to ensure that the students are looking at the person who is speaking. Remind them to wait until they have the class's attention before speaking and to ask one another to speak up if needed.

Teacher Note

If you have already started a list of writing ideas for your writing instruction, you might review and add to that list.

The students are likely to list more *topics* than *types* of writing. In future lessons, you will introduce different types of writing the students can explore.

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Writing Ideas

- monster stories
- stories about animals
- the time my loose tooth would not fall out
- poems about rainbows
- playing soccer with my cousins

Tell the students that they can choose to write about one of these ideas or about anything else they might think of.

Ask:

Q *What might you write about today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share with the class. Add any new writing ideas to the "Writing Ideas" chart.

4 Get Ready to Write Independently

Tell the students that they are going to write at their seats today. Explain that when they hear the cleanup signal, they will put down their pencils and give you their quiet attention.

Distribute the writing notebooks and have the students return to their seats.

5 Write Independently (5–10 minutes)

Have the students label their notebooks with their names and write independently for 5–10 minutes. Walk around the room and observe, assisting individual students as needed. If necessary, stop individual students or the class to discuss and model procedures or behaviors. If the students continue to struggle, stop the activity so that they do not practice unwanted behaviors.

After 5–10 minutes, signal for cleanup. Wait for the students to put down their pencils and give you their quiet attention.

ELL Note

Cooperative structures like "Turn to Your Partner" support the language development of English Language Learners by providing frequent opportunities for them to share their thinking and listen to others. You might provide the prompt "Today I will write about . . ." to your English Language Learners to help them verbalize their answers to the question.

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6 Reflect on Independent Writing

Tell the students that if they did not have enough time to finish their writing today, they will have a chance to work on it in the next independent writing lesson if they wish. Ask:

Q *What did you write about today? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention and have a few volunteers share with the class.

Have the students stack their writing notebooks in the middle of each table. Have one volunteer from each table group return the notebooks to you.

ELL Note

You might provide the prompt "Today I wrote about . . ." to your English Language Learners to help them verbalize their answers to the question.

Teacher Note

Next week the students will keep their writing notebooks in independent work toolboxes. Until then, store the writing notebooks in a temporary location.

Save the "Writing Ideas" chart to use on Day 4 and throughout the year.

Independent Work
Setting the Foundation

Day 4

In this lesson, the students:

- Practice independent work habits: *use quiet voices; put materials away when you hear the cleanup signal*
- Build stamina for independent reading and writing

Materials

- "Writing Ideas" chart from Day 3 and a marker
- Writing notebooks from Day 3
- "Ways We Work on Our Own" chart, prepared ahead, and a marker
- Reading bins from Day 2

INDEPENDENT WRITING

1 Gather and Discuss Choosing a Writing Idea

Gather the class with partners sitting together, facing you. Tell the students that writing independently gives them a chance to write about what interests them and review that writing every day will help the students become stronger writers.

Ask and briefly discuss:

Q *How do you choose something to write about?*

> **Students might say:**
>
> "I make up a story or write about something that happened to me."
>
> "I write about things I like."
>
> "I pick an idea from the 'Writing Ideas' chart."

Teacher Note

If you are teaching the *Being a Writer* program from Center for the Collaborative Classroom, an early lesson there addresses choosing writing ideas. On that day, you might refer to and build on this discussion.

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2 Get Ready to Write Independently

Direct the students' attention to the "Writing Ideas" chart and review some of the ideas. Remind the students that today they can choose an idea from this list to write about, continue writing about something they started in the previous lesson, or write about a new idea.

Ask:



Q *What might you write about today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their ideas with the class. Add any new writing ideas to the "Writing Ideas" chart.

Review that when the students hear the cleanup signal, they will put their pencils down and then look up and wait quietly for directions.

Tell the students that using quiet voices during writing time is just as important as using quiet voices when they read. Ask:

Q *Why might it be important to use a quiet voice when you are working independently?*

Have a few students share their ideas. Have a volunteer from each table group pick up the writing notebooks for that table and have the students return to their seats.

Teacher Note

Having the students hear one another's writing ideas helps them to develop their own ideas.

3 Write Independently (5–10 minutes)

Have the students write independently for 5–10 minutes. Walk around and observe, assisting individual students with writing ideas or behaviors. If necessary, stop individual students or the class to discuss and model procedures or behaviors. If the students continue to struggle, stop the activity so that they do not practice unwanted behaviors.

After 5–10 minutes, signal for cleanup. Wait for the students to put their pencils down and give you their quiet attention. Have the students stack their writing notebooks in the middle of each table.

4 Reflect on Work Habits

Gather the class with the students sitting, facing you. Direct the students' attention to the "Ways We Work on Our Own" chart and explain that you created this chart from all of the ideas the students shared the other day about work habits. Remind the students that a *habit* means "something you do the same way every time."

ELL Note

You might consider adding picture cues to the "Ways We Work on Our Own" chart for your English Language Learners.

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Ways We Work on Our Own

We share the books.

We take care of the books.

We use quiet voices.

We get started right away.

We work for the whole time.

We stop and clean up when we hear the signal.

Read the work habits aloud and explain how you chose what to include.

> **You might say:**
>
> "I took all your ideas about how you read on your own, and I put them on this chart. For example, I took the different things you said about how you treat the books and I wrote: *We take care of the books.* And I took all of the things you said about not walking around the room and talking with friends, and I wrote: *We get started right away* and *We work for the whole time.*"

Then ask and briefly discuss:

- Q *Which of these work habits did you use today while you were writing on your own?*
- Q *What might we need to change or add now that we are writing (in addition to reading) on our own?*

Make additions to the chart based on the students' comments.

Explain that the students will use these work habits whenever they work on their own and that you will keep this chart posted where everyone can see it as a reminder.

Have the students return to their seats.

Teacher Note

If the students do not mention it, change "books" to "materials" so that the habits apply to both independent reading and writing. See the "Ways We Work on Our Own" chart in Week 2 on page 67 for an example.

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INDEPENDENT READING

5 Get Ready to Read Independently

Have one student from each table group return the stack of writing notebooks and pick up a reading bin that you indicate.

6 Read Independently (about 10 minutes)

Have the students read for about 10 minutes. Walk around as the students work, assisting individual students as needed.

After about 10 minutes, signal for the students' attention. Ask the students to hold onto their books rather than return them to the bins.

7 Reflect on Reading

Tell the students that readers can enjoy sharing their books with others. Explain that sometimes it is fun to encourage others to read a book you have enjoyed. Ask:

Q *What can you tell us about your book? What do you like most about this book?*

Have one or two students share with the class. If many students are eager to share, you might have the students share with partners.

Have the students return their books to the reading bins. Then have one student from each table group return the reading bin.

Teacher Note

When more than one question appears next to a **Q**, ask the first question, discuss it, and follow up with the subsequent questions, one at a time.

Teacher Note

Save the "Ways We Work on Our Own" chart to use on Day 5 and throughout the year.

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Independent Work
Setting the Foundation

Day 5

In this lesson, the students:

- Practice independent work habits: *use quiet voices; put materials away when you hear the cleanup signal*
- Build stamina for independent reading and writing

Materials

- "Ways We Work on Our Own" chart from Day 4
- "Writing Ideas" chart from Day 4 and a marker
- Writing notebooks from Day 4
- "Class Assessment Record" sheet (CA2)
- Reading bins from Day 4

INDEPENDENT WRITING

ABOUT ON-TASK TALK WHEN READING AND WRITING INDEPENDENTLY

Many young readers and writers will vocalize as they work, so the classroom will not be absolutely quiet during independent work time. Also, the students naturally will want to talk about and share what they are writing and reading with others. Sharing helps the students think about and comprehend text, and adds to their love of reading and writing, but it also increases the hum in the room.

Encourage the students to use quiet voices and to notice if they are interfering with others' ability to work. Observe how much the students' talk is about the writing they are doing and the books they are reading, and how much the students are talking rather than working. Discuss these issues with individual students as needed. If necessary, stop the class to draw attention to the noise level, off-task talk, or the need to spend more time working; then have the students return to work. Discuss these issues during the reflection at the end of the lesson as well.

1 Gather and Discuss Building Stamina

Gather the class with partners sitting together, facing you. Tell the students that they have been building their stamina for reading and writing independently. Explain that *building stamina* means "learning to do something for longer amounts of time." Explain that the students will be learning to read and write for longer amounts of time each week.

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Ask and briefly discuss:

Q *What might be fun about being able to read or write for a longer amount of time on your own?*

> **Students might say:**
>
> "I can write a whole story if I have more time."
>
> "If I have more time I can finish a whole book."

2 Review Work Habits

Direct the students' attention to the "Ways We Work on Our Own" chart and review that the students have been focusing on two work habits this week: *use quiet voices* and *put materials away when you hear the cleanup signal*.

Ask and briefly discuss:

Q *What can you do to remember to use a quiet voice?*

Q *How is the cleanup going so far this week? What is working well? What might you do differently today?*

Tell the students that today you will be observing how the students are doing with these work habits during independent reading and writing. Tell the students that you will share your observations with them at the end of independent work time.

3 Get Ready to Write Independently

Direct the students' attention to the "Writing Ideas" chart and remind the students that they might want to choose an idea from this list to write about, continue something they started writing on a previous day, or write about a new idea.

Ask:



Q *What might you write about today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share with the class. Add any new writing ideas to the "Writing Ideas" chart.

Have one student from each table group pick up the writing notebooks for that table and have the students return to their seats.

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4 Write Independently (about 10 minutes)

Have the students write independently for about 10 minutes. Walk around and observe, assisting as needed.

CLASS ASSESSMENT NOTE

The purpose of this week's assessment is to determine whether the students are engaged and whether they are learning and following the procedures for independent work. Observe the students and ask yourself:

- Do the students use their independent work habits consistently?
- Is their talk largely on task and at a reasonable volume?
- Do they follow the cleanup procedures?

Independent Writing

- Are the students engaged in choosing topics and writing?

Independent Reading

- Are the students engaged in choosing books and reading?

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently and to work independently for about 10 minutes, repeat this week's instruction before going on to Week 2.

Record your observations on the "Class Assessment Record" sheet (CA2); see page 67 of the *Assessment Resource Book*.

After about 10 minutes, signal for cleanup. Have the students stack their writing notebooks in the middle of each table.

Teacher Note

You will use the questions on the "Class Assessment Record" sheet (CA2) to guide your observations of the students during independent writing and reading today.

5 Wrap Up

Ask:

Q *What did you write about today? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention and have a few volunteers share with the class.

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INDEPENDENT READING

6 Get Ready to Read Independently

Choose one student from each table group to return the stack of writing notebooks and pick up a reading bin that you indicate.

7 Read Independently (10–15 minutes)

Have the students read for 10–15 minutes. Walk around and observe as the students read.

After 10–15 minutes, signal for cleanup and wait for the students to give you their quiet attention. Have one student from each table group return the reading bin.

8 Reflect on Work Habits

Ask:

Q *What did you read about today?*

Have a few students share their books with the class.

Direct the students' attention to the "Ways We Work on Our Own" chart and ask them to think back to their independent writing and reading time today. Ask and briefly discuss:

Q *How did you do today with using quiet voices?*

Q *How did you do today with cleaning up when you heard the signal?*

Q *Which other work habits did you use today to help things go smoothly?*

Without mentioning any of the students' names, provide some observations of your own.

Teacher Note

Continue to record your observations on the "Class Assessment Record" sheet (CA2).

ELL Note

You might provide the prompt "I read about . . ." to your English Language Learners to help them verbalize their answers to the question.

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Week 2 OVERVIEW

Whole-class Instruction

Word Study 41

The students begin this week by reading and sorting words with long and short vowel sounds. They then review and sort words by the spellings of the long *a* sound—*a_e*, *ai*, and *ay*. The students are introduced to their *Word Study Notebooks* and record a sort. Socially, they discuss the importance of staying together as they read word lists as a class.

Independent Work 53

This week the students prepare their independent work toolboxes, choose their own independent reading books, and explore ideas for writing fiction and nonfiction pieces. On Day 3, the students begin independent word work. As the week progresses, we suggest that you begin to stand aside during independent reading and writing to continue to encourage the students' independence.

Small-group Reading Instruction and Independent Work Rotations

This week the whole-class instruction continues to set the foundation for your students to work independently so that you may begin small-group reading instruction as early as Week 5. We suggest that you begin assessing your students for Small-group Reading no earlier than Week 3. For more information, see "Placement Assessments" in the Assessment Overview of the *Assessment Resource Book*.

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Week 2

RESOURCES

Assessment Resource Book

- Week 2 assessments

Word Study Notebook

- Word Sorts

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA3)

Reproducibles

- "Word Cards 1" (BLM1)
- "Word Cards 2" (BLM2)
- "Word Scramble 1" (BLM3)

Professional Development Media

- "Turning and Looking at the Speaker" (AV6)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, familiarize yourself with the Day 1 Sort Words (see page 41).
- ✓ Prior to Day 2, familiarize yourself with the Day 2 Practice Words (see page 41).
- ✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words (see page 41).
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 68 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, prepare to distribute a *Word Study Notebook* to each student.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA2); see page 69 of the *Assessment Resource Book*.

Independent Work

- ✓ Prior to Day 1, obtain a box to use as a toolbox for each student. For more information and suggestions about the toolboxes, see Appendix B, "Independent Work Resources."
- ✓ Prior to Day 1, gather art materials for decorating the toolboxes and determine how you will make these materials accessible to the students. If you are using resealable plastic bags as an alternative to book boxes, obtain a large adhesive label for each student. Determine and clear a space in the classroom for storing the toolboxes between uses.
- ✓ Prior to Day 2, be sure that each reading bin contains at least 25–35 books so that each student at a table group can choose five books.
- ✓ Prior to Day 3, obtain one bin for word work and label it *Word Work Card Games*.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Word Cards 1" (BLM1) and "Word Cards 2" (BLM2). Partners will play games using the cards on these sheets. Make enough copies of each sheet for half the pairs of students in your class to have one. After cutting apart the cards on each sheet, place each set in a labeled, resealable plastic bag or envelope. Alternatively, have the students cut and prepare the sets during class. See "Word Work Bins" in Appendix B, "Independent Work Resources."
- ✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Word Scramble 1" (BLM3). Make enough copies for each student to have one.
- ✓ Prior to Day 5, obtain a folder for each student's word work. The folders can be manila folders or simple construction-paper folders.
- ✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA3); see pages 70–71 of the *Assessment Resource Book*.

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work: Setting the Foundation (50–60)	Independent Work: Setting the Foundation (55–60)	Independent Work: Setting the Foundation (40–50)	Independent Work: Setting the Foundation (55–60)	Independent Work: Setting the Foundation (55–60)
70–80 minutes	**75–80 minutes**	**40–50 minutes**	**75–80 minutes**	**75–80 minutes**

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Word Study OVERVIEW

Day 1 Sort Words		Day 2 Practice Words		Day 3 Sort Words	
bed	jump	braid	pay	brain	ray
bike	knife	brave	play	clay	say
cute	path	cape	rain	lay	shape
desk	rake	crate	sail	mail	snail
eve	scratch	day	shake	page	tail
frog	shut	flame	stay	paid	trade
froze	slope	may	tail	place	tray
grape	spin	paint	train	race	way

Academic Focus

- Students review short and long vowel sounds.
- Students review the spellings for the long *a* sound.
- Students read and sort words with the long *a* sound spelled *a_e, ai, ay*.

Social Development Focus

- Students follow classroom procedures.
- Students listen respectfully to the thinking of others and share their own.
- Students handle materials responsibly.

ELL SUPPORT

- **ai, ay**

  The spellings *ai* and *ay* occur in Spanish, but they stand for the long *i* sound (ī) as in *baile* (BI-lay), "dance," and *hay* (/ī/), "there is." Point out the difference—in English, words with these letters have the long *a* sound (/ā/). Write the two letter pairs where the students can see them and have the students say the vowel sound as you point to each spelling.

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Day 1

Word Study

Whole-class Sort (Closed)

Materials

- "Week 2, Day 1 Sort" (WA1)
- "Ways We Have Sorted" chart from Week 1 and a marker

In this lesson, the students:

- Review short and long vowel sounds
- Read words with short and long vowel sounds
- Learn about categories
- Sort words into categories
- Follow classroom procedures
- Listen respectfully to the thinking of others and share their own

1 Gather and Review Reading Aloud Together

Gather the class with partners sitting together, facing you. Explain that in Word Study this year, the students will often read a list of words aloud together. Ask:

Q *What is important to remember when you are reading a word list?*

Have a few volunteers share their thinking with the class. If necessary, remind the students that it is important to read the words together without rushing ahead so that everyone has a chance to read the words.

2 Review Short and Long Vowel Sounds

Direct the students' attention to the "Spelling-Sound Chart" and review that the students can use the chart to help them read and spell words. Review short and long vowel sounds by pointing to the picture for each mnemonic, saying its name, and having the students say the vowel sound.

3 Read the Sort Words

Explain that the students will read words and listen for the sounds in them. Display the "Week 2, Day 1 Sort" activity (WA1) and have the students read the words together as a class. Provide definitions for words that may be challenging, or use the words in sentences.

desk	frog	grape	path
rake	eve	slope	jump
scratch	knife	spin	shut
froze	bed	cute	bike

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Suggested Vocabulary

froze: hardened to ice because of cold

slope: upward or downward slant

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

rake: a garden tool used to clean up leaves

scratch: make a mark on or scrape something

If the students read short vowels as long or long vowels as short, provide additional support by writing a contrastive word pair (for example, *cut/cute*) where everyone can see it and calling attention to the short and long vowel sounds and spellings. If the students have difficulty reading consonant blends (for example, *sl* in *slope* or *gr* in *grape*), have them sound out the individual phonemes and then blend them together.

4 Review Sorting

Review that one way to learn more about words is by *sorting*—finding words that are the same in some way and grouping them together. Tell the students that they will sort words by noticing the long or short vowel sound they hear in each word and putting the words in groups.

Create categories by writing *short vowel sound* and *long vowel sound* as headings on the "Week 2, Day 1 Sort" activity (WA1). Explain that a *category* is a "group of similar things," and point out that today the students will sort words into two categories. They will put the words with short vowel sounds in one group and the words with long vowel sounds in the other group. Point out the names of the two categories.

5 Sort by Vowel Sound

Direct the students' attention to the list and have them read *desk*. Ask:

Q *Which vowel sound do you hear? (/ĕ/)*

Q *What is the name of that sound? (short* e*)*

As the students share, drag and drop the word under the appropriate category heading. Use this procedure to sort the rest of the words.

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After all the words have been sorted, have the students read the words in each group together as a class.

WA1

short vowel sound	long vowel sound
desk	rake
scratch	froze
frog	eve
bed	knife
spin	grape
path	slope
jump	cute
shut	bike

6 Add to the "Ways We Have Sorted" Chart

Ask:

Q *How did you know which words to put together? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "We listened for the vowel sounds."
>
> "If the vowel sound was short, we put it under the short vowel category."
>
> "We put all the words with long vowel sounds together."

Use the students' suggestions to add to the chart.

Ways We Have Sorted

- by short vowel sound (short a, short e, short i, short o, short u)
- by long vowel sound (long a, long e, long i, long o, long u)
- by vowel sound (short, long)

Tell the students that they will continue to add to the chart as they sort words in other ways.

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7 Reflect on Reading Words Together

Ask and briefly discuss:

Q *How did we do with making sure everyone read the words together? What can we do differently next time?*

Explain that in the next lesson, the students will review the long *a* vowel sound (/ā/).

Teacher Note

The students may share ways they were not successful staying together. Negative experiences are an important part of the learning process. Accept the students' comments as opportunities to discuss more positive ways to interact next time.

Word Study

Review the Spellings of the Long *a* Sound

Day 2

In this lesson, the students:

- Review the spellings of the long *a* sound
- Read words with long *a* spellings
- Listen respectfully to the thinking of others and share their own

Materials

- "Week 2, Day 2 Words" (WA2)

1 Gather and Review the Spellings of the Long *a* Sound

Gather the class with partners sitting together, facing you. Review that in the last lesson, the students worked together to read and sort words with short and long vowel sounds. Explain that today they will talk about the long *a* vowel sound (/ā/).

Have the students say the sound /ā/. Review that /ā/ is the long *a* sound and explain that there are different ways to spell the long *a* sound.

Refer to the "Spelling-Sound Chart," and review that the students can use the chart to help them read and spell words. Direct the students' attention to the long *a* spellings on the chart. Point to the *a_e* spelling and remind the students that one way to spell the long *a* sound is *a_e* as in *cake*. Write the word *plate* where everyone can see it and have the students read it aloud. Point out that a consonant, in this word the consonant *t*, goes in the blank.

Point to the *ai* spelling and tell the students that a second way to spell the long *a* sound is *a-i* as in *rain*. Write the word *rain* and have the students read it aloud.

Point to the *ay* spelling and tell the students that a third way to spell the long *a* sound is *a-y*, as in *say*. Write the word *say* and have the students read it aloud.

Teacher Note

Hyphens between letters indicate that each letter name in a spelling is intended to be said separately, and not sounded out.

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Teacher Note

In Weeks 2–5, the students read a practice word list before sorting the week's words. This gives the students many opportunities to read words that contain spellings of the vowel sounds being reviewed.

2 Read Words with Long *a* Spellings

Explain that the students will read words with different spellings of the long *a* sound. Review that when the students read a word list, they will wait for you to point to each word and then read the word together as a class. Display the "Week 2, Day 2 Words" activity (WA2) and have the students read the words. Provide definitions for words that may be challenging, or use the words in sentences. If the students have difficulty reading consonant blends, have them sound out the individual phonemes.

crate	shake	brave	sail
train	may	paint	stay
braid	flame	cape	tail
pay	day	play	rain

Suggested Vocabulary

crate: large wooden or plastic box used to move things from one place to another

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

braid: hairstyle made by weaving sections of hair together

flame: light given off by fire

brave: not afraid

Facilitation Tip

Help the students learn to give their full attention to the speaker during class discussions by directing them to **turn and look** at the person who is about to speak. Ask speakers to wait until they have the class's attention before starting to speak. If the students are unable to hear the speaker, encourage them to take responsibility and ask, "Would you please speak louder?" Repeat these techniques over the next few weeks to help the students learn to listen to one another during class discussions. To see this Facilitation Tip in action, view "Turning and Looking at the Speaker" (AV6).

3 Reflect on Reading the Words

Have the students reflect on how they read together as a class today. Ask and briefly discuss:

Q *How did you do with reading the words together?*

Tell the students that in the next lesson, they will work together to sort words with the long *a* sound.

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Word Study
Whole-class Sort (Closed)

Day 3

In this lesson, the students:

- Review categories
- Read words with long *a* spellings
- Sort words into categories
- Follow classroom procedures
- Listen respectfully to the thinking of others and share their own

Materials

- "Week 2, Day 3 Sort" (WA3)
- "Class Assessment Record" sheet (CA1)
- "Ways We Have Sorted" chart from Day 1 and a marker

1 Gather and Review Categories

Gather the class with partners sitting together, facing you. Ask:

Q *What do you know about categories? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "They are groups of things that are the same in some way."
>
> "They give you ways to sort things."

If necessary, review that a *category* is a "group of things that are the same in some way" and remind the students that in the last few lessons they have been sorting words with short and long vowel sounds into different categories.

Explain that in this lesson, the students will read more words with different spellings of the long *a* sound and then sort the words into categories.

2 Read the Sort Words

Display the "Week 2, Day 3 Sort" activity (WA3) and have the students read the words together as a class. Provide definitions for words that may be challenging, or use the words in sentences. If the students have difficulty reading complex consonant blends, have them sound out the individual phonemes.

say	place	shape	brain
paid	way	lay	tray
snail	race	mail	ray
clay	trade	page	tail

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Suggested Vocabulary

trade: give something and get something in return

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

snail: tiny animal with a soft body and a hard shell on the outside

clay: soft, sticky mud

3 Review Sorting

Review that one way to learn more about words is by *sorting*, or finding words that are the same in some way and grouping them together. Tell the students that they will sort the words by noticing how the long *a* sound is spelled. Create categories by writing the spellings of the long *a* sound as headings on the "Week 2, Day 3 Sort" activity (WA3): *a_e*, *ai*, and *ay*.

4 Sort by Spellings of the Long *a* Sound

Direct the students' attention to the list and have them read *say*. Ask:

Q *Which spelling of the long* a *sound do you see?* (a-y)

As the students share, drag and drop the word under the appropriate category heading. Use this procedure to sort the remaining words.

After all the words have been sorted, have the students read the words in each group together as a class.

WA3

a_e	ai	ay
place	paid	say
race	snail	clay
trade	mail	way
shape	brain	lay
page	tail	tray
		pay

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Ask:

Q *What do you notice about where the long* a *spellings appear in words?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "They are mostly in the middle of the words."
>
> "The *a-y* spelling is at the end of words."

If necessary, point out that *a-y* is usually found at the end of a word and that *a-i* is never found at the end.



CLASS ASSESSMENT NOTE

After this lesson, ask yourself:

- Are the students able to read the words?
- Do they understand the concept of grouping by similarity?
- Are they able to sort into established categories?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 68 of the *Assessment Resource Book*. If many students have difficulty with sorting into categories, you might create a simple sort based on meaning. Repeat the sorting procedure you used on Day 3 to clarify. (For example, you might use these categories and words—animals: *cat, dog, mouse, rabbit*; buildings: *house, school, apartment*; foods: *bread, apple, cheese, carrot*.)

5 Add to the "Ways We Have Sorted" Chart

Ask:



Q *How did you know which words to put together? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "We looked for how each word is spelled."
>
> "We put all the words spelled *a-i* together."
>
> "We put all the words with the *a-y* spelling together."

Use the students' suggestions to add to the chart.

Teacher Note

Save the sorted "Week 2, Day 3 Sort" activity (WA3) to use in the next lesson.

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Ways We Have Sorted

- by short vowel sound (short a, short e, short i, short o, short u)
- by long vowel sound (long a, long e, long i, long o, long u)
- by vowel sound (short, long)
- by spelling of long a (a_e, ai, ay)

6 Discuss a Spelling Strategy

Review that the students have been reading words with different spellings of the long *a* sound. Point out that they will also use the different spellings of the long *a* sound when they write. Ask and briefly discuss:

Q *When you are writing a word with the long* a *sound, how will you know which spelling to use?*

> **Students might say:**
>
> "We can write the word and see if it looks right."
>
> "If /ā/ is in the middle of a word, we use final *e* or *a-i*."
>
> "If /ā/ is at the end of a word, we use *a-y*."

If the students do not mention it, remind them that when the long *a* sound is at the end of the word, it is usually spelled *a-y*.

7 Reflect on Sorting

Ask and briefly discuss:

Q *What did you like about sorting the words today?*

> **Students might say:**
>
> "It helped me remember the different spellings."
>
> "I liked seeing how the words are the same and different."

Tell the students that in the next lesson, they will learn how to record their sorts in a notebook.

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Word Study
Introduce the *Word Study Notebook*

Day 4

In this lesson, the students:

- Learn the procedure for recording a sort
- Record a sort
- Handle materials responsibly
- Listen respectfully to the thinking of others and share their own

Materials

- *Word Study Notebooks*
- Sorted "Week 2, Day 3 Sort" (WA3)
- "Class Assessment Record" sheet (CA2)

1 Introduce the *Word Study Notebook*

Have the students stay at their seats today. Explain that throughout the year, the students will *record*, or write down, their sorts in their *Word Study Notebooks*. Recording the sorts will help them remember how they sorted and give them ideas for sorting. Reading and thinking about the words they have sorted will help them read and spell words.

Distribute a *Word Study Notebook* to each student. Have the students write their names on their notebooks.

2 Explain the Recording Procedure

Have the students open their notebooks to page 2, the first lined page. Explain that they will record the sort the class did in the last lesson on this page so that they can look more carefully at the words.

Display the sorted "Week 2, Day 3 Sort" activity (WA3). Review that in the previous lesson, the students sorted words into three categories, and point out that there are three columns on the page where they will write the words. Tell the students they will write the words from each column of the sort onto the lines and then write the category names in the boxes at the top of the page. Ask and briefly discuss:

Q *How will you make sure you have copied all the words?*

> **Students might say:**
>
> "I'll reread my words after I've finished and check the chart."
>
> "I will count how many words are in the chart and how many words I have in my notebook and make sure they have the same number."

3 Record the Sort

Have the students copy the completed "Week 2, Day 3 Sort" activity (WA3) into their notebooks. Circulate and observe as the students record the sort, offering support as needed.

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CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students understand the recording procedure?
- Are they able to copy the words into the columns?
- Are they able to work independently to complete the recording?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 69 of the *Assessment Resource Book*. Support any student who struggles to record the sort by reviewing the categories and the procedure for copying.

4 Reflect on Handling Notebooks Responsibly

Explain that the students will use their *Word Study Notebooks* throughout the year and that they are responsible for taking care of them and having them ready for Word Study lessons and independent work. The students will keep the notebooks in their independent work toolboxes. Ask:

Q *What will you do to take care of your* Word Study Notebook*? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I'll put it back in my toolbox so I will always know where it is."
>
> "I'll put it in carefully so the pages don't get torn or wrinkled."
>
> "I'll write neatly in it so that I can read what I write."

Explain that next week the students will use their notebooks to record another sort.

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Independent Work OVERVIEW

This week the students prepare their independent work toolboxes, choose their own independent reading books, and explore ideas for writing fiction and nonfiction pieces. On Day 3, the students begin independent word work. As the week progresses, we suggest that you begin to stand aside during independent reading and writing to continue to encourage the students' independence. The focus work habits for this week are: *get started right away and work for the whole time* and *handle materials responsibly and share them fairly*.

By the end of this week, the students will:

- Read and write independently at their seats for 15 minutes while the teacher stands aside and intervenes less than previously
- Do word work independently at their seats for 10 minutes
- Use their personal toolboxes to store their independent work materials
- Get started right away

Independent Work Focus

- Students learn the purposes of independent work.
- Students learn independent work habits: *get started right away and work for the whole time; handle materials responsibly and share them fairly*.
- Students build stamina for working independently.

Social Development Focus

- Students take responsibility for their learning and behavior.
- Students work in a way that is respectful of others.
- Students listen respectfully to the thinking of others and share their own.

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Day 1 Independent Work

Setting the Foundation

Materials

- "Writing Ideas" chart from Week 1 and a marker
- Writing notebooks from Week 1
- Toolbox for each student, prepared ahead
- Art materials for decorating toolboxes, prepared ahead

Teacher Note

If the class did not meet last week's goals for Independent Work, you may wish to delay introducing independent word work and consider adapting and reteaching the Week 1 instruction to focus on building stamina for reading and writing this week.

In this lesson, the students:

- Generate and choose writing ideas
- Learn independent work habits: *handle materials responsibly and share them fairly*
- Decorate their own toolboxes
- Build stamina for independent writing and reading

INDEPENDENT WRITING

ABOUT WRITING AND READING INDEPENDENTLY THIS WEEK

This week the students continue to build their stamina for writing and reading independently. They expand the list on the "Writing Ideas" chart by brainstorming writing ideas for both fiction ("things we imagine") stories and narrative nonfiction ("it really happened" or true) pieces. The students also choose, collect, and manage their own to-read books in their independent work toolboxes. As the week progresses, you will begin standing aside and intervening less as the students work on their own.

1 Gather and Brainstorm Ideas for Fiction Stories

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Writing Ideas" chart. Explain that you know that many students like to write stories about things they imagine, or fiction stories. Choose an idea from the chart and review what makes it an idea for a story about something imaginary.

> **You might say:**
>
> "Here is [Desiree's] idea about a cloud fairy. Since there aren't really cloud fairies, this is a story about something we imagine; it's make-believe. Here is another idea about a robot superhero. It is also make-believe."

Then ask:

Q *What imaginary things might you write about? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their ideas with the class. Record their ideas on the "Writing Ideas" chart under the heading "Things We Imagine."

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2 Brainstorm Ideas for True Stories

Then explain that sometimes writers like to write about things that really happened to them, or nonfiction stories. Identify one idea on the "Writing Ideas" chart that fits into this category.

> **You might say:**
>
> "On our chart we have some writing ideas about things that really happened to us. This one is about [Rafi] and how he had a loose tooth that wouldn't come out. Let's make a new heading called 'Things That Really Happened.'"

Leave a few lines of blank space under the heading "Things We Imagine." Then add the heading "Things That Really Happened." Ask:

Q *What is something that really happened that you can write about? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share ideas with the class. Record their ideas under the heading "Things That Really Happened."

Writing Ideas

Things We Imagine

- living on the moon
- a magic potion that makes you invisible
- having a pet elephant

Things That Really Happened

- playing T-ball after school
- going to the beach with my neighbors
- the time I got lost in the supermarket

Teacher Note

If a student suggests an idea for an imaginary story, record it under the heading "Things We Imagine"; then refocus the students' attention on their "Things That Really Happened" story ideas.

3 Get Ready to Write Independently

Review that the students might choose an idea from the chart to write about, continue writing about something they started previously, or write about anything else. Ask:

Q *What might you write about today? Turn to your partner.*

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After a few moments, signal for the students' attention and have a few volunteers share with the class.

Have a volunteer from each table group pick up the writing notebooks for that table and have the students return to their seats.

4 Write Independently (about 10 minutes)

Have the students write independently for about 10 minutes. Walk around and observe, supporting individual students as needed. If the students struggle, stop the class and have a student model writing; then have them return to work.

After about 10 minutes, signal for cleanup. Wait for the students to put down their pencils and give you their quiet attention.

5 Wrap Up

Ask and briefly discuss:

Q *What did you write about today?*

As volunteers share, point out examples of fiction (about imaginary things or make-believe) stories and nonfiction (true) stories.

Have the students stack their writing notebooks in the center of each table. Have one student from each table group return the writing notebooks.

INDEPENDENT WORK

6 Introduce Toolboxes

Explain that during independent reading time today the students will decorate and personalize toolboxes for independent work. Explain that a *toolbox* is a box to keep all the tools they will need to work independently—books for independent reading, writing notebooks, and any other materials they might need.

7 Get Ready to Work Independently

Tell the students they will put their names on their toolboxes and decorate their toolboxes in any ways they choose. Show the art materials the students will use and explain that the materials are for the students to share.

Ask and briefly discuss:

Q *What can you do to be responsible and take care of the materials?*

Q *What can you do to share the materials fairly at your table?*

Once the students have shared their ideas, distribute the toolboxes. Have one student from each table group bring the art materials to that table.

Teacher Note

Designate where you would like each student to put her name on her toolbox, such as down a narrow side, on the front, or on a label.

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8 Work Independently (15–20 minutes)

Have the students decorate their toolboxes for 15–20 minutes. Walk around as the students work, offering assistance as needed.

After 15–20 minutes, signal for cleanup. Wait for the students to clean up and give you their quiet attention. Have a volunteer from each table group return the art materials. Then have the students return their toolboxes to the area you have designated and return to their seats.

Teacher Note

If two students have difficulty sharing the materials, you might ask:

Q *How can you share in a way that is fair to both of you?*

9 Reflect on Handling and Sharing Materials

Ask and briefly discuss:

Q *What did you do to take care of the materials?*

Q *What did you do to share the materials fairly?*

Tell the students that you will talk more about handling and sharing materials throughout the week.

Independent Work
Setting the Foundation

Day 2

In this lesson, the students:

- Choose books for their toolboxes
- Learn independent work habits: *get started right away and work for the whole time*
- Build stamina for reading and writing independently

Materials

- "Writing Ideas" chart
- "Ways We Work on Our Own" chart from Week 1 and a marker
- Student toolboxes
- Writing notebooks

INDEPENDENT WRITING

1 Gather and Discuss Work Habits

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Ways We Work on Our Own" chart and review it briefly with the students. Explain that this week the students will focus on two work habits: *get started right away and work for the whole time* and *handle materials responsibly and share them fairly* (which you discussed in a previous lesson). Ask and briefly discuss:

Q *What does it look like to get started right away?*

Q *What does it look like to work for the whole time?*

Q *Why are these work habits important?*

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Students might say:

"It looks like sitting down and picking up your pencil when you get to the table."

"We shouldn't get up and walk around to the pencil sharpener or water fountain."

"Keep working until the cleanup signal."

"It's important because we shouldn't talk to friends. We should read for the whole time so we'll get to be better readers."

2 Review Writing Ideas

Direct the students' attention to the "Writing Ideas" chart. Review that the students can continue writing about something they previously started, pick an idea from the chart to write about, or write about anything else they choose.

3 Get Ready to Write Independently

Explain that starting today, you will be standing aside observing instead of walking around while the students write independently.

Have the students pick up their toolboxes as they return to their seats and put their toolboxes on the floor next to them. Have a volunteer from each table group pick up the writing notebooks for that table.

4 Write Independently (about 10 minutes)

Have the students write independently for about 10 minutes. As the students work, stand aside and observe. Try to intervene less than you did in previous lessons.

After about 10 minutes, signal for cleanup. Wait for the students to put down their pencils and give you their quiet attention. Explain to the students that beginning today, they will keep their books and writing notebooks in their independent work toolboxes. Have the students put their writing notebooks in their toolboxes and put their toolboxes on the floor next to them.

Teacher Note

Stand aside and observe as the students work. It is important to stop the activity, however, if the students are unable to sustain their focus so that they do not practice unwanted behaviors, even if they have worked for less time than anticipated or for less time than they did previously.

5 Reflect on Getting Started Right Away and Working for the Whole Time

Have a few students share what they wrote about today. Then ask:

Q *What did you do to get started right away? What challenges did you have? What can you do differently next time?*

Q *What did you do to keep working for the whole time? What challenges did you have? What can you do differently next time?*

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Have a few students share their ideas. Help the students brainstorm solutions to any challenges they identify.

INDEPENDENT READING

ABOUT CHOOSING BOOKS

Book selection for independent reading in the *Being a Reader* program is intended to be informal and flexible. If you are using the Individualized Daily Reading lessons in the *Making Meaning*® program from Center for the Collaborative Classroom, the students will have already talked and learned about choosing "just-right" books that are carefully matched with their independent reading levels. Be sure to clarify that for independent work, the students can choose books that interest them for any reason—without considering reading levels.

6 Discuss and Model How to Choose Books

Explain that today the students will choose up to five books to put in their toolboxes for independent reading.

Ask the students to watch and listen as you model looking through a reading bin and choosing books that interest you.

Borrow a student's toolbox and place it and a reading bin in front of you. Model taking three different books (one at a time) from the bin and thinking aloud about whether you would like to read them, using the following procedure.

First, model choosing a book based on the cover illustrations and any writing on the back cover, and put it in the toolbox. Next, look through a book and decide not to choose it. And last, model choosing a book quickly and easily.

> **You might say:**
>
> "I like the picture on this cover. The title makes me wonder how the bubblegum mystery gets solved. On the back it says this is a great book if you like suspense. [Put the book in the toolbox and pick up a second book.]
>
> This book has a picture of two horses on the cover. As I flip through it, I notice a lot of information about horses. It's full of information, but I'm not very interested in horses. [Put the book back in the reading bin and pick up a third book.]
>
> Wow, I can't believe this book is here. I love this book! I heard it read this summer at the library. I'm definitely going to put this one in my toolbox." [Put the book in the toolbox.]

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Have the students reflect on what they saw. Ask and briefly discuss:

Q *What did you notice about how I chose my books? What did I do?*

> **Students might say:**
>
> "I noticed that you looked at the cover and the back cover."
>
> "I noticed that you didn't take every book you looked at."

7 Get Ready to Choose Books

Tell the students that they will each choose five books that interest them from a reading bin to put in their toolboxes. Review that the students at each table group are sharing the bin, so they might not get all the books they want.

Ask and briefly discuss:

Q *What can you do to make sure you choose books fairly?*

Q *What can you do if someone else chooses a book that you also want to read?*

> **Students might say:**
>
> "We can take turns choosing the books."
>
> "We can go around the table and have each person pick one book; then everyone can take another book."
>
> "If someone takes a book I want, I can wait and see if they put it back."

Have a volunteer from each table group pick up a reading bin that you indicate.

Teacher Note

If you are using the *Making Meaning®* program from Center for the Collaborative Classroom, remind the students that they are not expected to look only for "just-right" books for their toolboxes.

8 Choose Books and Read Independently (15–20 minutes)

Have the students choose books for about 10 minutes. Stand aside and observe, but assist individual students with this new activity if they are struggling.

After about 10 minutes, or when most students have five books in their toolboxes, signal for cleanup and wait for the students' quiet attention and have the students read for about 10 minutes. As the students read, stand aside and observe.

After about 10 minutes, signal for cleanup and remind the students to put their books in their own toolboxes—not in the reading bins.

Teacher Note

The students are working toward building their stamina to read for 20 minutes with less support, although they may need another week to meet this goal. Try to intervene as little as possible.

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9 Wrap Up

Have each student choose one book from her toolbox that she is excited to read. Ask:

Q *Why are you excited to read this book? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention. Have a volunteer from each table group return the table's reading bin. Then have the students return their toolboxes to the area you have designated.

ELL Note

You might provide the prompt "I am excited to read this book because . . ." to your English Language Learners to help them verbalize their answers to the question.

Independent Work
Setting the Foundation

Day 3

In this lesson, the students:

- Learn procedures for independent word work
- Practice independent work habits: *handle materials responsibly and share them fairly*
- Build stamina for independent word work

Materials

- "Word Memory" (WA4)
- "Ways We Work on Our Own" chart
- Labeled sets of cards from "Word Cards 1" (BLM1) and "Word Cards 2" (BLM2) in resealable bags or envelopes, prepared ahead
- "Word Work Card Games" bin, prepared ahead

INDEPENDENT WORD WORK

ABOUT INDEPENDENT WORD WORK

The goal of independent word work is to engage the students in language exploration through enjoyable activities and games and also to reinforce spelling, vocabulary, and word usage.

In subsequent weeks, your students will have word sorts and other activities from the Word Study lessons to do during independent word work. In the meantime, we have suggested some word games and activities that the students can manage independently. If you have favorite games that you have used successfully with your grade 2 students at the beginning of the year, you may want to substitute those games.

1 Gather and Introduce Independent Word Work

Gather the class with the students sitting, facing you. Tell the students that today they will start independent word work by playing word games. Explain that doing a lot of reading, writing, and word work activities will help the students become stronger readers and writers.

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Tell the students about one of your favorite word games, why you like it, and with whom you like to play.

> **You might say:**
>
> "I love to play [favorite game] with my family. It has [a game board, and you use tiles with letters on them to make words. Different letters are worth different numbers of points.] My whole family plays [favorite game] together when we are stuck inside on a rainy day."

Then ask and briefly discuss:

Q *What letter or word game do you like to play? What do you like about playing it?*

> **Students might say:**
>
> "I like to play [favorite game] at my cousin's house. He's younger, so I usually win!"
>
> "I like to play [favorite game] on my mom's phone."

2 Introduce and Model the "Word Memory" Game

Explain that today during word work the students will play a word game called "Word Memory."

Explain that this game uses *high-frequency words*, or words that the students see often when they read. Explain that in this game, the students take turns turning over paper cards with words on them. If a player turns over two words that match (or are the same), he will set those cards aside and take another turn. If the words do not match, he will turn the cards back over and the next player will take a turn.

Have a volunteer model with you. Display the "Word Memory" activity (WA4), and take a turn by clicking two cards to reveal the words. If the words match, leave them "faceup" and explain that if you were playing with paper cards, you would set them aside; then take another turn. If the words do not match, click each a second time to their original "facedown" state, and have your partner take a turn.

> **You might say:**
>
> "I'm going to flip these two cards. Oops, they are not a match, so I'm going to flip them back over. Now it's my partner's turn. [Cheyenne] is going to flip two cards. Look—a match! So these two cards go in [Cheyenne's] pile, and she gets to take another turn."

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Explain that the game ends when all of the cards have been matched.

Ask and briefly discuss:

Q *What questions do you have about how to play "Word Memory"?*

Help the students think about how they will be respectful when the game ends by asking questions such as:

Q *What can you do to be respectful if you get more pairs than your partner gets?*

Q *How would you like to be treated if your partner gets more pairs than you get?*

Have the students return to their seats.

Teacher Note

You may wish to emphasize a noncompetitive approach by encouraging partners to help each other.

3 Get Ready to Work Independently

Tell the students that they will work in pairs and that each pair will get a set of word cards to play the game with. Some pairs will have one set of words while others will have another, but the game is the same.

Direct the students' attention to the "Ways We Work on Our Own" chart and review the work habit *handle materials responsibly and share them fairly*. Ask:

Q *What will you do to handle the materials in a responsible way?*

Q *What will you do to share the materials fairly?*

Have a few students share their thinking with the class. Tell the students that when they hear the cleanup signal, they will put their word cards back in the appropriate bags and then close the bags.

Distribute the sets of "Word Cards 1" to the pairs at some tables and the sets of "Word Cards 2" to the pairs at other tables.

Teacher Note

Pair each student with another sitting at his table. If necessary, create one or more partnerships of three students.

Teacher Note

Keep track of which pairs played with each set of cards. You may want to record this information. In the next lesson, each pair will play with the other set.

4 Work Independently (about 10 minutes)

Have pairs play "Word Memory" for about 10 minutes. Walk around and observe, assisting pairs as needed. If individual students are having difficulty cooperating or playing fairly, model the appropriate behaviors for them. If many students are struggling, stop the class, discuss and model the game again, and have the students return to the game. If the students continue to struggle, stop the activity.

After about 10 minutes, signal for cleanup. Have the students return their materials to the bags, put the bags in the center of each table, and then give you their quiet attention. Have a volunteer from each table group bring the game bags to the "Word Work Card Games" bin.

Teacher Note

If partners finish playing early, have them shuffle the cards and play the game again.

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5 Reflect on Sharing Materials

Ask and briefly discuss:

Q *How did you do with playing "Word Memory" today?*

Q *What did you do to share the materials fairly? What challenges did you have? What can you do differently next time?*

Q *What did you do to be respectful at the end of a game?*

Help the students brainstorm possible solutions to any challenges they identify.

Day 4 Independent Work

Setting the Foundation

Materials

- "Writing Ideas" chart
- Student toolboxes
- "Word Work Card Games" bin from Day 3
- "Ways We Work on Our Own" chart and a marker

In this lesson, the students:

- Practice procedures for independent word work
- Practice independent work habits: *get started right away and work for the whole time; handle materials responsibly and share them fairly*
- Review and modify the "Ways We Work on Our Own" chart
- Build stamina for working independently

INDEPENDENT WRITING

1 Gather and Review Independent Writing

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Writing Ideas" chart and review the items on it.

Give the students a few moments to think quietly about what they might write today. Then ask:

Q *What might you write today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few students share their writing ideas with the class. Add their ideas to the chart.

Tell the students that you will be standing aside today. Encourage them to try to solve any challenges that come up on their own. Ask and briefly discuss:

Q *What can you do if you are stuck and don't know how to get started?*

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Q *What can you do if you finish what you are writing before time is up?*

> **Students might say:**
>
> "I can look at the writing ideas on the chart."
>
> "I can start a new piece of writing."
>
> "I can draw a picture to go with my story."

Have the students pick up their toolboxes, return to their seats, and take out their writing notebooks. Then have them put their toolboxes on the floor next to them.

2 Write Independently (10–15 minutes)

Have the students write independently for 10–15 minutes. As the students work, stand aside and observe without intervening.

After 10–15 minutes, signal for cleanup.

3 Reflect on Choosing Ideas and Getting Started

Ask and briefly discuss:

Q *How did you choose your writing idea today?*

Q *Did anyone get stuck and have trouble getting started right away? What did you do? What can you do next time?*

Have the students put their writing notebooks in their toolboxes.

INDEPENDENT READING

4 Get Ready to Read Independently

Remind the students that they have their own books in their toolboxes and that they will get started reading right away. You will stand aside and observe as they read today.

5 Read Independently (10–15 minutes)

Have the students read for 10–15 minutes. Stand aside and observe as the students read.

After 10–15 minutes, signal for cleanup.

6 Reflect on Reading Independently

Ask and briefly discuss:

Q *What do you like about having your own books in your toolbox?*

Q *How did you do with reading for the whole time today? What challenges did you have?*

Have the students return their toolboxes and gather sitting, facing you.

Facilitation Tip

Continue to reinforce the students' understanding of their responsibility during class discussions by reminding them to **turn and look** at the speaker, wait until they have the class's attention before speaking, and ask one another to speak up, if needed. Ask yourself: Are the students using these techniques? What is the effect on the students' participation and engagement? What about their sense of belonging in the community?

ELL Note

You might provide the prompt "I chose my writing idea . . ." to your English Language Learners to help them verbalize their answers to the first question.

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INDEPENDENT WORD WORK

7 Introduce and Model the "Word Go Fish" Game

Explain that today the students will be playing a game called "Word Go Fish" with the high-frequency word cards they used for "Word Memory" in the previous lesson. Take a set of word cards from Day 3 from the "Word Work Card Games" bin. Review that some pairs will play with one set of cards, and others will play with another set, but that the game is the same regardless of the set the pairs have.

Ask and briefly discuss:

Q *What do you know about the game "Go Fish"?*

Choose a volunteer who is familiar with the game to model playing "Word Go Fish" with you. Sit facing one another on the floor or at a table where the students can best see you.

Explain that this game is just like regular "Go Fish" but uses words. Deal five cards to yourself and five to your partner. Put the remaining pile of cards facedown between you and your partner. Ask your partner for a word on a card you have in your hand. If your partner has a matching card, he will give you the card. Put the matched pair in the pile facedown near you, and ask for another word from a card in your hand. If he does not have the matching card, your partner will say "Go fish" and you will draw a new card from the pile. If you draw the card you asked for, put the matched pair facedown in your pile, say, "Fished a [word on card]," and draw another card. Otherwise, your partner takes a turn.

Explain that the game ends when no more cards are left in the center pile.

Teacher Note

It might be challenging for all of the students to see you model. Encourage the students to listen closely, even if they cannot see all of the word cards.

8 Get Ready to Work Independently

Tell the students that sometimes playing card games can lead to different opinions or even disagreement.

Ask and briefly discuss:

Q *What did you do to be respectful when you played the "Word Memory" game in the last lesson? How did that go?*

Q *What can you do if you and your partner disagree about the rules of a game?*

> **Students might say:**
>
> "My partner said 'Good game—you go first this time.' That was respectful."
>
> "We can ask someone else what they think the rule is."
>
> "We can try it one person's way and if it doesn't work, we can try it the other way."

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Have a few students share their ideas. Have the students return to their seats. Distribute the "Word Cards 1" sets to the pairs that played with set 2 in the previous word work lesson and the "Word Cards 2" sets to the other pairs.

9 Work Independently (about 10 minutes)

Have the students play "Word Go Fish" for about 10 minutes. Walk around and observe, assisting individuals or pairs as needed. If the students struggle or lose focus, stop the activity rather than let them practice unwanted behaviors, even if the students have worked for less time than expected or for less time than they did previously.

After about 10 minutes, signal for cleanup. Wait for the students to put their game cards in the bags and give you their quiet attention. Have a volunteer from each table group return the bags to the "Word Work Card Games" bin.

10 Reflect on Work Habits

Have the students gather sitting, facing you. Direct the students' attention to the "Ways We Work on Our Own" chart. Remind the students that they have been using these work habits during independent reading, writing, and word work. Ask and briefly discuss:

Q *Which of these work habits did you use today during word work?*

Then ask:

Q *Which work habits might we want to change or add so that they work not just for reading and writing independently but also for word work?*

Make changes and additions to the chart based on the students' comments.

Ways We Work on Our Own

We share the ~~books~~ materials fairly.

We take care of the ~~books~~ materials.

We use quiet voices.

We get started right away.

We work for the whole time.

We stop and clean up when we hear the signal.

We treat our partners with respect.

We play fairly.

Teacher Note

Have each student again work with a partner sitting at her own table.

ELL Note

You might provide the prompt "I used the work habit . . ." to your English Language Learners to help them verbalize their answers to the question.

Teacher Note

If the students do not mention it, suggest and add *We play fairly* to the chart, as you will refer to it in the next lesson.

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Day 5 Independent Work

Setting the Foundation

Materials

- "Ways We Work on Our Own" chart
- "Writing Ideas" chart
- Student toolboxes
- "Class Assessment Record" sheet (CA3)
- "Word Scramble" (WA5)
- Copy of "Word Scramble 1" (BLM3) for each student, prepared ahead
- Word work folder for each student, prepared ahead

In this lesson, the students:

- Practice procedures for independent word work
- Practice independent work habits: *get started right away and work for the whole time; handle materials responsibly and share them fairly*
- Build stamina for working independently

INDEPENDENT WRITING

1 Gather and Get Ready to Write Independently

Gather the class with partners sitting together, facing you. Tell the students that you will be observing during writing, reading, and word work today and that you will share your observations at the end of independent work today.

Briefly review the "Ways We Work on Our Own" chart and remind the students that using these important work habits will help them grow as readers and writers. Ask:

Q *What will you do to get started right away today?*

Q *What can you do if you finish writing before time is up?*

Have a few students share their thinking with the class. Then direct the students' attention to the "Writing Ideas" chart and explain that they can write about an idea on the chart, something they started previously, or a new idea.

Ask:

Q *What might you write about today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their ideas with the class.

Have the students pick up their toolboxes, return to their seats, take out their writing notebooks, and put their toolboxes on the floor next to them.

2 Write Independently (about 15 minutes)

Have the students write independently for about 15 minutes. Stand aside and observe as the students write.

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CLASS ASSESSMENT NOTE

The purpose of this week's assessment is to observe how the students are doing with reading, writing, and doing word work independently and with their work habits. Ask yourself:

- Do the students handle materials responsibly and share them fairly?
- Is the overall noise level reasonable? Is the student talk largely on task?

Independent Writing

- Do the students get started writing right away?
- Do they write for 15 minutes?

Independent Reading

- Do the students get started reading right away?
- Do they read for 15 minutes?

Independent Word Work

- Do the students get started working right away?
- Do they work for 10 minutes?

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently, to read and write independently for about 15 minutes, and to do word work independently for about 10 minutes, adapt and repeat this week's instruction before going on to Week 3.

Record your observations on the "Class Assessment Record" sheet (CA3); see pages 70-71 of the *Assessment Resource Book*.

Teacher Note

You will use the questions on the "Class Assessment Record" sheet (CA3) to guide your observations of the students during independent writing, reading, and word work today.

After about 15 minutes, signal for cleanup and wait for the students to put down their pencils and give you their quiet attention.

3 Wrap Up

Remind the students that they have been writing independently all week. Have each student look through his notebook and find one thing he really likes or had fun writing. Give the students a few minutes to look through their notebooks.

Have each student turn to a person sitting nearby, and have them take turns telling each other about the pieces of writing they chose. Then have the students return their writing notebooks to their toolboxes.

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INDEPENDENT READING

4 Get Ready to Read Independently

Remind the students that you will stand aside and observe while they read today. The students are focusing on getting started right away and working for the whole time. Ask:

Q *What can you do if you cannot decide what to read today?*

Q *What can you do if you finish your book before reading time is over?*

Have a few students share their thinking with the class.

5 Read Independently (about 15 minutes)

Have the students read for about 15 minutes. Stand aside and observe as the students read.

After about 15 minutes, signal for cleanup. Have the students put their books in their toolboxes and the toolboxes on the floor.

Teacher Note

Continue to record your observations on the "Class Assessment Record" sheet (CA3).

6 Wrap Up

Ask:



Q *What did you read today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

INDEPENDENT WORD WORK

7 Introduce and Model the "Word Scramble" Activity

Gather the class with the students sitting, facing you. Review that this week the students started playing word work games, and tell them that today they will do a word activity called "Word Scramble."

Display the "Word Scramble" activity ( WA5), and point to the letters *t*, *c*, and *a*. Explain that these three letters are scrambled, or mixed up, and that the students' job is to figure out what word they can spell with these letters.

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Have the students give you suggestions; if they suggest *cat* or *act*, use the pen tool to write the letters of that word on the blank lines. If they do not suggest one of these words, guide them by pointing out that at least two different words can be made with these letters.

> **You might say:**
>
> "I have the letters *t*, *c*, and *a* here. I wonder what word I can spell with these letters?"

Point to the letters *o*, *g*, *d*, and *o*. Remind the students that these four letters are scrambled. Ask:

Q *What word can we make that uses all these letters?*

As the students respond, use the pen tool to try their suggestions out in the empty space at the bottom of the "Word Scramble" activity. Explain that when they do this on paper, the students will also be able to try out different letter combinations.

> **You might say:**
>
> "I have *o*, *g*, *d*, and another *o*. What should I try first? [Juliet] wants me to put the letter *d* first. Do you think that might work? What letter will we try next?"

When the students suggest *good*, write the letters of that word on the blank lines.

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8 Get Ready to Work Independently

Show a copy of "Word Scramble 1" (BLM3), and explain that the students will work independently to try to unscramble the words on their own activity sheets first. Explain that if a student cannot figure out how to unscramble a word after several tries, the student can just go on to the next one. When each student finishes unscrambling as many words as possible on his own, he will turn to a person sitting nearby to share ideas.

Ask and briefly discuss:

- Q *What can you do to figure out how to unscramble a word?*
- Q *What can you do to find a partner to share with?*
- Q *What can you say if your neighbor is ready to talk and you are not finished trying to unscramble all the words?*

> **Students might say:**
>
> "I can ask my partner if she's ready to share."
>
> "I can look around my table to see who else is ready to share."
>
> "I can say, I need one more minute."
>
> "I can say, 'I'm not ready to share. Maybe you can talk to someone else?'"

Distribute a copy of "Word Scramble 1" (BLM3) to each student. Have the students return to their seats.

Teacher Note

You may wish to provide scratch paper for the students.

9 Work Independently (about 10 minutes)

Have the students work for about 10 minutes. Walk around and observe as the students work.

After about 10 minutes, signal for cleanup.

Teacher Note

Continue to record your observations on the "Class Assessment Record" sheet (CA3).

10 Reflect on Handling and Sharing Materials

Ask and briefly discuss:

- Q *What went well with "Word Scramble" today? What was challenging?*
- Q *What did you do to take care of the word work materials and share them fairly? What challenges did you have?*

Have a few students share their thinking. Without mentioning any of the students' names, share your own observations about how the students are doing with independent work.

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Show the students a word work folder, and explain that each student will have such a folder in his toolbox to keep his loose word work papers. Have a volunteer from each table group pick up folders. Have the students write their names on their folders and label them *Word Work*. Ask them to put their copies of "Word Scramble 1" (BLM3) in their folders and the folders in their toolboxes.

Have the students return their toolboxes.

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Week 3 OVERVIEW

Whole-class Instruction

Word Study 80

This week the students read and sort words by the spellings of the long *o* sound—*o*, *ow*, *o_e*, and *oa*. They discuss homophones and learn the procedure for sorting in pairs. The students continue to discuss working cooperatively in pairs by taking turns talking and listening and by sharing materials and responsibility during partner sorts.

Independent Work 92

This week the students continue to build stamina and focus on work habits for all three types of independent work in preparation for rotating to work areas around the room next week. For reading, the students learn procedures for exchanging books in the reading area. For writing, the students explore writing to share information about something they know. For word work, the students are introduced to new word work materials.

Small-group Reading Instruction and Independent Work Rotations

This week the whole-class instruction continues to set the foundation for the students to work independently so that you may begin small-group reading instruction as early as Week 5. We suggest that you begin assessing your students for small-group reading this week. For more information, see "Placement Assessments" in the Assessment Overview of the *Assessment Resource Book*.

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Week 3

RESOURCES

Assessment Resource Book

- Week 3 assessments

Word Study Notebook

- Word Sorts

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA2)

Reproducibles

- "Week 3, Day 4 Sort" (BLM1)
- "Word Scramble 2" (BLM2)
- "Word Sort 1" (BLM3)
- "Word Stairs 1" (BLM4)
- "Word Stairs 2" (BLM5)
- "Word Scramble 3" (BLM6)
- "Word Sort 2" (BLM7)
- "Word Sort 3" (BLM8)

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DO AHEAD

Word Study

✓ Prior to Day 1, familiarize yourself with the Day 1 Practice Words (see page 80).

✓ Prior to Day 2, familiarize yourself with the Day 2 Sort Words (see page 80).

✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words (see page 80).

✓ Prior to Day 4, familiarize yourself with the Day 4 Sort Words (see page 80).

✓ Prior to Day 4, prepare to introduce pair sorting (see page 88). (To see an example of a pair sort, see "Word Study" (AV18).)

✓ Prior to Day 4, create a chart titled "Word Sort Steps" with the following steps written on it:

1. *Read the words.*
2. *Cut the words apart.*
3. *Sort the words into categories.*
4. *Name the categories.*
5. *Reread the words.*
6. *Record the sort.*

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 3, Day 4 Sort" (BLM1). Make enough copies for each pair of students to have one.

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 72 of the *Assessment Resource Book*.

Independent Work

✓ Prior to Day 1, set up your classroom library or other location to use as the reading area. Remove the books from the reading bins and place them in this area. For more information about setting up your reading area, see Appendix B, "Independent Work Resources."

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 1, prepare a bin for returning books in the reading area, and label it *Return*. Prepare to introduce any procedures for how you would like the students to return books to the reading area. For example, decide in advance whether or not the students can take newly returned books directly from the "Return" bin.
- ✓ Prior to Day 2, obtain one bin for word work and label it *Word Work Activity Sheets*. Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Word Scramble 2" (BLM2). Make enough copies for each student to have one, and use a clip, folder, or labeled envelope to keep the sheets together. Put them in the "Word Work Activity Sheets" bin.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Word Sort 1" (BLM3). Make enough copies for each pair to have one.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Word Stairs 1" (BLM4). Make enough copies for each student to have one, and use a clip, folder, or labeled envelope to keep the sheets together. Put them in the "Word Work Activity Sheets" bin.
- ✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA2); see pages 73–74 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, update word work materials in the "Word Work Activity Sheets" bin by visiting the CCC Learning Hub (ccclearninghub.org) to access and print "Word Stairs 2" (BLM5) and "Word Scramble 3" (BLM6). For each, make a class set of copies, and add the copies to the bin.
- ✓ Prior to Day 5, obtain a bin and label it *Word Sorts*. Visit the CCC Learning Hub (ccclearninghub.org) to access and "Word Sort 2" (BLM7) and "Word Sort 3" (BLM8). Make at least five copies of each sheet and place these, as well as envelopes for storing the sorts once the words have been cut apart, in the "Word Sorts" bin. See "Word Work Bins" in Appendix B, "Independent Work Resources."

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work: Setting the Foundation (55-60)	Independent Work: Setting the Foundation (55-60)	Independent Work: Setting the Foundation (20-30)	Independent Work: Setting the Foundation (55-60)	Independent Work: Setting the Foundation (55-60)
75–80 minutes	**75–80 minutes**	**20–30 minutes**	**75–80 minutes**	**75–80 minutes**

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OVERVIEW Word Study

Day 1 Practice Words		Day 2 Sort Words		Day 4 Sort Words	
boat	road	blow	moan	boast	show
bowl	roast	bone	note	bowl	soap
flow	rode	coat	phone	hole	stone
foam	rope	crow	slow	hope	toast
home	stone	float	smoke	know	
loaf	throne	goat	soak		
mow	thrown	grow	tone		
own	toast	low	tow		

Academic Focus

- Students review the spellings of the long *o* sound.
- Students read and sort words with the long *o* sound spelled *o_e*, *oa*, *ow*.
- Students review homophones.
- Students review the spelling *ow* as in *clown*.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students handle materials responsibly.
- Students share materials.
- Students work responsibly.

ELL SUPPORT

- **oa, ow**

  The spelling *ow* does not occur in Spanish words. The spelling *oa* occurs rarely and but when it does, the vowel sounds are in separate syllables, as in the animal name *coatí* (koh-ah-TEE). Point out the difference in English. Explain that the letters work together as a team to stand for one sound: *oa* = /ō/.

  To reinforce the idea, write several words with *oa* where the students can see them. Highlight the vowels in a bright color and bracket [ ] them. Point to the words in random order and have the students say the appropriate vowel sound.

- **ou, ow**

  The sound /ou/ (as in *ouch*) occurs in Spanish but is spelled *au*. Explain to the students that /ou/ is the same sound they hear in the words *aullido* (ow-YEE-doh), "howl," and *causa* (KOW-sah), "cause."

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Word Study
Review the Spellings of the Long *o* Sound

Day 1

In this lesson, the students:

- Review the spellings of the long *o* sound
- Read words with long *o* spellings
- Discuss homophones
- Listen respectfully to the thinking of others and share their own

Materials

- "Week 3, Day 1 Words" (WA1)

TEKS 1.D.ii
Student/Teacher Narrative
Step 1 and Facilitation Tip in margin

1 Gather and Review "Turn to Your Partner"

Gather the class with partners sitting together, facing you. Explain that after the students read the words today, they will talk in pairs about what they notice. Ask:

Q *How can you make sure that you and your partner get a chance to talk? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Tell the students you will check in with them later to see how they did with taking turns talking.

Facilitation Tip

Encourage each student to give her partner her full attention, as she does in class discussions, by **turning and looking** at her partner, waiting until she has her partner's attention before starting to speak, and asking her partner to speak up if she can't hear.

2 Review the Spellings of the Long *o* Sound

Review that last week the students worked together to read and sort words with the long *a* sound. Explain that today the students will talk about the long *o* sound (ō).

Have the students say the sound /ō/. Review that /ō/ is the long *o* sound and explain that there are different ways to spell the long *o* sound.

Refer to the "Spelling-Sound Chart," and direct the students' attention to the long *o* spellings on the chart. Point to the *o_e* spelling and remind the students that one way to spell the long *o* sound is *o_e* as in *bone*. Write the word *bone* where everyone can see it, and have the students read it aloud. Point out that a consonant, in this word the consonant *n*, goes in the blank.

Point to the *oa* spelling, and explain that a second way to spell the long *o* sound is *o-a* as in *boat*. Write the word *boat* and have the students read it aloud.

Point to the *ow* spelling, and explain that a third way to spell the long *o* sound is *o-w* as in *snow*. Write the word *snow* and have the students read it aloud.

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Teacher Note

In Weeks 2–5, the students read a practice word list before sorting the week's words. This gives the students many opportunities to read words containing spellings of the vowel sounds being reviewed.

3 Read Words with Long *o* Spellings

Explain that the students will read words with the different spellings of the long *o* sound. Review that when you read a word list, you will point to each word and the students will read it together. Display the "Week 3, Day 1 Words" activity (WA1) and have the students read the words. Provide definitions for words that may be challenging, or use the words in sentences.

rope	foam	flow	thrown
stone	home	mow	toast
loaf	boat	rode	own
bowl	road	roast	throne

Suggested Vocabulary

foam: small bubbles

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

loaf: bread that is not sliced

mow: use a machine to cut down grass

roast: cook in an oven

throne: the chair a king or queen sits in

4 Discuss Homophones

Write *road* where everyone can see it, and have the students read the word. Then write *rode* next to *road*, and have the students read the word. Use each word in a sentence as you write it. Ask:

Q *What do you notice about these words? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "They sound the same, but they are not spelled the same."
>
> "They mean different things."

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Write the word *thrown* where everyone can see it, and have the students read the word. Write *throne* next to *thrown*, and have the students read the word. Use each word in a sentence as you write it. Ask:

Q *What do you notice about these words? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Explain that in English, there are many words that sound the same but are spelled differently and have different meanings. These word pairs are called *homophones*. Explain that in the coming weeks, the students will read and sort more words that sound the same but have different spellings and different meanings.

5 Reflect on Partner Work

Have the students reflect on how they worked with their partners today. Ask and briefly discuss:

Q *How did you do with making sure you and your partner got a chance to talk?*

Tell the students that in the next lesson, they will work together to sort words with the long *o* sound (/ō/).

Teacher Note

If you have not already done so, you may wish to start a class list of homophones. You may wish to include some familiar homophones, such as *there/their/they're* and *see/sea*, on the chart. Ask the students to notice words that sound the same but are spelled differently in their reading. Revisit the chart and add any examples that the students suggest.

Word Study
Whole-class Sort (Closed)

Day 2

In this lesson, the students:

- Read words with long *o* spellings
- Sort words into categories
- Discuss the spelling *ow* as in *clown*
- Listen respectfully to the thinking of others and share their own

Materials

- "Week 3, Day 2 Sort" (WA2)
- "Ways We Have Sorted" chart from Week 2 and a marker

1 Gather and Get Ready to Sort

Gather the class with partners sitting together, facing you. Tell the students that they will talk in pairs again today and that you will check in with them at the end of the lesson to see how they are doing with working together. Explain that in this lesson, the students will read more words with different spellings of the long *o* sound and sort the words into categories.

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2 Read the Sort Words

Display the "Week 3, Day 2 Sort" activity (WA2) and have the students read the words together as a class. If the students read *ow* as /ou/ remind them that in this week's words, the spelling *o-w* stands for the long *o* sound.

Provide definitions for words that may be challenging, or use the words in sentences.

blow	bone	coat	moan
tow	slow	float	soak
phone	tone	crow	smoke
goat	note	low	grow

Suggested Vocabulary

tow: pull or drag something, such as a car, with a rope or chain

tone: musical sound

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

crow: large black bird that makes a loud noise

moan: low sound made by a person or animal in pain

soak: get something very wet

3 Introduce the Sort

Direct the students' attention to the "Ways We Have Sorted" chart. Review the different ways the students have sorted, and tell them that today they will sort words by noticing how the long *o* sound is spelled.

Create long *o* categories by writing the long *o* spellings as headings on the "Week 3, Day 2 Sort" activity (WA2) in the following order: *o_e*, *oa*, and *ow*.

Teacher Note

Write the categories in this order to support the extension activity in Week 4, Day 4.

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4 Sort by Spellings of the Long *o* Sound

Direct the students' attention to the list and have them read *blow*. Ask:

Q *Which spelling of the long* o *sound do you see?* (o-w)

As the students share, drag and drop the word under the appropriate category heading. Use this procedure to sort the rest of the words.

After all the words have been sorted, have the students read the words in each group together as a class.

WA2

o_e	oa	ow
phone	goat	blow
bone	coat	tow
note	float	slow
tone	moan	crow
smoke	soak	low
		grow

Ask:

Q *What do you notice about the spellings for the long* o *sound?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
> "There are three spellings."
> "They are mostly in the middle of the words."
> "The *o-w* spelling is usually at the end of words."

Teacher Note

Keep the sorted "Week 3, Day 2 Sort" activity (WA2) displayed to use in Step 6.

5 Add to the "Ways We Have Sorted" Chart

Ask:

Q *How did you know which words to put together? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
> "We looked at how each word is spelled."
> "We put all the words with *o-a* together."
> "We put all the words with *o-w* together."

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Use the students' suggestions to add to the chart.

Ways We Have Sorted

- by short vowel sound (short a, short e, short i, short o, short u)
- by long vowel sound (long a, long e, long i, long o, long u)
- by vowel sound (short, long)
- by spelling of long a (a_e, ai, ay)
- by spelling of long o (o_e, oa, ow)

6 Discuss a Word-reading Strategy

Direct the students' attention to the sorted "Week 3, Day 2 Sort" activity (WA2). Next to the *ow* column, make another column by writing these words: *brown*, *down*, *crown*, *frown*, *town*. Have the students read the words. Then ask:

Q *What do you notice about the words in these two columns? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking.

> **Students might say:**
>
> "They all have the *o-w* spelling."
>
> "Some words have the sound /ō/ and some have /ou/."

Ask:

Q *When you are reading words with the spelling* o-w, *what can you do to figure out which sound the spelling* o-w *stands for? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "We can try each sound to see which one sounds right."
>
> "If *o-w* is at the end, it probably has the long *o* sound."

Erase the words from the column you wrote.

ELL Note

If a word is unfamiliar, English Language Learners may have difficulty using the strategy of trying different sounds to see which one sounds right. They may have to ask for help.

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7 Reflect on Listening

Have the students reflect on how they worked with their partners. Ask and briefly discuss:

Q *How did you do working with your partner today?*

Tell the students that in the next lesson, they will record their sorts in their *Word Study Notebooks*.

Teacher Note

Save the sorted "Week 3, Day 2 Sort" activity (WA2) to use on Day 3.

Word Study
Record a Sort

Day 3

In this lesson, the students:

- Review the recording procedure
- Record a sort
- Listen respectfully to the thinking of others and share their own
- Handle materials responsibly

Materials

- Sorted "Week 3, Day 2 Sort" (WA2)
- *Word Study Notebooks* (in student toolboxes)

1 Review the Purpose of Recording

Have the students pick up their independent work toolboxes and return to their seats. Remind them that this year they will *record* (or write down) sorts in their *Word Study Notebooks*. Review that recording the sorts will help them remember how they sorted and give them more ideas for sorting.

2 Review the Recording Procedure

Display the sorted "Week 3, Day 2 Sort" activity (WA2) and direct the students' attention to this whole-class sort from Day 2. Explain that the students will record the sort in their notebooks so that they can look more carefully at the words. Have the students take out their notebooks and turn to the next empty page. Tell them they will write the words from each column of the sort onto the lines on the notebook page and then write the names of the categories in the boxes at the top of the page. Ask and briefly discuss:

Q *How will you make sure you have copied all the words?*

> **Students might say:**
>
> "I'll reread my words after I've finished and check the chart."
>
> "I will count how many words are in the chart and how many words I have on my page and make sure they are the same."

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3 Record the Sort

Have the students copy the sorted "Week 3, Day 2 Sort" activity (WA2) into their notebooks. Circulate and observe as the students record the sort, offering support as needed.

When most students are finished, explain that each time the students finish recording a sort, they will read the words in each column quietly to themselves to make sure they have put the words in the right categories.

Have the students read the sort quietly to themselves.

4 Reflect on Sorting

When most of the students are finished reading, ask and briefly discuss:

Q *Why is it important to reread the words after you record the sort?*

> **Students might say:**
>
> "It helps me make sure I recorded all the words."
>
> "It helps me see if the words are in the right place."
>
> "It helps me check that I know how to read all the words."

Tell the students that they will read, record, and think more about words in the coming days.

Day 4

Word Study

Introduce Pair Sorting

Materials

- "Word Sort Steps" chart, prepared ahead
- "Week 3, Day 4 Sort" (WA3)
- Copy of "Week 3, Day 4 Sort" (BLM1) for each pair
- Scissors for each pair
- *Word Study Notebooks* (in student toolboxes)
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Learn the procedure for sorting in pairs
- Sort words into categories
- Share materials fairly
- Work responsibly with partners

1 Gather and Introduce Pair Sorting

Have the students bring their pencils, get their independent work toolboxes, and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them. Introduce pair sorting by explaining that during Word Study, the students will sometimes sort words with their partners.

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2 Introduce the Word Sort Steps

Display the "Word Sort Steps" chart. Explain that when the students sort in pairs, they will follow these steps. Read the steps aloud and explain them.

Word Sort Steps

1. Read the words.
2. Cut the words apart.
3. Sort the words into categories.
4. Name the categories.
5. Reread the words.
6. Record the sort.

You might say:

"When you sort with a partner, you will first read the words you are going to sort. Then you will cut the words apart and sort them into categories and name the categories. Sometimes I will tell you the categories to use, and sometimes you will have to decide your own categories. You will read the words in each category to make sure they are in the right place before you copy the sort into your *Word Study Notebook*. The 'Word Sort Steps' chart will help you remember what to do."

3 Read the Sort Words

Display the "Week 3, Day 4 Sort" activity (WA3). Explain that these are the words the students will sort today. Read the words aloud with the students. Provide definitions for words that may be challenging, or use them in sentences.

show	stone	hope
boast	bowl	toast
know	soap	hole

Teacher Note

This lesson may take more than one class period. You may wish to introduce the Word Sort Steps on one day and have the pairs sort on another.

Teacher Note

To see an example of a pair sort, view "Word Study" (AV18).

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ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

boast: brag or say how good you are at something

4 Discuss the Sort

Review that earlier in the week, the class sorted words by noticing the different spellings of the long *o* sound. Tell the students that they will use the same categories when they sort in pairs today. Ask and briefly discuss:

Q *How did we sort the words with the long* o *sound? What categories did we use?*

As the students share, write the following category headings on the "Week 3, Day 4 Sort" activity (WA3): *o_e*, *oa*, and *ow*.

Teacher Note

If necessary, refer to the "Ways We Have Sorted" chart to stimulate the students' thinking.

5 Discuss Working Together

Explain that each pair will get a copy of the words to cut into small cards to sort. Ask:

Q *What can you and your partner do to make sure you share the work of cutting the words apart?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "We can cut the list in half."
>
> "My partner can cut the words apart today and I can cut the words apart next time."

Then ask:

Q *What can you and your partner do if you don't agree about where to put a word while you are sorting?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "You can explain your thinking, and you can listen to your partner explain his thinking."
>
> "You and your partner can read all the words in the category and check that they all have the same pattern."

Tell the students that when partners finish sorting the words, they will reread each category to make sure the words are sorted correctly.

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Ask and briefly discuss:

Q *What can you do before you record a sort to make sure the words are where you want them?*

> **Students might say:**
>
> "You look for the same spelling in each word in a category."
>
> "You can take turns reading the words in a category and tell why each word belongs there."

Tell the students that after pairs check their sorts, they will turn to the next blank page in their *Word Study Notebooks* and record (or write) the sort.

6 Sort in Pairs

Distribute a copy of "Week 3, Day 4 Sort" (BLM1) to each pair. Have each pair refer to the "Word Sort Steps" chart to cut apart and sort the words and then record their sort in their *Word Study Notebooks*. Circulate and observe as the students work, offering support as necessary.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the pairs able to work together to sort the words?
- Are they able to sort the words into the identified groups?
- Are they able to record the sort and name their categories?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 72 of the *Assessment Resource Book*. If many students are having difficulty, signal for attention and review the "Word Sort Steps" chart. To provide additional support, you might sort a few of the words as a class, using the "Week 3, Day 4 Sort" activity (WA3).

When most pairs are finished, signal for cleanup.

7 Reflect on Working with a Partner

Ask and briefly discuss:

Q *What went well as you worked with your partner today?*

Q *What do you want to work on doing better next time?*

Tell the students that next week, they will work with partners again to sort another group of words.

Teacher Note

If the students need more practice recording sorts, you might plan to have them record the whole-class sort in Week 4, Day 2.

Teacher Note

Save the "Word Sort Steps" chart to use throughout the year.

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OVERVIEW Independent Work

This week the students continue to build stamina and focus on work habits for all three types of independent work in preparation for rotating to work areas around the room next week. For reading, the students learn procedures for exchanging books in the reading area. For writing, the students explore writing to share information about something they know. For word work, the students are introduced to new word work materials. The focus work habit for this week is: *review and use the work habits on the "Ways We Work on Our Own" chart*. We suggest you continue to stand aside during independent work in preparation for next week when the students begin moving to and working in the reading, writing, and word work areas around the room.

By the end of this week, the students will:

- Read and write independently at their seats for 15–20 minutes while the teacher sits at the small-group reading table
- Do word work independently at their seats for 15 minutes while the teacher stands aside
- Exchange books responsibly in the reading area
- Use the work habits on the "Ways We Work on Our Own" chart

Independent Work Focus

- Students use independent work habits.
- Students build stamina for working independently.
- Students review and use the work habits on the "Ways We Work on Our Own" chart.

Social Development Focus

- Students take responsibility for their learning and behavior.

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Independent Work
Setting the Foundation

Day 1

In this lesson, the students:

- Learn to exchange books in the reading area
- Review and use the work habits on the "Ways We Work on Our Own" chart
- Build stamina for working independently

INDEPENDENT WRITING

1 Gather and Review Work Habits

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Ways We Work on Our Own" chart and review it together. Explain that this week the students will focus on *reviewing and using the work habits on the "Ways We Work on Our Own" chart*.

Choose a work habit that the students will benefit from focusing on today. Ask and briefly discuss:

Q *What does it look like and sound like when you [work for the whole time]?*

Q *How does [working for the whole time] help you to be responsible?*

> **Students might say:**
>
> "It looks like us sitting and working quietly."
>
> "If we do this, we can work more and learn more."

Explain that throughout the week you will be discussing the work habits on the chart and helping the students with any that are particularly challenging.

2 Discuss Unfinished Writing

Direct the students' attention to the "Writing Ideas" chart, and point out that the students have many choices about what they might write, including continuing writing about something they started previously or writing about a new idea.

Materials

- "Ways We Work on Our Own" chart
- "Writing Ideas" chart
- Student toolboxes
- "Return" bin in the reading area, prepared ahead
- "Word Work Card Games" bin from Week 2

Teacher Note

If the class did not meet last week's goals for Independent Work, you may wish to repeat the Week 2 lessons before continuing on.

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Ask and briefly discuss:

Q *What can you do if you don't finish something you are writing today?*

Q *What can you do if you want to finish writing something you started on another day?*

> **Students might say:**
>
> "I can leave space in my notebook and come back to it tomorrow and write more."
>
> "I can put in a bookmark or sticky note so I can find the story easily later."
>
> "I can go back and keep writing more."
>
> "If I don't have room, I can keep writing on another page and make an arrow."

3 Get Ready to Write Independently

Have the students pick up their independent work toolboxes and return to their seats, one table group at a time. Have the students take out their writing notebooks and put their toolboxes on the floor next to them.

4 Write Independently (about 15 minutes)

Have the students write independently for about 15 minutes. Stand aside and observe as the students work.

After about 15 minutes, signal for cleanup and wait for the students to put their pencils down and give you their quiet attention.

5 Reflect on Writing for the Whole Time

Ask:

Q *What did you write today? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention and then ask:

Q *How did you do with writing for the whole time today? What challenges did you have, and what helped you?*

Have a few students share their ideas. Then have the students put their writing notebooks in their toolboxes.

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INDEPENDENT READING

6 Model Exchanging Books in the Reading Area

Direct the students' attention to the reading area and explain that the students will be able to exchange or trade books they are finished with for new ones.

Borrow a student's toolbox and model identifying two or three books that you are finished with; put them at the front of the toolbox. Next, go to the bin labeled "Return" in the reading area and explain that this is where the students will put books when they finish with them. Model returning your books to the bin and choosing the same number of new books from the reading area.

> **You might say:**
>
> "I'll put the two books that I am finished with at the front of my toolbox so that I can find them quickly when I go to the reading area. I will go to the reading area and put these books in the 'Return' bin. Now I will look for two new books. Here's a [basket of Cam Jansen] books, and I like them, so I'll take this one. Maybe I'll try this book about [rockets]. I'll go back to my seat and start reading."

Teacher Note

We suggest that you use the terminology *reading area* to reinforce the concept of "areas" for all three types of independent work. You may prefer to refer to this area as the *library*.

7 Get Ready to Read and Exchange Books Independently

Give the students a few moments to move the books they would like to exchange to the front of their toolboxes. Tell them that over the next few days you will invite one or two table groups at a time to visit the reading area to exchange books. Each student will leave the reading area with five books in her toolbox.

Ask and briefly discuss:

Q *What is important to remember when you visit the reading area?*

> **Students might say:**
>
> "We take our toolboxes with us."
>
> "We get started right away and return and choose books quietly."

Review that the students will either read quietly at their seats or first exchange books and then return to their seats to read.

Send one or two table groups to the reading area and have the remaining students stay in their seats.

Teacher Note

Decide in advance whether or not the students can take newly returned books directly from the "Return" bin. As the students become more familiar with the reading area, consider teaching them to reshelve the books they are returning.

Teacher Note

If you prefer to send fewer students at once, consider rotating small groups in and out of the reading area today and in the next lesson.

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8 Read and Exchange Books Independently (about 15 minutes)

Have the seated students read independently for about 15 minutes. Stand aside near the reading area, but support any students who are having difficulty exchanging books. If necessary, ask the students in the reading area who have finished choosing books to return to their seats to read quietly.

After about 15 minutes, signal for cleanup and send any remaining students from the reading area to their seats.

Teacher Note

To keep up with the flow of book traffic, consider reshelving books in the "Return" bin as the students are browsing and choosing new books.

Keep track of which students or table groups visit the reading area today.

9 Wrap Up

Share one or two observations about how the students worked in the reading area and at their seats. Then ask:

Q *What questions do you have about exchanging books?*

INDEPENDENT WORD WORK

10 Discuss Playing Fairly

Review that last week the students played "Word Go Fish" and "Word Memory" with sets of word cards. Explain that today, partners will choose which game they would like to play together.

Direct the students' attention to the "Ways We Work on Our Own" chart, and point out *We play fairly* (or add it if necessary). Ask:

Q *What can you do if your partner wants to play one word work game and you want to play the other one? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "We can take turns. First we can play his game, and then we can play mine."
>
> "We can do 'rock-paper-scissors' to decide what to play first."

Teacher Note

Pair each student with another sitting at her table. If necessary, create one or more partnerships of three students.

Then ask:

Q *What can you do to be fair when you play word work games? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "We can be fair by taking turns being the dealer and taking turns going first."
>
> "We can be fair by following the rules."

ELL Note

You might provide the prompt "We can be fair by . . ." to your English Language Learners to help them verbalize their answers to the question.

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11 Get Ready to Work Independently

Remind the students that they can play with either set of word cards. Have a volunteer from each table group pick up a set of "Word Memory" cards from the "Word Work Card Games" bin for each pair of students at the table.

12 Work Independently (about 10 minutes)

Have the students play for about 10 minutes. As the students work, walk around the room and observe them, assisting pairs as needed.

After about 10 minutes, signal for cleanup. Wait for the students to put their game cards in the bags and give you their quiet attention. Have a volunteer from each table group return the bags to the "Word Work Card Games" bin.

13 Reflect on Work Habits

Direct the students' attention to the "Ways We Work on Our Own" chart. Ask and briefly discuss:

Q *What did you do to play fairly today?*

Q *How did you do with working for the whole time?*

Q *What other work habits did you use today?*

Have the students return their toolboxes.

Independent Work
Setting the Foundation

Day 2

In this lesson, the students:

- Review and use the work habits on the "Ways We Work on Our Own" chart
- Generate writing ideas for "Things We Know About"
- Build stamina for working independently

Materials

- "Ways We Work on Our Own" chart
- "Writing Ideas" chart and a marker
- Student toolboxes
- "Word Work Activity Sheets" bin, prepared ahead with copies of "Word Scramble 2" (BLM2)

INDEPENDENT WRITING

1 Gather and Review Work Habits

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Ways We Work on Our Own" chart.

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Review that in the previous lesson the students focused on [working for the whole time]. Discuss any follow-up plans the students might have made during the reflection at the end of that lesson. Then identify a work habit that you would like the students to focus on today. Ask:

Q *How does [using a quiet voice] help you to be responsible?*

Have a few students share their thinking.

2 Brainstorm "Things We Know About" Writing Ideas

Direct the students' attention to the "Writing Ideas" chart. Share an example of something you know about and add it to the chart under a new heading, "Things We Know About."

> **You might say:**
>
> "I like to garden and I've learned about how to plant and take care of vegetables. So I could write about planting a vegetable garden! I'm going to add it to our chart."

Ask:

Q *What is something you know about that you might want to write about? Turn to your partner.*

After a few moments, signal for the students' attention. Have a few students share their ideas, and record them on the chart.

Writing Ideas

Things We Know About

- planting a vegetable garden
- how to take care of my baby sister
- my neighborhood

3 Get Ready to Write Independently

Explain that today the students can write about a "Things We Know About" idea or anything else they choose. Remind the students that they will work for the whole time. Tell them that you will be standing aside while they write, and encourage them to try to solve any problems that come up on their own.

Facilitation Tip

Encourage each student to give her partner her full attention by **turning and looking** at her partner, waiting until she has her partner's attention before starting to speak, and asking her partner to speak up if she cannot hear.

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Have the students pick up their toolboxes on the way to their seats, take out their writing notebooks, and put their toolboxes on the floor next to them.

4 Write Independently (15–20 minutes)

Have the students write for 15–20 minutes. Stand aside and observe. If the students lose focus, stop the activity so that they do not practice unwanted behaviors, even if they have worked for less time than anticipated or for less time than they did previously.

After 15–20 minutes, signal for cleanup. Wait for the students to put their pencils down and give you their quiet attention.

5 Wrap Up

Ask:

Q *What did you write about today?*

Have a few volunteers share with the class. Point out any student topics that belong under the heading "Things We Know About" and add them to the chart. Then have the students put their writing notebooks in their toolboxes.

INDEPENDENT READING

6 Review Exchanging Books

Tell the students which table groups will visit the reading area today to exchange books. Explain that the students will be reading at their seats unless their group is called to the reading area.

Ask and briefly discuss:

Q *What do you do to exchange books?*

Q *What can you do to make it go well if you visit the reading area today?*

Remind the students that they will work for the whole time. Then send one or two table groups to the reading area with their toolboxes and have the remaining students stay in their seats.

7 Read Independently (15–20 minutes)

Have the seated students read independently for 15–20 minutes. Stand aside near the reading area, but support any students who are having difficulty exchanging books. Ask the students in the reading area who have finished choosing books to return to their seats to read quietly.

After 15–20 minutes, signal for cleanup and send any remaining students from the reading area to their seats.

Teacher Note

By the end of this lesson, all the students should have had a chance to exchange books.

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8 Reflect on Choosing Books

Ask:

Q *What new book in your toolbox are you excited to read? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention. Without mentioning any of the students' names, provide some observations on how the students worked independently and exchanged books in the reading area.

Have the students put their toolboxes on the floor next to them.

INDEPENDENT WORD WORK

9 Review Word Work Choices

Explain that during word work today, the students will have a choice of playing "Word Memory" or "Word Go Fish," or doing a new activity, "Word Scramble 2" (BLM2). The students might have time to do more than one activity.

10 Get Ready to Work Independently

Pair the students or create groups of three if necessary. Give partners a few moments to decide which kind of word work activity they will start with today. Have one partner from each pair come to you to choose either "Word Scramble 2" (BLM2) from the "Word Work Activity Sheets" bin or one of the bags from the "Word Work Card Games" bin.

Tell the students that you will stand aside and observe while they work today. Encourage them to solve any problems that come up on their own, and explain that you will check in with them afterward.

Teacher Note

Pair each student with another sitting at his table. If the students choose the word scramble activity, provide each pair with two copies of "Word Scramble 2" (BLM2) so that each student will have a copy.

Teacher Note

If your students are not ready for this step, continue to walk around and support the students as they work.

11 Work Independently (about 15 minutes)

Have the students work for about 15 minutes. Stand aside and observe while the students work. Try not to intervene.

After about 15 minutes, signal for cleanup. Have the students add any word work papers to their word work folders and then put their folders back in their toolboxes. Have one student from each pair return the word work materials to the appropriate bin.

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12 Reflect on Using Quiet Voices

Ask and briefly discuss:

Q *How did word work go today? What went well? What challenges did you have?*

Q *How did you do with using a quiet voice during writing, reading, and word work today?*

Have a few students share with the class. Without mentioning any of the students' names, share some of your own observations. Help the students brainstorm solutions to any challenges they are having.

Have the students return their toolboxes.

Independent Work
Setting the Foundation

Day 3

In this lesson, the students:

- Review and use the work habits on the "Ways We Work on Our Own" chart
- Begin to do word sorts from Word Study lessons
- Build stamina for working independently

Materials

- "Word Sort 1" (WA4)
- "Ways We Work on Our Own" chart
- Copy of "Word Sort 1" (BLM3) for each student
- Scissors for each student

Teacher Note

The students will only be doing word work for this lesson.

INDEPENDENT WORD WORK

1 Introduce and Model Sorting in Word Work

Have the students stay in their seats today. Tell them that today they will only do word work. Remind the students that they have been doing word sorts in Word Study; for example, last week they sorted words by spelling of the long *a* sound. Today they will sort a different set of words as a class and then individually.

Display the "Word Sort 1" activity (WA4) and read the words aloud with the students.

car	train	guitar
drum	ball	skateboard
boat	flute	roller skates
bike		

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Tell the students that they will sort these words into categories, or groups that are the same in some way, and explain that there are many ways to sort. One way to sort is by spelling; another way is by meaning. Ask:

Q *What are some words you can group together? How are those words alike?*

Have a few volunteers share their thinking. Explain that there are several different ways to sort these words but that the students will sort by thinking about what the words mean. Choose categories based on one of the students' suggestions. Create categories by writing the suggestions as labels on the "Word Sort 1" activity (WA4). Then ask:

Q *Where does [*car*] belong? Which category does it go in?*

As the students respond, drag and drop the word under the appropriate category. Use the same procedure to sort all of the remaining words.

When all the words are sorted, reread the words in each category aloud with the students. Explain that reading the words in each category gives the students a chance to make sure the words are sorted into the right groups and to move words if needed.

Teacher Note

If the students have not suggested sorting by meaning, explain that you will use the categories "Things that Move" and "Musical Instruments" to sort today.

2 Get Ready to Work Independently

Explain that each student will get a copy of the words to cut apart and sort independently. Once they have sorted, they will each turn to a person sitting next to them to talk about how they sorted. If they find that their partners sorted in a different way, they will talk about the words they put in different categories.

Direct the students' attention to the "Ways We Work on Our Own" chart, and briefly review the work habits with the students. Direct their attention to *We share the materials fairly*, and ask:

Q *What will you do today to handle the materials fairly? What will this look like?*

Q *What can you say if the person sitting next to you asks you to share ideas but you are not ready?*

Have a few students share their ideas with the class. Distribute "Word Sort 1" (BLM3) to each student.

3 Work Independently (about 15 minutes)

Have the students work for about 15 minutes. Stand aside and observe as the students work. If necessary, assist students who are struggling with procedures or work habits. You may wish to remind the students to talk to someone sitting next to them about how they have sorted.

After about 15 minutes, signal for cleanup.

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4 Reflect on Sorting

Ask and briefly discuss:

Q *How did sorting go?*

Q *If you used different categories from the ones we used as a class, what categories did you use for your sort? How did that work?*

Have a few students share their ideas. Tell the students that they will have more opportunities to sort words during independent word work.

Independent Work
Setting the Foundation

Day 4

In this lesson, the students:

- Review and use the work habits on the "Ways We Work on Our Own" chart
- Build stamina for working independently

Materials

- "Ways We Work on Our Own" chart
- "Writing Ideas" chart
- Student toolboxes
- "Word Stairs 1" (WA5)
- Copy of "Word Stairs 1" (BLM4) for each student, prepared ahead

INDEPENDENT WRITING

1 Gather and Get Ready to Write Independently

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Ways We Work on Our Own" chart and review it briefly.

Identify one or two work habits that have been particularly challenging for the students to focus intentionally on today. Ask questions such as:

Q *What does it look like and sound like when you [use a quiet voice]?*

Q *How does [getting started right away] help you to be responsible?*

Tell the students that you will check in with them at the end of independent work today to see how they do with these particular work habits.

Direct the students' attention to the "Writing Ideas" chart and review that they can choose an idea from the chart to write about or write about anything else they choose. Ask:

Q *What might you write about today? Turn to your partner.*

After a few moments, signal for the students' attention and have one or two volunteers share their thinking with the class.

Explain that beginning today, you will sit at the small-group reading table while the students read and write independently. Encourage the students to try to solve any problems that come up on their own.

Teacher Note

Sitting at the small-group reading table signals to the students that you expect them to work independently. Avoid intervening if problems occur today. Instead, stop the activity before the problems become disruptive.

If your students are not ready for this step, continue to stand aside near the students and observe them as they work.

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Have the students pick up their toolboxes and return to their seats. Then have them take out their writing notebooks and put their toolboxes on the floor next to them.

2 Write Independently (15–20 minutes)

Have the students write independently for 15–20 minutes. Sit at the small-group reading table and observe as the students work.

After 15–20 minutes, signal for cleanup. Have the students put their writing notebooks in their toolboxes and wait for them to put their pencils down and give you their quiet attention.

3 Reflect on Work Habits

Ask:

Q *What did you do today to help things go smoothly while I sat at the small-group reading table?*

Invite a few volunteers to share their thinking.

INDEPENDENT READING

4 Get Ready to Read Independently

Remind the students of their work habit focus today.

5 Read Independently (15–20 minutes)

Teacher Note

The students will read today without exchanging books.

Have the students read independently for 15–20 minutes. Sit at the small-group reading table and observe.

After 15–20 minutes, signal for cleanup.

6 Reflect on Reading

Tell the students that sometimes you like a book so much you want to read it again, and that most readers feel this way about favorite books. Ask:

Q *What is a book you have read more than once? Why did you want to reread it?*

Invite a few students to share with the class.

INDEPENDENT WORD WORK

7 Gather and Review Independent Word Work

Gather the class with partners sitting together, facing you. Explain that today during independent word work the students will do an activity called "Word Stairs."

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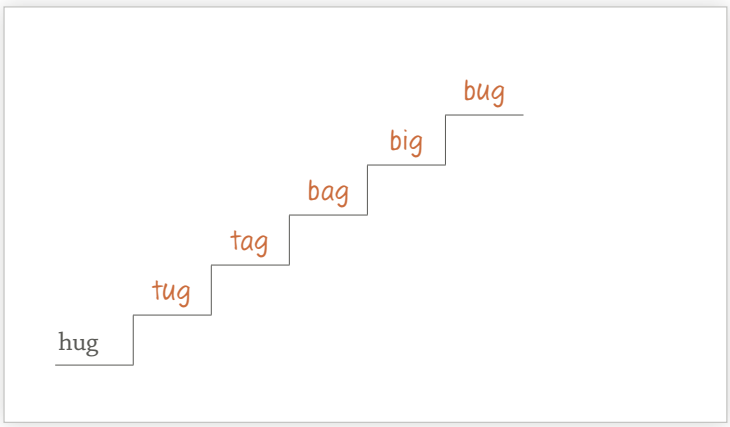
8 Model the "Word Stairs" Activity

Display the "Word Stairs 1" activity (WA5) and point to *hug* on the first step. Explain that to do this activity, you change one letter, add one letter, or take away one letter from the word to create a new word. The goal is to write a word on each stair. Explain that you can change the *h* to *t*; and write *tug* on the next stair. Then show how you can change *u* to *a* to make *tag*. Write *tag* on the next stair. Ask:

Q *What letter could I change, add, or take away to make a new word? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their ideas. Point out that often there is more than one way to change a word to make a new word.

WA5



Teacher Note

Write several of the students' ideas where everyone can see them and point out the way the words are changed.

9 Get Ready to Work Independently

Explain that each student will complete a "Word Stairs" activity sheet. The students will work quietly on their own for a few minutes, trying to write words all the way up to the top stair for each staircase. Then, when they are ready, they will share ideas with partners.

Ask and briefly discuss:

Q *What can you say if you are ready to share ideas and you are not sure if your partner needs more time?*

Q *What can you say if your partner asks you to share ideas but you are not ready?*

> **Students might say:**
>
> "Are you ready to work together?"
>
> "I can say 'just a minute, I'm almost ready.'"

Tell the students that you will stand aside and observe as they work. Have a volunteer from each table group pick up a copy of "Word Stairs 1" (BLM4) for each student at the table as the students return to their seats.

Teacher Note

Make sure that each student has a partner to work with.

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10 Work Independently (about 15 minutes)

Have the students put their names on their activity sheets and work for about 15 minutes. Stand aside and observe as the students work. Note individuals or pairs struggling with the activity or work habits. If many students are struggling, stop the activity to model procedures or work habits; then have the students return to work.

After about 15 minutes, signal for cleanup.

11 Reflect on Work Habits

Have a few volunteers read the words on their staircases aloud for the class. Have the students add their activity sheets to their word work folders and put the folders in their toolboxes.

Ask and briefly discuss:

Q *How did you do with [getting started right away] during reading, writing, and word work today? What was challenging? What can you do next time?*

Q *How did you do with [using a quiet voice] during reading, writing, and word work? What was challenging? What can you do next time?*

Day 5 Independent Work

Setting the Foundation

Materials

- "Ways We Work on Our Own" chart
- "Writing Ideas" chart
- Student toolboxes
- "Class Assessment Record" sheet (CA2)
- "Word Work Card Games" bin
- "Word Work Activity Sheets" bin, prepared ahead with copies of "Word Stairs 2" (BLM5) and "Word Scramble 3" (BLM6)
- "Word Work Sorts" bin, prepared ahead with copies of "Word Sort 2" (BLM7) and "Word Sort 3" (BLM8)

In this lesson, the students:

- Review and use the work habits on the "Ways We Work on Our Own" chart
- Build stamina for working independently

INDEPENDENT WRITING

1 Gather and Get Ready to Write Independently

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Ways We Work on Our Own" chart and briefly identify one or two work habits that the students are struggling with and that you would like them to focus on today.

Direct the students' attention to the "Writing Ideas" chart and remind the students that they can choose an idea from the chart to write about or write about anything else they choose. Ask:

Q *What might you write about today? Turn to your partner.*

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After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Then ask the students to pick up their toolboxes and return to their seats.

Explain that you will observe from the small-group reading table today. Have the students take out their writing notebooks and put their toolboxes on the floor next to them.

2 Write Independently (15–20 minutes)

Have the students write independently for 15–20 minutes. Sit at the small-group reading table and observe as the students write.

CLASS ASSESSMENT NOTE

The purpose of this week's assessment is to determine whether the students are engaged and are learning and following the procedures for independent work. Observe the students and ask yourself:

- Is the student talk largely on task and at a reasonable volume?

Independent Writing

- Do the students write independently for 15–20 minutes?
- Do they use their work habits consistently during independent writing?

Independent Reading

- Do the students read independently for 15–20 minutes?
- Do they use their work habits consistently during independent reading?

Independent Word Work

- Do the students do word work independently for 15 minutes?
- Do they use their work habits consistently during independent word work?
- Do the students play word work games fairly?

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently or to work independently for about 15 minutes, adapt and repeat this week's instruction before going on to Week 4.

Record your observations on the "Class Assessment Record" sheet (CA2); see pages 73–74 of the *Assessment Resource Book*.

After 15–20 minutes, signal for cleanup and wait for the students to put down their pencils and give you their quiet attention.

Teacher Note

You will use the questions on the "Class Assessment Record" sheet (CA2) to guide your observations of the students during independent writing, reading, and word work today.

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3 Wrap Up

Ask the students to look through their writing notebooks and choose something they like or had fun writing this week to share with partners. Ask:

Q *What do you like about the piece of writing you chose? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention and have the students put their writing notebooks in their toolboxes.

INDEPENDENT READING

4 Get Ready to Read Independently

Review that today the students will read at their seats while you sit at the small-group reading table and observe. Encourage the students to use the work habits on the chart and to try to solve problems on their own.

5 Read Independently (15–20 minutes)

Have the students read independently for 15–20 minutes. Sit at the small-group reading table and observe as the students read.

After 15–20 minutes, signal for cleanup.

Teacher Note

Continue to record your observations on the "Class Assessment Record" sheet (CA2).

6 Wrap Up

Have the students put their toolboxes on the floor next to them.

INDEPENDENT WORD WORK

7 Review Word Work Choices

Explain that today during word work, the students will work in pairs and choose the games or activities they would like to do, and that they might have time for more than one activity.

Direct the students' attention to the "Word Work Card Games" bin, and remind the students that there are two sets of word cards that they can use to play "Word Memory" or "Word Go Fish."

Direct the students' attention to the "Word Work Activity Sheets" bin, and explain that you have added new versions of the "Word Scramble" and "Word Stair" activities, and that these are labeled "Word Scramble 3" and "Word Stairs 2."

Finally, direct the students' attention to the "Word Work Sorts" bin, and explain that there are two different sorts in this bin. The sorts are ones they have done together during Word Study. Explain to the students they many choose any sort they wish from this bin.

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8 Get Ready to Work Independently

Explain that partners will choose the word work activities they would like to do today. Give partners a minute to talk with each other about what they will do first. Then have one partner from each pair come to the bins and choose the materials each pair needs to get started.

9 Work Independently (about 15 minutes)

Have the students work in pairs for about 15 minutes. Stand aside (or sit at the small-group reading table) and observe.

After about 15 minutes, signal for cleanup. Wait for the students to give you their quiet attention. Have one student from each pair return any reusable materials to the bins. Have the students put any in-progress or finished "Word Stairs 2" or "Word Scrambles 3" activity sheets in their word work folders.

10 Reflect on Work Habits

Ask:

Q *Which word work activity or game do you like most? Why do you like that game?*

Direct the students' attention to the "Ways We Work on Our Own" chart. Ask and briefly discuss:

Q *How did it go with the work habits today?*

Q *Which work habits are easiest for you to use?*

Q *Which work habits are most challenging for you? What might you do differently?*

Without mentioning any of the students' names, provide some observations from today's independent work. Tell the students that next week they will be moving around the room to different work areas to work independently.

Have the students return their toolboxes.

Teacher Note

Pair each student with another sitting at her table. You might review what partners can do to come to agreement while choosing or playing a word work activity.

ELL Note

You might provide the prompt "I like _____ because . . ." to your English Language Learners to help them verbalize their answers to the questions.

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Week 4 OVERVIEW

Whole-class Instruction

Word Study 115

This week the students continue to reflect on working with their partners as they learn the procedure for "Think, Pair, Share." They read and sort words as a class and in pairs by the different spellings of the long *i* sound—*igh*, *y*, and *i_e*. The students also review the different sounds of the spelling *u_e*. On Day 4, the students re-sort long *i* words by ending sounds.

Independent Work 129

This week is the final week of lessons that set the foundation for independent work rotations. The students begin working in the reading, writing, and word work areas of the classroom and learn the procedures for rotating to one, then two, and finally all three areas each day.

Small-group Reading Instruction and Independent Work Rotations

This week the whole-class instruction continues to set the foundation for your students to work independently so that you may begin small-group reading instruction next week. We suggest that you continue assessing your students for Small-group Reading this week. For more information, see "Placement Assessments" in the Assessment Overview of the *Assessment Resource Book*.

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Week 4

RESOURCES

Extension

- "Whole-class Sort"

Assessment Resource Book

- Week 4 assessments

Word Study Notebook

- Word Sorts

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA2)

Reproducible

- "Week 4, Day 3 Sort" (BLM1)

Professional Development Media

- "Using 'Think, Pair, Share'" (AV3)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, familiarize yourself with the Day 1 Practice Words (see page 115).
- ✓ Prior to Day 2, familiarize yourself with the Day 2 Sort Words (see page 115).
- ✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words (see page 115).
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 4, Day 3 Sort" (BLM1). Make enough copies for each pair to have one.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 75 of the *Assessment Resource Book*.

Independent Work

- ✓ Prior to Day 1, set up a writing area in your room. Ideally this is a place to both store writing bins and have the students work. Post the "Writing Ideas" chart from Week 3 to the wall in or near the writing area. For information about setting up and preparing materials for the writing area, see Appendix B, "Independent Work Resources."
- ✓ Prior to Day 1, set up a word work area in your room. Ideally this is a place to both store word work bins and have the students work. For information about setting up and preparing materials for the word work area, see Appendix B, "Independent Work Resources."
- ✓ Prior to Day 1, divide the class into three heterogeneous groups for independent work. Consider creating an "Independent Work Groups" chart listing the students in each group. Choose easy-to-remember group names, such as colors, and consider color-coding the chart and placing a colored dot sticker on each student's toolbox.
- ✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA2); see pages 76–77 of the *Assessment Resource Book*.

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work: Setting the Foundation (30–40)	Independent Work: Setting the Foundation (40–45)	Independent Work: Setting the Foundation (40–45)	Independent Work: Setting the Foundation (40–45)	Independent Work: Setting the Foundation (55–60)
50–60 minutes	**60–65 minutes**	**40–45 minutes**	**60–65 minutes**	**75–80 minutes**

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Word Study OVERVIEW

Day 1 Practice Words		Day 2 Sort Words		Day 3 Sort Words	
bite	rude	bike	kite	fry	right
by	rule	bright	light	hike	sight
cube	shine	cry	like	might	try
cute	shy	drive	live	pry	write
flight	sigh	dry	my	ride	
flute	sky	five	night		
fry	thigh	fly	right		
glide	tight	high	write		
huge	try				
mice	tube				
might	tune				
mule	use				
prize					

Academic Focus

- Students review the spellings of the long *i* sound.
- Students review the *u_e* spelling for long *u*.
- Students read words with long *i* and long *u* spellings.
- Students review the spelling *u_e* as in *flute*.
- Students sort words with the long *i* sound spelled *i_e*, *igh*, *y*.

Social Development Focus

- Students learn the procedure for "Think, Pair, Share."
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

ELL SUPPORT

- **igh, y**

  The spelling *igh* does not occur in Spanish; the long *i* sound (/ī/) is spelled only as *ai* or *ay*. Final *y* only occurs in Spanish words as part of a diphthong, as in the word *hay* (/ī/), "there is," or *rey* (/RRAY/), "king."

- **igh**

  Help the students think of ways to remember that *igh* stands for long *i* (/ī/). For example, they could draw a picture of an eye and label it with the word *sight*.

(continues)

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ELL SUPPORT *(continued)*

- **oo, u_e**
  Students who speak Chinese and Korean may have difficulty distinguishing long *oo* (/o͞o/) from short *u* (/ŭ/), for example, by substituting *sun* for *soon*. Help the students distinguish the vowel sounds by having them listen to a number of words (such as *cut*, *tool*, *soon*, *truck*, *rug*, *tooth*, *hoot*) and identify the vowel sound.

Day 1

Word Study
Spelling-Sound Review

Materials

- "Week 4, Day 1 Words" (WA1)
- "Sounds of *u_e*" (WA2)

In this lesson, the students:

- Learn the procedure for "Think, Pair, Share"
- Review spellings of the long *i* and long *u* sounds
- Read words with long *i* and long *u* spellings
- Discuss the spelling *u_e* as in *flute*
- Follow classroom procedures
- Listen respectfully to the thinking of others and share their own

Teacher Note

To see an example, view "Using 'Think, Pair, Share'" (AV3). If you have already taught "Think, Pair, Share," remind the students of your expectations. You may not need to model and practice the procedure.

Teacher Note

After you ask a question, pause for 10–15 seconds for the students to think. Then say, "Turn to your partner" and have partners discuss the question.

1 Gather and Introduce "Think, Pair, Share"

Gather the class with partners sitting together, facing you. Explain that today the students will learn another way to help them talk in pairs called "Think, Pair, Share." Explain that "Think, Pair, Share" is like "Turn to Your Partner." The difference is that the students think by themselves before they talk in pairs.

Explain that you will ask the students a question and they will think about it quietly for a moment. Then, when you say, "Turn to your partner," they will turn to their partners and begin talking. When you signal for attention, they will end their conversations and turn their attention back to you. Sometimes pairs will then share their thinking with the class. Tell the students that they will use "Think, Pair, Share" to help them think more about what they are learning.

To have the students practice "Think, Pair, Share," ask:

Q *What can you do to show your partner you are listening?* [pause] *Turn to your partner.*

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After a few moments, signal for the students' attention and have a few pairs share their thinking with the class. Tell the students you will check in with them later to see how they did working with their partners today.

2 Review Spellings of the Long *i* and Long *u* Sounds

Review that in the last few weeks, the students worked together to read and sort words with short vowel sounds and long vowel sounds. Explain that today they will review long *i* (/ī/) and long *u* (/ū/) vowel sounds.

Have the students say the sound /ī/. Review that /ī/ is the long *i* sound and that there are different ways to spell the long *i* sound.

Direct the students' attention to the "Spelling-Sound Chart." Point to the long *i* spellings on the chart. Point to the *i_e* spelling and tell the students that one way to spell long *i* is *i_e* as in *kite*. Write the word *kite* where everyone can see it, and have the students read it aloud. Point out that a consonant spelling, in this word the consonant *t*, goes in the blank.

Use the same procedure to introduce the spelling *igh* as in *high* and the spelling *y* as in *fly*.

Have the students say /ū/. Review that /ū/ is the long *u* sound. Direct the students' attention to the long *u* spelling *u_e* on the "Spelling-Sound Chart."

Tell the students that long *u* is spelled *u_e* as in *mule*. Point out that a consonant spelling, in this word the consonant *l*, goes in the blank.

3 Read Words with Long *i* and Long *u* Spellings

Explain that the students will read words with the different spellings of the long *i* sound, /ī/, and words with the long *u* sound, /ū/. Review that when the students read a word list, they will wait for you to point to each word and then read the word together as a class. Display the "Week 4, Day 1 Words" activity (WA1) and have the students read the words. Provide definitions for words that may be challenging, or use the words in sentences.

bite	thigh	sky	cube
prize	shy	tight	cute
flight	try	glide	huge
fry	might	by	mule
shine	mice	sigh	use

Suggested Vocabulary

glide: move in a smooth, easy way
sigh: take in and let out a long, loud breath
cube: object that has six square sides
mule: animal that has a horse and a donkey as parents

Facilitation Tip

Encourage each student to give his partner his full attention, as he does in class discussions, by **turning and looking** at his partner, waiting until he has his partner's attention before starting to speak, and asking his partner to speak up if he can't hear.

Teacher Note

In this step, we include only long *u* words in which the *u_e* stands for the sound /ū/ as in *mule*, not /o͞o/ as in *flute*. The /o͞o/ pronunciation of *u_e* is reviewed in Step 4.

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

prize: something that is won in a contest

fry: cook in oil

thigh: part of the leg above the knee

4 Discuss a Word-reading Strategy

Explain that some spellings can stand for different sounds in different words. Display the "Sounds of *u_e*" activity (WA2). Direct the students' attention to the displayed *u_e* words: *cube*, *cute*, *huge*, *mule*, and *use*. Have them listen for the vowel sound as you read each word aloud. Provide definitions for words that may be challenging, or use them in sentences.

Ask:

Q *What vowel sound do you hear in these words? (/ū/)*

Explain that you will say another group of words and the students will listen again for the vowel sound in the words. Say the following words: *flute*, *rude*, *rule*, *tube*, *tune*. Ask:

Q *What vowel sound do you hear in these words? (/o͞o/)*

Click to reveal the /o͞o/ words next to the /ū/ words on the "Sounds of *u_e*" activity (WA2), and have the students read both lists. Provide definitions for words that may be challenging, or use them in sentences.

WA2

cube	flute
cute	rude
huge	rule
mule	tube
use	tune

Suggested Vocabulary

rude: not nice or polite

tube: long, hollow object, like a drinking straw

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

flute: musical instrument that is shaped like a tube (refer to the mnemonic on the "Spelling-Sound Chart")

tune: song

After the students read the words, use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What is the same about these words? What is different?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "They all end with *u_e*."
>
> "*u_e* has more than one sound."
>
> "Some words begin with the same letter, like *cube* and *cute*, *rude* and *rule*, and *tube* and *tune*."

If necessary, point out that in some words *u_e* stands for the sound /ū/ and that in other words *u_e* stands for the sound /o͞o/. Review that the same spelling can stand for different sounds in different words.

Tell the students that when they see a word with the *u_e* in their reading, a good strategy is to try /ū/ as in *mule* first. If they do not recognize that word, they should then try the other sound of *u_e*, /o͞o/ as in *flute*.

5 Reflect on "Think, Pair, Share"

Have the students reflect on how they worked with their partners today. Ask:

Q *How does having time to think before you talk with your partner help you?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "It gives me a chance to think of what I'm going to say."
>
> "I can think about the question more."

Tell the students that in the next lesson, they will work together to sort words with the long *i* sound.

Teacher Note

Some students may have difficulty distinguishing between the two sounds of *u_e*. Demonstrate how to pronounce each sound in isolation, and have the students practice making the sounds with you.

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Day 2

Word Study

Whole-class Sort (Closed)

Materials

- "Week 4, Day 2 Sort" (WA3)
- "Ways We Have Sorted" chart from Week 3 and a marker

In this lesson, the students:

- Read words with long *i* spellings
- Sort words into categories
- Listen respectfully to the thinking of others and share their own

1 Gather and Get Ready to Sort

Gather the students with partners sitting together, facing you. Review that in the last lesson they read some words with the different spellings of the long *i* sound. Explain that in this lesson the students will read more words with the long *i* sound and sort the words into categories.

2 Read the Sort Words

Use the "Spelling-Sound Chart" to review the different spellings of the long *i* sound. Then display the "Week 4, Day 2 Sort" activity (WA3). Have the students read the words together as a class. Provide definitions for words that may be challenging, or use the words in sentences.

right	bike	high	night
five	bright	write	kite
my	live	light	fly
cry	dry	drive	like

Teacher Note

Point out that the words *right* and *write* are *homophones*—words that sound the same but are spelled differently and have different meanings. Discuss the meanings of *right* and *write*, and use each word in a sentence. If you have started a homophones chart, add *right* and *write* to it.

Suggested Vocabulary

live: done in front of an audience, such as a play or a concert

3 Introduce the Sort

Direct the students' attention to the "Ways We Have Sorted" chart. Review the different ways the students have sorted, and tell them that today they will sort the words by noticing how the long *i* sound is spelled.

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Create long *i* categories by writing the long *i* spellings as headings on the "Week 4, Day 2 Sort" activity (WA3) in the following order: *igh*, *y*, and *i_e*.

4 Sort by Spelling of the Long *i* Sound

Direct the students' attention to the list and have them read *bright*. Ask:

Q *Which spelling of the long* i *sound do you see?*

As the students share, drag and drop the word under the appropriate category heading. Use this procedure to sort the remaining words.

After all the words have been sorted, have the students read each word in the group together as a class.

WA3

igh	y	i_e
bright	fly	drive
right	my	five
high	cry	kite
night	dry	live
light		bike
		write
		like

5 Add to the "Ways We Have Sorted" Chart

Ask:

Q *How did you know which words to put together? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
> "We looked for how each word is spelled."
> "We put all the words with *i-g-h* together."
> "We put all the words with *y* together."

Teacher Note

Write the categories in this order to support the re-sort on Day 4.

Teacher Note

Save the sorted "Week 4, Day 2 Sort" activity (WA3) to use on Day 4.

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As the students share, make an entry on the "Ways We Have Sorted" chart.

Ways We Have Sorted

- by short vowel sound (short a, short e, short i, short o, short u)
- by long vowel sound (long a, long e, long i, long o, long u)
- by vowel sound (short, long)
- by spelling of long a (a_e, ai, ay)
- by spelling of long o (o_e, oa, ow)
- by spelling of long i (igh, y, i_e)

6 Reflect on Word Study

Share some of your own observations on the students' work during the Word Study lessons.

> **You might say:**
>
> "I've noticed that over the first few weeks of Word Study, we have all gotten better at seeing spelling patterns in words. We've also been working well with partners to talk and sort."

Tell the students that in the next lesson, they will work with partners to sort words with the long *i* sound (/ī/).

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Word Study
Pair Sort (Closed)

Day 3

In this lesson, the students:

- Sort words into categories
- Work responsibly with a partner

1 Review Pair Sorting

Have the students bring their pencils, pick up their independent work toolboxes, and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them. Remind the students that *sorting*—finding words that are the same in some way and grouping them together—is one way to learn more about words.

Review that last week, the students worked with partners to sort words with different spellings of the long *o* sound. Explain that today, the students will do another pair sort—partners will sort a list together.

2 Discuss Working Together

Review the "Word Sort Steps" chart by reading it with the students. Then ask:

Q *What will you do to make sure you and your partner share the work fairly?*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "We can take turns reading the words."
>
> "I can sort one word and then my partner can sort one."
>
> "I cut the words apart last time, so my partner can do it this time."

Explain that you will check in with the students later to see how they did.

3 Read the Sort Words

Display the "Week 4, Day 3 Sort" activity (WA4). Explain that these are the words the students will sort today. Have the students read the words together as a class. Provide definitions of words that may be challenging, or use the words in sentences.

hike	right	try
ride	write	pry
sight	fry	might

Materials

- "Word Sort Steps" chart
- "Week 4, Day 3 Sort" (WA4)
- Copy of "Week 4, Day 3 Sort" (BLM1) for each pair
- Scissors for each pair
- *Word Study Notebooks* (in student toolboxes)
- "Class Assessment Record" sheet (CA1)

ELL Note

Partner work supports the language development of English Language Learners by providing frequent opportunities for them to talk about their thinking and to listen to others.

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ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

pry: use a tool to lift or open something that is stuck

4 Discuss the Sort

Remind the students that in the last lesson, the class sorted words by noticing the different spellings for the long *i* sound. Tell the students that they will use the same categories when they sort in pairs today.

Ask and briefly discuss:

Q *How did we sort the words with the long* i *sound last time? What categories did we use?*

As the students share, write the category headings on the "Week 4, Day 3 Sort" activity (WA4): *igh*, *y*, and *i_e*.

Teacher Note

If necessary, refer to the "Ways We Have Sorted" chart to stimulate the students' thinking.

5 Sort in Pairs

Distribute a copy of "Week 4, Day 3 Sort" (BLM1) and scissors to each pair. Have each pair refer to the "Word Sort Steps" chart to cut apart and sort the words and then record their sort in their *Word Study Notebooks*. Circulate and observe as the students work, offering support as necessary. When most pairs are finished, signal for cleanup.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to work together to sort the words?
- Are they able to name their categories?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 75 of the *Assessment Resource Book*. If many students are having difficulty working together, signal for attention and review the "Word Sort Steps" chart. If the students are having difficulty sorting, you might sort a few words as a class using the "Week 4, Day 3 Sort" activity (WA4).

6 Reflect on Working with a Partner

Ask and briefly discuss:

Q *How did you do with sharing the work fairly today?*

Q *What can you do better next time?*

Tell the students that in the next lesson, they will all work together to sort.

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Word Study
Whole-class Sort (Closed)

Day 4

In this lesson, the students:

- Re-sort words with the long *i* sound
- Name word categories
- Learn about outliers
- Listen respectfully to the thinking of others and share their own

Materials

- Sorted "Week 4, Day 2 Sort" (WA3)
- "Ways We Have Sorted" chart from Day 2 and a marker

1 Gather and Get Ready to Sort

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Ways We Have Sorted" chart and review some of the ways the class has sorted. Explain that many of the lists the students will sort during Word Study this year can be sorted in more than one way.

2 Introduce Re-sorting

Display the sorted "Week 4, Day 2 Sort" activity (WA3) and remind the students that earlier they sorted the words into categories by noticing how the long *i* sound was spelled. Tell the students that today they will sort the same words in a different way—by how the words sound.

WA3

igh	y	i_e
bright	fly	drive
right	my	five
high	cry	kite
night	dry	live
light		bike
		write
		like

Teacher Note

Sorting the same list of words using a different word characteristic and without pre-assigned categories helps the students prepare for open sorting later in the year.

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3 Discuss and Sort the Words

Erase the category names from the "Week 4, Day 2 Sort" activity (WA3). Introduce re-sorting a word list by explaining that sometimes the students will sort words without knowing the category names in advance. Today, they are going to think about sorting the words with the spellings of the long *i* sound in a different way.

> **You might say:**
>
> "I'm going to start reading the words and see what I notice about how they sound: *bright*, *right*, *high*, *night*, *light*. I notice that *bright*, *right*, and *night* rhyme—they all end with the sounds /īt/. One strategy to use when you have an idea for sorting is to try grouping some of the words together and see if the category makes sense. Let's try sorting all the words by grouping together words that rhyme."

Teacher Note

If necessary, review that words rhyme when they sound the same at the end. For example, the words *pale*, *tail*, and *whale* rhyme.

Have the students read the first column. Ask:

Q *Which of these words does not rhyme with the others?*

Q *Does* high *rhyme with any of the other words in the sort? Which ones?*

Have a few volunteers share their thinking. Drag and drop the word *high* into the second column.

Have the students read the third column to identify other /īt/ words. Drag and drop those words into the first column.

Ask:

Q *What words in the third column rhyme with each other? Turn to your partner.*

Have a few volunteers share. As the students identify words, leave the words that rhyme with *drive* in the third column, and drag and drop the other words into a fourth column.

WA3

bright	my	drive	like
light	fly	five	bike
night	cry	live	
right	dry		
write	high		
kite			

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Have the students read the sorted words together as a class. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What might you name these categories? Why do you think that?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class. Name the categories based on the students' suggestions.

Continue to add to the "Ways We Have Sorted" chart. Today you may want to add "by rhyme" to the chart.

4 Learn About "Outliers"

Direct the students' attention to the word sort. Point to the word *live*, without reading it. Ask:

Q *What is another way to read this word? (with a short* i*, /lĭv/)*

If necessary, point out that the word *live* can be pronounced with a short vowel sound. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *When the word is pronounced with a short* i *sound—/lĭv/—does it fit into any of the categories? Why do you think that?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "It does not rhyme with any of the words."
>
> "It does not have a long *i* sound."

Point out that when the word is pronounced with a short *i* sound—/lĭv/—it does not rhyme with *drive* and *five* or with any of the other words in the sort. Explain that words that do not fit into any category are called *outliers*. Tell the students that when they sort words on their own, they may have one or two outliers. When they are recording a sort, they can write these outliers at the bottom of the sorting page.

5 Reflect on Sorting Words

Ask and briefly discuss:

Q *What do you like about sorting words?*

Tell the students that in the coming weeks they will think more about different ways to sort the same list of words.

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Explain that you will place copies of this week's sort in the "Word Sorts" bin. When the students go to independent word work, they can do the sort again individually or in pairs. Ask and briefly discuss:

Q *What can you do if you want to sort with a partner during independent word work?*

Q *What can you say if you do not want to sort with a partner?*

EXTENSION

Whole-class Sort

If the students need more practice sorting familiar words in a different way, you might repeat the instruction from Week 4, Day 4, Step 3 using the "Week 3, Day 2 Sort" activity (WA2).

Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access the "Week 3, Day 2 Sort" activity (WA2).

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make several copies of "Week 4, Day 3 Sort" (BLM1) to place in the word work area.

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Independent Work OVERVIEW

This week the students learn the procedures for moving to and working in the independent reading, writing, and word work areas around the room. The focus work habit of the week is: *move to and work in the independent areas calmly and responsibly*. Because the students are learning new procedures, they may be able to work independently for shorter periods of time than they did last week. We suggest you return to circulating and supporting the students in their new responsibilities as they get accustomed to moving to and working in the different areas around the room, and then begin to stand aside and observe again on Day 5. It is important that the students are able to successfully rotate to and work in the independent work areas before you begin small-group reading instruction.

By the end of this week, the students will:

- Rotate to three different independent work areas calmly and responsibly
- Work independently in each area for 10–15 minutes each
- Take responsibility for and use the "Ways We Work on Our Own" work habits in all three independent work areas
- Follow cleanup procedures in each work area upon hearing the signal

Independent Work Focus

- Students learn procedures for working in the reading, writing, and word work areas.
- Students learn to rotate from one work area to another.
- Students build stamina for working independently in the work areas.

Social Development Focus

- Students take responsibility for their learning and behavior as they move to and work in the independent work areas.

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Day 1 Independent Work

Setting the Foundation

Materials

- Student toolboxes
- Word work bins in the word work area, prepared ahead
- Writing bins in the writing area, prepared ahead
- "Ways We Work on Our Own" chart
- (Optional) "Independent Work Groups" chart and/or color-coded sticker for each student's toolbox

Teacher Note

If the class did not meet last week's goals for Independent Work, you may wish to repeat the Week 3 lessons before continuing on.

Teacher Note

If having the students sit at tables is a better choice for this discussion and the modeling of the work areas in Step 2, ask the students to take their toolboxes directly back to their seats.

In this lesson, the students:

- Learn procedures for working in the independent work areas
- Learn independent work habits: *move to and work in the independent areas calmly and responsibly*
- Clean up in the work areas upon hearing the signal
- Build stamina for working independently in the work areas

ABOUT INDEPENDENT WORK AREAS

The students have already been introduced to the reading area; this week you will introduce the independent writing and word work areas and have groups of students go to each area to work independently, clean up, and rotate to the next area.

Working in the independent work areas might be challenging at first. Anticipate that your students may have difficulty following procedures and settling down to work. Plan on having them work on their own for shorter periods than they did when they worked at their seats. Plan to circulate through the class and support the students as they learn new procedures. With repeated modeling and practice, working in the different areas will become increasingly smooth over time.

1 Gather and Introduce Independent Work Areas

Have the students bring their toolboxes and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them.

Remind the students that building stamina to work independently for longer amounts of time and using the charted work habits are helping them become stronger readers and writers. Explain that so far the students have been working at their seats and that this week they will take what they have learned and start working independently in three areas set up around the room.

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Walk around the room and introduce the areas you have set up by showing and explaining how the materials are organized.

> **You might say:**
>
> "I have set up three areas for your materials. As you know, the *reading area* is the library. You visited the reading area last week to exchange books. The *writing area* is this table in the back. This is where the writing supplies are located. I have put different kinds of paper on the shelves and markers, pens, and pencils in labeled writing bins. You could use these materials for a change from your writing notebook. The bins for word work are stored over here in the *word work area*. The bins are labeled so that you will know what is in them."

Tell the students that when they read independently, they will go to the reading area to read books from their toolboxes or exchange books and then find comfortable places to read. When they write independently, they will go with their toolboxes to the writing area and either start new pieces of writing or work on pieces they have already started in their notebooks. When they do word work, they will go with their toolboxes to the word work area, choose one of the bins, take out the materials, and start working.

2 Model Working in the Independent Work Areas

Model taking your toolbox (or a student's toolbox) to the word work area. Select a bin and start to work.

> **You might say:**
>
> "It's my turn to go to the word work area. I can choose from the 'Word Work Sorts' bin and the 'Word Work Activity Sheets' bin. I'm going to take a 'Word Stairs' sheet and then put the bins back on the shelf so that others can use them."

Ask:

Q *What did you see me do when I went to the word work area?*

> **Students might say:**
>
> "You read the labels on the bins."
>
> "You got started right away."

Model the procedures you would like the students to use to clean up in the word work area.

In the same way, model going to the writing area, including following the cleanup procedures. Finally, model going to the reading area, exchanging two books, and then sitting down to read a book from your toolbox.

Teacher Note

If the students struggle to answer the question, offer some examples like those in the "Students might say" note.

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Ask:

Q *What can you do if you and another student want to use the materials in the same bin when you are in the writing or word work area? Turn to your partner.*

Q *What if you and another student want the same book in the reading area? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "If there are enough materials in the bin, both of us can take some."
>
> "Maybe we can use the materials together. Like, we could sort the name cards together."
>
> "I can let the other person read the book first, and then I can read it next."

Teacher Note

To help the students keep track of their groups, consider creating a class chart or affixing a color-coded sticker to each student's toolbox.

3 Get Ready to Work Independently

Tell the students that you have divided the class into three groups and that one group will go to each area. When a group goes to an area, the students will get out the materials for that area and start working right away. They will also work for the whole time until they hear the cleanup signal.

Name the three groups and tell the students which group they are in.

ELL Note

You may wish to narrate what each group does to follow procedures as the students move to support the comprehension of English Language Learners.

4 Work Independently (about 10 minutes)

Have the students in the first group stand and pick up their toolboxes. Send these students to the word work area.

Once the first group is settled, have the second group stand, and then send these students to the writing area. Finally, have the third group stand, and send these students to the reading area.

As the students work, walk around the room, assisting as needed.

After about 10 minutes, signal for cleanup. Wait for the students to clean up their work areas and give you their quiet attention. Tell the students that each independent work area should look just as it did when the students arrived.

When every area is tidy, have the students return their toolboxes and move to the gathering area.

Teacher Note

If necessary, have the students return to the gathering area, review the procedure for moving and choosing materials, and practice the procedure until they are able to move in an orderly way.

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5 Reflect on Work Habits

Ask and briefly discuss:

Q *What did you do in your independent work area today?*

Q *What did you do to be responsible today?*

Q *What challenges did you have? What can you do next time?*

Direct the students' attention to the "Ways We Work on Our Own" chart. Make connections between the students' responses and the work habits on the chart. Without mentioning any of the students' names, provide some of your own observations.

ELL Note

You might provide the prompts "Today I did . . ." and "I was responsible by . . ." to your English Language Learners to help them verbalize their answers to the first two questions.

Independent Work
Setting the Foundation

Day 2

In this lesson, the students:

- Practice procedures for working in the independent work areas
- Practice independent work habits: *move to and work in the independent areas calmly and responsibly*
- Clean up in the work areas upon hearing the signal
- Build stamina for working independently in the work areas

Materials

- Student toolboxes

1 Gather and Review Independent Work Areas

Have the students bring their toolboxes and gather sitting, facing you. Have them put their toolboxes on the floor next to them.

Remind the students that they are now working in three different areas around the room. Ask:

Q *What do you remember about how to move to the independent work areas?*

> **Students might say:**
>
> "We push in our chairs and walk quietly."
>
> "We wait for you to call on our group."
>
> "We take our toolboxes with us. We also share the materials."

Teacher Note

If having the students sit at tables is a better choice for this discussion, ask the students to take their toolboxes directly back to their seats.

Facilitation Tip

Continue to remind the students to **turn and look** at the person who is about to speak.

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2 Get Ready to Work Independently

Review the student groupings. Explain that each independent work group will go to a different work area today.

Ask:

Q *What will you do when you hear the cleanup signal today?*

Q *What will you do to clean up if you are in the reading area? The writing area? The word work area?*

If the students do not mention it, remind them that after cleaning up they will give you their quiet attention and wait for directions.

Teacher Note

Depending on the size of your class, you may wish to have only part of the group move first. Continue to keep track of group rotations, and start each group in a different work area each day.

3 Work Independently (about 10 minutes)

Have the students stand and pick up their toolboxes. Send the first group to the word work area.

Once the first group is settled, send the second group to the writing area. Finally, send the third group to the reading area.

Walk around and support the students who need help settling into their work routine. Check in on the students in the reading area to assist them, if necessary, with exchanging books without disturbing other readers.

After about 10 minutes, signal for cleanup. Wait for the students to put away their materials and give you their quiet attention. Tell the students that each independent work area should look just as it did when the students arrived.

When every area is tidy, have the students return their toolboxes and move to their seats.

Teacher Note

If necessary, have the students return to the gathering area, review the procedure for moving and choosing materials, and practice the procedure again.

Teacher Note

If necessary, review and model the cleanup procedures with the students in a particular work area.

4 Reflect on Sharing Materials and Cleaning Up

Have the students reflect on their work. Ask:

Q *What did you do in independent work today? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention and have a few volunteers share with the class. Then ask:

Q *How did you do with sharing the books or materials in your work area?*

Q *How did you do with cleaning up today?*

Have a few students share with the class. Help them brainstorm solutions to any challenges they are having.

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Independent Work
Setting the Foundation

Day 3

In this lesson, the students:

- Learn procedures for rotating to two independent work areas
- Practice independent work habits: *move to and work in the independent areas calmly and responsibly*
- Clean up in the work areas upon hearing the signal
- Build stamina for working independently in the work areas

Materials

- Student toolboxes

ABOUT INDEPENDENT WORK AREAS AND ROTATIONS

Today the students will begin rotations to two independent work areas. We suggest that you have the groups move in a consistent order. For example, have the students in the writing area always go next to reading; from reading, go to word work; and from word work, go to writing. You may also want to have the students point to their next work area before moving at each rotation. Keep in mind that moving through rotations will be challenging at first and that the students may have difficulty settling down to work.

1 Gather and Review Independent Work Areas

Have the students bring their toolboxes and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them.

Walk over to the writing area. Ask:

Q *What are some things you can do here in the writing area? Turn to your partner.*

After a few moments, signal for the students' attention and have a few students share their ideas with the class.

> **Students might say:**
>
> "We can make up a story."
>
> "We can look at the 'Writing Ideas' chart for ideas."
>
> "We can work more on something we started writing."

Now walk over to the reading area and ask:

Q *What can you do here in the reading area? Turn to your partner.*

After a few moments, signal for the students' attention and have one or two volunteers share their ideas.

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Students might say:

"We read the books in our toolboxes."

"We can trade finished books for new ones. We can put some in the 'Return' bin and take new ones. When I return one, I can take one. When I return two, I can take two new ones."

Finally, walk over to the word work area. Ask:



Q *What do you do here in the word work area? Turn to your partner.*

After a few moments, signal for the students' attention and have a few students share their ideas with the class.

Students might say:

"We do a word sort."

"I can do a sheet from the 'Word Work Activity Sheets' bin."

2 Get Ready to Work Independently

Explain that today the students in each independent work group will visit two different areas. Briefly review your expectations and the student groupings. Explain that each group will start in one area and that you will let the students know when it is time to move to the second area.

Ask:

Q *When you move to your work area with your group, what can you do to make it go smoothly?*

Teacher Note

Having groups consistently rotate through areas in the same order will make it easier for you and the students to track and manage.

ELL Note

You might provide the prompt "When I move with my group, I will . . ." to your English Language Learners to help them verbalize their answers to the question.

3 Work Independently: First Rotation (about 10 minutes)

Have the students stand and pick up their toolboxes. Send the first group to the word work area. Once the first group is settled, send the second group to the writing area. Finally, send the third group to the reading area.

Walk around as the students work and assist them as needed. If individual students struggle, remind them of your expectations, model for them, and have them practice. If many students struggle, have the class return to the gathering area, and review the procedures for moving and choosing materials. Then have the students practice again.

Teacher Note

Keep track of your group rotations during this lesson and the next lesson to ensure that all of the groups have an opportunity to visit each work area at least once.

4 Signal for Cleanup

After about 10 minutes, signal for cleanup. Wait for the students to put away their materials and then give you their quiet attention. Remind the students that each work area should look just as it did when the students arrived so that the next group will be able to use it.

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5 Work Independently: Second Rotation (about 10 minutes)

Tell the students that now the students in each group will go to a second independent work area. Review which group will move to which area and remind the students that they will always rotate in the same order. Have the students stand and pick up their toolboxes.

Have the groups move to the next work area. Walk around and observe as the students work. Check in on the students in the reading area and observe if they are able to exchange books and read without disturbing one another.

6 Signal for Cleanup

After about 10 minutes, signal for cleanup. Wait for the students to put away their materials and give you their quiet attention. Have the students return their toolboxes and gather sitting, facing you.

7 Reflect on Moving to Work Areas

Ask and briefly discuss:

Q *How did it go with moving to two independent work areas today?*

Q *What did you do today to help independent work go smoothly?*

Without mentioning any of the students' names, share your own observations about how the students did with rotating to work areas and cleaning up today.

Teacher Note

Rotating from one area to another is likely to be challenging because the students in each area will need to vacate before the next group can move in.

To make the rotation go smoothly, you may wish to have the students point to the areas they will move to before they move.

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Day 4 Independent Work

Setting the Foundation

Materials

- Student toolboxes
- "Ways We Work on Our Own" chart and a marker

In this lesson, the students:

- Rotate to two independent work areas
- Practice independent work habits: *move to and work in the independent areas calmly and responsibly*
- Build stamina for working independently in the work areas

1 Gather and Revise the "Ways We Work on Our Own" Chart

Have the students bring their toolboxes and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them. Explain that today the students in each independent work group will visit two work areas again.

Direct the students' attention to the "Ways We Work on Our Own" chart, and ask:

Q *Now that we are rotating to different work areas, which work habits are easiest to use? Which work habits are more challenging to use? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their ideas. Then ask:

Q *Are there any work habits that we need to change? What do we need to add to our chart? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share with the whole class.

> **Students might say:**
>
> "We need to push in our chairs when we leave each work area. I think we should add 'We push in our chairs' to the chart."
>
> "I agree with [Miles]. We need to be neater and push in our chairs."
>
> "I think we need to clean up the things that fall on the floor in the work areas. We forget to do that sometimes. We should add it to the chart where it says 'We stop and clean up when we hear the signal' so we can remember."

Add any new work habits to the chart based on the students' suggestions.

Teacher Note

If having the students sit at tables is a better choice for this discussion, ask the students to take their toolboxes directly back to their seats.

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2 Get Ready to Work Independently

Remind the students that they will visit two different independent work areas in their groups today. Review procedures and the student groupings.

3 Work Independently: First Rotation (10–15 minutes)

Have the students stand and pick up their toolboxes. Send the first group to the word work area. Once the first group is settled, send the second group to the writing area. Finally, send the third group to the reading area.

Walk around and observe as the students work. If necessary, provide individual students with support for specific work habits. If many students are struggling, have the class return to the gathering area, and review the procedures for moving and starting to work. Then have the students practice again.

Teacher Note

Continue to have the students in each group rotate to work areas in the same order and point to the areas to which they will move.

4 Signal for Cleanup

After 10–15 minutes, signal for cleanup. Wait for the students to put away their materials and give you their quiet attention. Remind them that each work area should look just as it did when the students arrived.

5 Work Independently: Second Rotation (10–15 minutes)

Have the students stand and pick up their toolboxes. Then have the students in each group move quietly and carefully to their next rotation.

Walk around and observe as the students work.

6 Signal for Cleanup

After 10–15 minutes, signal for cleanup. Have the students return their toolboxes and gather sitting, facing you.

7 Reflect on Work Habits

Ask and briefly discuss:

- Q *How did you do with the new work habits we added to the "Ways We Work on Our Own" chart today?*
- Q *What worked well? What challenges did you have? What can you do differently next time?*

Have a few students share their experiences. Help the students discuss or brainstorm solutions to the challenges they mention.

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Day 5 Independent Work

Setting the Foundation

Materials

- Student toolboxes
- "Ways We Work on Our Own" chart
- "Class Assessment Record" sheet (CA2)

In this lesson, the students:

- Rotate to three independent work areas
- Practice independent work habits: *move to and work in the independent areas calmly and responsibly*
- Build stamina for working independently in the work areas

Teacher Note

If your students are not ready to rotate to three areas, continue with two.

1 Introduce Three Rotations

Have the students pick up their toolboxes and return to their seats. Have them put their toolboxes on the floor next to them. Tell the students that on most days from now on, they will pick up their toolboxes and come directly back to their seats before they start independent work rotations.

Explain that the students in each group are ready to go to all three work areas today.

Direct the students' attention to the "Ways We Work on Our Own" chart. Ask and briefly discuss:

Q *What is one thing you can do to make rotating to and working in the different areas go smoothly today?*

2 Get Ready to Work Independently

Briefly review the procedures and the student groupings. Tell the students that you will stand aside to observe as the students work today.

3 Work Independently: First Rotation (10–15 minutes)

Have the students stand and pick up their toolboxes. Send the students to their first independent work area, one independent work group at a time. Stand aside and observe as the students work. Try to intervene as little as possible.

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CLASS ASSESSMENT NOTE

The purpose of this week's assessment is to determine whether the students are engaged and following the procedures in each of the three independent work areas—and to determine which area needs the most support. Observe the students and ask yourself:

Rotations

- Do the students manage the transitions each time they rotate?

Independent Writing

- Are most of the students managing their own learning and behavior in the writing area?

Independent Reading

- Are most of the students managing their own learning and behavior in the reading area?

Independent Word Work

- Are most of the students managing their own learning and behavior in the word work area?

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to manage their own learning and behavior in the work areas for 15–20 minutes or to manage the transitions as they rotate, adapt and repeat this week's instruction before going on to Week 5. If only a few students struggle, you might meet with them separately to review work habits.

Record your observations on the "Class Assessment Record" sheet (CA2); see pages 76–77 of the *Assessment Resource Book*.

Teacher Note

You will use the questions on the "Class Assessment Record" sheet (CA2) to guide your observations of the students in all three independent work areas today. Take note of the ways they are successful and identify areas or work habits that need attention.

4 Signal for Cleanup

After 10–15 minutes, signal for cleanup. Wait for the students to put away their materials and give you their quiet attention.

5 Work Independently: Second Rotation (10–15 minutes)

Tell the students which group will move to which area, in the same familiar order. Have the students stand and pick up their toolboxes. Have the students in each group move to their next area. Stand aside and observe as the students work.

Teacher Note

Continue to record your observations on the "Class Assessment Record" sheet (CA2).

6 Signal for Cleanup

After 10–15 minutes, signal for cleanup. Wait for the students to put away their materials and give you their quiet attention.

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7 Work Independently: Third Rotation (10–15 minutes)

Tell the students which group will move to which area, in the same familiar order. Have the students stand and pick up their toolboxes. Have the students in each group move to their next area. Stand aside and observe as the students work.

Teacher Note

Continue to record your observations on the "Class Assessment Record" sheet (CA2).

8 Signal for Cleanup

After 10–15 minutes, signal for cleanup and wait for the students to put away their materials and give you their quiet attention. Have the students return their toolboxes and gather sitting, facing you.

9 Reflect on Rotating to Work Areas

Ask and briefly discuss:

Q *What did you like about rotating to the reading, writing, and word work areas this week?*

Without mentioning any of the students' names, briefly share your observations about how the students are doing with their new rotations.

Teacher Note

Review your notes on the "Class Assessment Record" sheet (CA2). It is important that the students work effectively independently so that you can work with individual students and small groups with few interruptions. If the students need additional time to practice and work on rotating to the work areas and using effective work habits, spend the next week practicing before moving on to full 20-minute rotations.

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Week 5 OVERVIEW

Whole-class Instruction

Word Study 147

This week the students review spellings of the long *e* sound and sort by the spellings *e*, *ee*, *ea*, *e_e*, and *y*. They learn about sorting "chameleons," words that can be sorted into more than one category. The students also discuss a strategy for spelling homophones and for reading words that end with *y*. They continue to share their thinking and listen respectfully to the thinking of others.

Independent Work Check-in 162

Beginning this week, you will teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. We suggest you teach the "Share a Book" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This is the first week of small-group reading instruction and independent work rotations. You will teach Small-group Reading lessons at the small-group reading table while the students rotate to and work independently in the reading, writing, and word work areas.

Independent Work:

The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 4, Day 3 Sort" (see "Independent Work Connection" on page 128)

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Week 5

RESOURCES

Extension

- "Sort by Words that Rhyme"

Assessment Resource Book

- Week 5 assessment

Word Study Notebook

- Word Sort



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "Week 5, Day 3 Sort" (BLM1)
- (Optional) "Week 5 High-frequency Words" (BLM2)

Professional Development Media

- "Cooperative Structures Overview" (AV1)

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DO AHEAD

Word Study

✓ Prior to Day 1, decide how you will randomly assign partners to work together for the next several weeks. For suggestions about assigning partners, see "Random Pairing" and "Considerations for Pairing ELLs" in the Introduction. For more information, view "Cooperative Structures Overview" (AV1).



✓ Prior to Day 1, familiarize yourself with the Day 1 Practice Words (see page 147).

✓ Prior to Day 2, familiarize yourself with the Day 2 Practice and Sort Words (see page 147).

✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words (see page 147).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 5, Day 3 Sort" (BLM1). Make enough copies for each pair to have one.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 78 of the *Assessment Resource Book*.

✓ (Optional) If you plan to integrate high-frequency words in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 5 High-frequency Words" (BLM2). See "Independent Work Connections" on page 161. The students can use these words to play any word games you have introduced, such as "Word Memory" and "Word Go Fish."

Independent Work Check-in

✓ Familiarize yourself with the "Share a Book" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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Word Study OVERVIEW

Day 1 Practice Words		Day 2 Practice and Sort Words		Day 3 Sort Words	
be	penny	cry	my	family	real
beach	salty	dry	read	feet	really
dream	scene	family	real	freeze	sea
eel	seat	feet	really	funny	see
eve	sleep	fly	sea	happy	she
free	these	freeze	see	me	street
he	we	funny	she	meat	these
party	wheat	happy	street	read	tree
		me	these		
		meat	tree		

Academic Focus

- Students review the spellings of the long *e* sound.
- Students read and sort words with the long *e* sound spelled *e_e*, *ee*, *ea*, *e*, and *y*.
- Students review homophones.
- Students learn a strategy for spelling words that end with *y*.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

ELL SUPPORT

- **ee, ea**

  Students who speak Chinese and Korean may have difficulty distinguishing long *e* (/ē/) from short *i* (/ĭ/), for example, by substituting *it* for *eat*. Help the students distinguish the vowel sounds by having them repeat a number of minimal word pairs such as *feet/fit*, *bean/bin*, and *seal/sill*. If possible, display pictures of the words in each pair to reinforce how one phoneme changes a word's meaning.

- **ee, ea**

  In Spanish words, the spellings *ee* and *ea* occur only in separate neighboring syllables, as in *lee* (lay-AY), "reads," and *leal* (lay-AHL), "loyal." Point out the difference in English. Explain that the letters work together as a team to stand for one sound, long *e* (/ē/). To reinforce the idea, write several words with the *ee* and *ea* spelling where the students can see them. Highlight the vowels and bracket [ ] them. Point to the words in random order and have the students say the vowel sound in each.

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Day 1

Word Study

Spelling-Sound Review

Materials

- "Week 5, Day 1 Words" (WA1)

In this lesson, the students:

- Begin working with new partners
- Review the spellings of the long *e* sound
- Read words with the long *e* sound
- Discuss homophones
- Follow classroom procedures
- Listen respectfully to the thinking of others and share their own

Teacher Note

The students may work in partnerships already established, or you may assign new partners for the Word Study lessons. The partners you assign today will work together for the next five weeks of Word Study.

1 Gather and Review "Think, Pair, Share"

Randomly assign partners and gather the class with partners sitting together, facing you. Review that the students have been thinking by themselves before talking with partners about questions you ask. Tell the students they will use "Think, Pair, Share" again today to help them think more about what they are learning.

2 Review Spellings of the Long *e* Sound

Review that in the last few lessons, the students have been reviewing long vowel sounds. Explain that today they will talk about the long vowel sound /ē/.

Have the students say /ē/. Review that /ē/ is the long *e* sound and that there are different ways to spell the long *e* sound.

Direct the students' attention to the "Spelling-Sound Chart" and point to the long *e* spellings on the chart. Point to the *e_e* spelling and tell the students that one way to spell the long *e* sound is *e_e* as in *these*. Write the word *these* where everyone can see it, and have the students read it aloud. Point out that a consonant spelling goes in the blank. In *these* the consonant is *s*.

Tell the students that a second way to spell the long *e* sound is *e-e*, as in *seen*. Write the word *seen* and have the students read it aloud.

Use the same procedure for the spelling *e-a* as in *heat*, *e* as in *she*, and *y* as in *happy*.

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3 Read Words with Long *e* Spellings

Explain that the students will read words with the different spellings of the long *e* sound. Display the "Week 5, Day 1 Words" activity (WA1) and have the students read the words together as a class. Provide definitions for words that may be challenging, or use the words in sentences.

dream	he	penny	eve
free	party	be	sleep
these	eel	beach	wheat
seat	we	scene	salty

Suggested Vocabulary

scene: view of a place

eve: evening or day before a special day

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

eel: long fish that looks like a snake

wheat: kind of grain used to make flour

salty: having a lot of salt

4 Discuss a Spelling Strategy for Homophones

Write *here/hear*, *meet/meat*, *seen/scene*, and *beat/beet* where everyone can see them, using each word in a sentence as you write it. Have the students read the words aloud. Use "Think, Pair, Share" to have the students think about and discuss:

Q *What do you notice about these pairs of words?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "*Here* and *hear* sound the same, but they aren't spelled the same way."
>
> "*Meet* and *meat* mean different things."

Teacher Note

In Weeks 2–5, the students read a practice word list before sorting the week's words. This gives the students many opportunities to read words that contain spellings of the vowel sounds being reviewed.

The polysyllabic words included in the practice word list and the week's sort were chosen because they are likely to be in the students' listening and reading vocabularies. The students learn strategies for polysyllabic decoding beginning in Week 9.

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Facilitation Tip

Continue to prompt the students to **turn and look** at the person who is about to speak. Also remind them to wait until they have the class's attention before starting to speak and to ask one another to speak up if they can't hear.

If necessary, point out that there are many words that sound the same but are spelled differently and have different meanings. Review that these words are called *homophones*. Explain that words like these can be challenging to spell. Ask:

Q *What can you do if you are trying to write the word that means "round, red vegetable" and you're not sure if it's spelled* b-e-e-t *or* b-e-a-t? [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "I could try writing it and if it doesn't look right, try the other way."
>
> "I can think about where I've seen the word in a book."
>
> "I can ask someone."
>
> "I know *b-e-a-t* is to win in a game against someone, so it must be *b-e-e-t*."

5 Reflect on Homophones

Ask and briefly discuss:

Q *How does knowing about homophones help you in your writing?*

Tell the students that in the next lesson, they will work together to sort words with the long *e* sound.

Day 2

Word Study

Whole-class Sort (Closed)

Materials

- "Week 5, Day 2 Sort" (WA2)
- "Sounds of *y*" (WA3)
- "Ways We Have Sorted" chart from Week 4 and a marker

In this lesson, the students:

- Read words with long *e* spellings
- Sort words into categories
- Learn about chameleons
- Learn a strategy for reading words that end with *y*
- Listen respectfully to the thinking of others and share their own

1 Gather and Get Ready to Sort

Gather the class with partners sitting together, facing you. Review that in the last lesson the students read some words with the different spellings of the long *e* sound. Explain that in this lesson, the students will read more words with different spellings of the long *e* sound and sort the words into categories.

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2 Read the Sort Words

Use the "Spelling-Sound Chart" to review the different spellings of the long *e* sound. Then display the "Week 5, Day 2 Sort" activity (WA2). Have the students read the words together as a class. Provide definitions for words that may be challenging, or use the words in sentences.

tree	family	sea	she
see	read	meat	really
real	funny	happy	feet
me	these	street	freeze

Teacher Note

Point out that the words *see* and *sea* are *homophones*—words that sound the same but are spelled differently and have different meanings. Discuss the meanings of *see* and *sea*, and use each word in a sentence.

ELL Note

Helping Spanish speakers to recognize cognates of English words can greatly increase their understanding. Help the students recognize the following cognates: *family/familia* and *really/realmente*.

3 Introduce the Sort

Direct the students' attention to the "Ways We Have Sorted" chart. Review the different ways the students have sorted, and tell them that today they will sort words by noticing how the long *e* sound is spelled.

Create long *e* categories by writing the long *e* spellings as headings on the "Week 5, Day 2 Sort" activity (WA2): *e*, *ee*, *ea*, *e_e*, and *y*.

Point out that there are more common spellings for the long *e* sound than there are for other long vowel sounds.

Teacher Note

Write the categories in this order to support the re-sort on Day 4.

4 Sort by Spelling of the Long *e* Sound

Direct the students' attention to the list and have them read *tree*. Ask:

Q *Which spelling of the long* e *sound do you see?*

As the students share, drag and drop the word under the appropriate category heading. Use this procedure to sort the remaining words, until you reach the words *really* and *freeze*.

After the students read the word *really*, ask:

Q *What do you notice about the long* e *sounds in* really*?*

If necessary, point out that the word has two different spellings of the long *e* sound—*e-a* and *y*. Ask:

Q *Which category do you think* really *belongs in? Why do you think that?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention. Tell the students that if a word fits into two different categories, they may choose where to put it. Drag and drop the word under one of the category headings. Explain that in the Word Study lessons, a word that fits into two different categories is called a *chameleon*.

Teacher Note

If you prefer to have the students sort chameleons into both categories, write *really* under the other category name.

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After the students read the word *freeze*, ask:

Q *What do you notice about the long* e *spelling in* freeze*?*

If necessary, point out that the word has two different spellings of the *e* sound—*e-e* and *e_e*.

Ask and briefly discuss:

Q *Which category do you think* freeze *belongs in? Why do you think that?* [pause] *Turn to your partner.*

Remind the students that a word that can fit into more than one category is called a *chameleon*. Drag and drop the word under one of the category headings.

After all the words have been sorted, have the students read each word in the group together as a class.

WA2

e	*ee*	*ea*	*e_e*	*y*
me	tree	real	these	family
she	see	read	(freeze)	funny
	street	sea		happy
	feet	meat		(really)
	(freeze)	(really)		

Teacher Note

Save the sorted "Week 5, Day 2 Sort" activity (WA2) to use on Day 4.

5 Add to the "Ways We Have Sorted" Chart

Ask:

Q *How did we know which words to put together?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "We looked at how each word is spelled."
>
> "We put all the words with *e-e* together."
>
> "We put all the words with *y* together."

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Use the students' suggestions to add to the chart.

Ways We Have Sorted

- by short vowel sound (short a, short e, short i, short o, short u)
- by long vowel sound (long a, long e, long i, long o, long u)
- by vowel sound (short, long)
- by spelling of long a (a_e, ai, ay)
- by spelling of long o (o_e, oa, ow)
- by spelling of long i (i_e, igh, y)
- by rhyme
- by spelling of long e (e_e, ee, ea, e, y)

6 Discuss a Word-reading Strategy

Explain that some spellings can stand for different sounds in different words. Display the "Sounds of *y*" activity (WA3). Direct the students' attention to the displayed *y* words: *family*, *funny*, *happy*, and *really*. Have them listen for the vowel sound at the end of each word as you read it aloud.

Ask:

Q *What vowel sound do you hear at the end of each of these words? (/ē/)*

Explain that now you will say another group of words and the students will listen for the vowel sound at the end of each word. Say the following words: *my*, *fly*, *cry*, *dry*. Then ask:

Q *What vowel sound do you hear at the end of each of these words? (/ī/)*

Click to reveal the /ī/ words next to the /ē/ words on the "Sounds of *y*" activity (WA3), and read each list with the students.

Teacher Note

The polysyllabic words included in the practice word list and the week's sort were chosen because they are likely to be in the students' listening and reading vocabularies. Instruction in polysyllabic decoding begins in Week 9; it is not necessary to address it here.

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WA3

family	my
funny	fly
happy	cry
really	dry

After the students read the words, use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What is the same about these words? What is different?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "All the words end with *y*."
>
> "Sometimes the *y* says /ī/ and sometimes it says /ē/."
>
> "Some words are long and some words are short."

ELL Note

If the word is unfamiliar, English Language Learners may have difficulty using the strategy of trying different sounds to see which one sounds right. They may have to ask for help.

Point out that when the *y* is at the end of a short word, like *cry* or *my*, it usually stands for the /ī/ sound. When *y* is at the end of a longer word like *happy* or *family*, it usually stands for the /ē/ sound. Tell the students that a good strategy for reading a longer word with a *y* at the end is to try the /ē/ sound first. If they do not recognize that word, they should then try the /ī/ sound.

7 Reflect on "Think, Pair, Share"

Share your observations about what is going well with "Think, Pair, Share."

> **You might say:**
>
> "I noticed some responsible behaviors when you were talking in pairs today. You took time to think by yourselves. When it was time to talk with partners, you took turns. You looked at your partners and listened carefully while they were speaking."

Tell the students that in the next lesson, they will work with a partner to sort words.

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Word Study
Pair Sort (Closed)

Day 3

In this lesson, the students:

- Sort words into categories
- Work responsibly with a partner

1 Review Pair Sorting

Have the students bring their pencils, pick up their independent work toolboxes, and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them. Review that in the last lesson, the class sorted the words by noticing the different spellings of the long *e* sound. Tell the students that they will use the same categories when they sort in pairs today. Review the "Word Sort Steps" chart by reading it with the students, and remind them to refer to the chart if they need help remembering what to do when they are sorting with their partners.

2 Review Chameleons

Review that when the class sorted the words by noticing the different spellings of the long *e* sound, they found *chameleons*—words that could fit into two categories. Write *really* and *freeze* where everyone can see them. Ask:

Q *How do you know that these words are chameleons?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "The words have two long *e* sounds."
>
> "*Really* can fit into the *e-a* category or the *y* category."
>
> "*Freeze* can fit into the *e-e* category or the e_e category."

If necessary, explain that *really* and *freeze* are chameleons because they each have two spellings of the long *e* sound. *Really* could be sorted into the *e-a* category or the *y* category. *Freeze* could be sorted into the *e-e* category or the *e_e* category.

Materials

- "Word Sort Steps" chart
- "Week 5, Day 3 Sort" (WA4)
- Copy of "Week 5, Day 3 Sort" (BLM1) for each pair
- Scissors for each pair
- *Word Study Notebooks* (in student toolboxes)
- "Class Assessment Record" sheet (CA1)

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3 Discuss Working Together

Ask:

Q *What can you and your partner do if you disagree about where to put chameleons?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "You can listen to each other's reasons."
>
> "You can write them in both categories."

4 Read the Sort Words

Display the "Week 5, Day 3 Sort" activity (WA4). Explain that these are the words that the students will sort today. Have the students read the words together as a class.

family	sea	feet	meat
me	tree	freeze	these
happy	street	see	really
funny	read	real	she

5 Discuss the Sort

Remind the students that they will sort the words by noticing the different spellings of the long *e* sound.

Ask:

Q *What names will you use for the categories?*

As the students share their ideas, write the following category headings on the "Week 5, Day 3 Sort" activity (WA4): *e*, *ee*, *ea*, *e_e*, and *y*.

6 Sort in Pairs

Distribute a copy of "Week 5, Day 3 Sort" (BLM1) and scissors to each pair of students. Explain that since there are only three columns on each page, they will need two pages in their *Word Study Notebooks* to record five columns of words. Have partners refer to the "Word Sort Steps" chart to cut apart and sort the words. Circulate and observe as the students work, offering support as necessary. If necessary, remind the students to turn to the next two facing pages in their *Word Study Notebooks* to record the sort.

Teacher Note

If you want your students to put the chameleon words *really* and *freeze* into both categories, have the students make a duplicate card for each word by using writing them on additional squares of paper.

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CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to work together to sort the words?
- Do they refer to the whole-class sort when necessary?
- Are they able to name their categories?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 78 of the *Assessment Resource Book*. If many students are having difficulty with the procedure, signal for attention and review the "Word Sort Steps" chart. If the students are having difficulty sorting, you might sort a few words as a class using the "Week 5, Day 3 Sort" activity (WA4).

7 Reflect on Working Responsibly

Ask and briefly discuss:

Q *What did you do to work responsibly during the pair sort? What might you do differently next time?*

Tell the students that in the next lesson, they will all work together to sort words a different way.

Explain that beginning this week, the students will do a sort when they go to independent work before doing any of the other word work activities. Explain that each week, you will put copies of the sort into the "Word Sorts" bin. The students will choose one of the sorts in the bin to sort again. Tell the students that they can sort in pairs or by themselves to do an open sort.

> **You might say:**
>
> "Starting this week, when you go to independent work, you will do a sort from the 'Word Sorts' bin before choosing any other word work. Each week, I will add a new sort to the bin and take some of the older sorts out of it. You may choose any sort to do an open sort with, and you can work by yourself or with a partner. Remember to record the sort in your *Word Study Notebook*, unless you re-sort the way we did in class."

Teacher Note

You may wish to follow up by reminding the students at the beginning of independent work sessions to do a sort.

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Day 4

Word Study

Whole-class Sort (Closed)

Materials

- Sorted "Week 5, Day 2 Sort" (WA2)
- "Ways We Have Sorted" chart from Day 2 and a marker

Teacher Note

In this lesson, the students re-sort the list from Day 2. Sorting the same list of words using a different characteristic and without pre-named categories helps the students prepare for open sorting later in the year.

In this lesson, the students:

- Re-sort long *e* words
- Name word categories
- Listen respectfully to the thinking of others and share their own

1 Gather and Review Re-sorting

Gather the class with partners sitting together, facing you. Review that last week, they sorted the words first by noticing how the long *i* vowel sound was spelled; then they re-sorted by listening to how the words sound and noticing that many of them rhymed. Tell the students that today they will sort words from earlier in the week another way.

2 Re-sort the Words

Display the sorted "Week 5, Day 2 Sort" activity (WA2). Review that earlier in the week, the students sorted by noticing different spellings of the long *e* sound.

WA2

e	*ee*	*ea*	*e_e*	*y*
me	tree	real	these	family
she	see	read	(freeze)	funny
	street	sea		happy
	feet	meat		(really)
	(freeze)	(really)		

Erase the category names and explain that another way to sort words is by listening to how they sound.

> **You might say:**
>
> "I'm going to start reading the words and see what I notice about the way they sound: *family*, *me*, *happy*, *funny*, *sea*. One thing I notice right away is that some words are short and some are longer. I also notice that they have different numbers of syllables. *Me* is short. It has one syllable. *Family* is longer. *Fa-mi-ly*. It has three syllables."

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Explain that in Word Study this year, the students will think and talk a lot about syllables and about how noticing the syllables in words can help them read the words. Ask:

Q *What do you think you know about syllables? Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "They are the parts of a word."
>
> "They have vowels in them."

Tell the students that they will sort the words by grouping together words with the same number of syllables.

Have the students read the words one at a time, clapping on each syllable and saying the number of syllables in the word. As the students say the number of syllables in a word, drag and drop it into a column with other words that have the same number of syllables. After sorting all the words, use "Think, Pair, Share" to have the students first think about and then discuss:

Q *What might you name these categories?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "They could be named 'Words with one, two, or three syllables.'"
>
> "One category name could be 'long words.'"

As the students share, write their suggestions above the appropriate columns.

Continue to add to the "Ways We Have Sorted" chart. Today you may want to add "by number of syllables" to the chart.

3 Reflect on Re-sorting

Ask and briefly discuss:

Q *What did you like about re-sorting words?*

Tell the students that in the coming weeks, partners will decide how to sort the words and what to name the categories.

Teacher Note

Syllables are formally introduced in Week 13. If many of your students are unfamiliar with syllables or with clapping on the syllables in words, you might have the students read the word list from the "Week 5, Day 1 Words" activity (WA1) and practice counting the syllables in the words.

Teacher Note

You will need to create columns for one-, two-, and three-syllable words. You will name these categories with the students after the sort.

Teacher Note

If you plan on teaching the extension "Sort by Words that Rhyme" on page 160, save the sorted "Week 5, Day 2 Sort" activity (WA2).

Facilitation Tip

Continue to reinforce the students' understanding of their responsibility during class discussions by reminding them to **turn and look** at the person who is about to speak, having speakers wait until they have the class's attention before starting to speak, and asking one another to speak up if they cannot hear.

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Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access the sorted "Week 5, Day 2 Sort activity (WA2).

EXTENSION

Sort by Words that Rhyme

If you want to show the students another way to sort, review that there are often a few different ways to sort a word list. Remind the students that in the last sort, they sorted by number of syllables. Tell them that they will sort the same words by noticing the way they sound. Direct the students' attention to the sorted "Week 5, Day 2 Sort" activity (WA2). Erase the category names. Point out that several of the words rhyme, and tell the students that you are going to see whether this word list might be sorted by rhyme.

> **You might say:**
>
> "I'm going to start reading the words and see what I notice about how they sound: *me*, *she*, *tree*, *see*, *freeze*, *street*. I notice that *me*, *she*, *tree*, and *see* rhyme—they all end with the /ē/ sound. One strategy to use when you have an idea for sorting is to try grouping some of the words together and see if the category makes sense. Let's try sorting all the words by grouping together words that rhyme."

Have the students read the words. Then have volunteers identify the words that can be grouped together. Drag and drop the words that do not rhyme to the side or bottom of the screen. After sorting the words that rhyme, point out the words that do not fit into the rhyming categories.

> **You might say:**
>
> "I think that sorting by words that rhyme makes sense because most of the words can be sorted that way. But once I group together all the words that rhyme, there are words left over, and there are too many for them to be outliers."

Ask:

Q *If you wanted to make the words that are left a category, what might you name the category? Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "Words that don't rhyme."
>
> "Words with the /ē/ sound."

As volunteers share, facilitate a brief discussion about possible names for the category. If the students do not mention it, point out that the category could be called "Words that Don't Rhyme."

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Independent Work Connections

For next week's Independent Work, we suggest the following:

- Make several copies of "Week 5, Day 3 Sort" (BLM1) to place in the word work area.
- Make several copies of "Week 5 High-frequency Words" (BLM2) to place in the independent word work area. The students can use these words to play any word games you have introduced, such as "Word Memory" and "Word Go Fish."

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OVERVIEW Independent Work

This is the first week the students rotate to and work in all three independent work areas around the room while you teach Small-group Reading. With repeated modeling and practice, rotations will become increasingly smooth over time. We suggest continuing any procedures that have worked effectively in previous weeks. For example, you might have the students move through the areas in a consistent order or point to where they will move before they begin.

Independent Work Check-in

Beginning this week, you will teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The check-in lessons provide time for you to assess your students, conduct conferences, and introduce new activities and materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Share a Book" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 6 OVERVIEW

Whole-class Instruction

Word Study 167

This week the students review *r*-controlled vowels. They review and sort words by the spellings *er*, *ir*, and *ur* on Day 1 and they learn the procedure for the game "Build That Word" on Day 2. On Day 3, the students sort words that end in *ar* and *or* by sound; they practice spelling these words on Day 4 with another game of "Build That Word."

Independent Work Check-in 179

This week we suggest you teach the "Blogging 1" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week, you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 5, Day 3 Sort" (see "Independent Work Connections" on page 161)
- "Week 5 High-frequency Words" (see "Independent Work Connections" on page 161)

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Week 6

RESOURCES

Assessment Resource Book

- Week 6 assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "Week 6, Day 2 'Build That Word' Tiles" (BLM1)
- "Week 6, Day 4 'Build That Word' Tiles" (BLM2)
- "Week 6, Day 1 Sort" (BLM3)
- (Optional) "Week 6 'Build That Word'" (BLM4)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, familiarize yourself with the Day 1 Sort Words (see page 167).
- ✓ Prior to Day 2, carefully review the procedure for playing "Build That Word" in Step 2.
- ✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 6, Day 2 'Build That Word' Tiles" (BLM1). Make half as many copies as you have students, since each sheet makes two sets of letter tiles. Cut each sheet in half.
- ✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words (see page 167).
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 6, Day 4 'Build That Word' Tiles" (BLM2). Make half as many copies as you have students, since each sheet makes two sets of letter tiles. Cut each sheet in half.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 79 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, decide if you would like the students to play "Build That Word" during independent word work (see Step 3). If you plan to integrate "Build That Word" in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 6 'Build That Word'" (BLM4). Make several copies for the word work area and one sheet for modeling. You may wish to print the letter tiles on heavy paper or cardstock. Obtain and label a bin for "Build That Word." (Also see "Independent Work Connections" on page 178.)

Independent Work Check-in

- ✓ Familiarize yourself with the "Blogging 1" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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Word Study OVERVIEW

Day 1 Sort Words		Day 3 Sort Words	
burn	locker	car	short
burst	nurse	farm	smart
curl	shorter	horn	sport
dirt	skirt	jar	store
faster	slurp	large	storm
first	stir	park	thorn
fur	third	porch	worn
germ	tiger	shark	yard

Academic Focus

- Students review the spellings of *r*-controlled vowels *er*, *ir*, *ur*, *ar*, and *or*.
- Students read and sort words with *r*-controlled vowels.
- Students learn the procedure for playing "Build That Word."
- Students read and sort words with the *r*-controlled vowels *ar* and *or*.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

ELL SUPPORT

- **er, ir, ur**

  There are no *r*-controlled vowel sounds in Vietnamese, Hmong, or Korean and no exact equivalents in Chinese dialects. Model producing the sound /ûr/ (as in *bird*) by placing the tongue behind the bottom teeth, pursing the lips, and vibrating the vocal cords. The students should feel a vibration in the back of the mouth near the throat.

(continues)

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ELL SUPPORT *(continued)*

- **er, ir, ur**
  The sound /ûr/ does not exist in Spanish. The spellings *er*, *ir*, and *ur* occur in Spanish words, but represent different sounds than those in English:
  - *er* = /âr/ as in *volver* (bol-BAIR), "to return"
  - *ir* = /ēr/ as in *sentir* (sen-TEER), "to feel"
  - *ur* = /o͞or/ as in *curso* (KOOR-soh), "course"

- **er, ir, ur**
  Students may have difficulty distinguishing and producing the sound /ûr/. Remind them that they learned the high-frequency word *her*.

- **ar, or**
  In Spanish, the sounds of the spellings *ar* and *or* are similar to those in English, but with a trilled *r* (/rr/). Point out that the English sound /är/ (as in *car*) is like the sound the students hear in the middle of the Spanish word *parque* (PARR-kay), "park." Help the students compare the sounds in *parque* to its English cognate *park*. Repeat the process with the sounds in the cognate pair *forma*/*form*.

- **ar, or**
  There are no *r*-controlled vowel sounds in Vietnamese, Hmong, or Korean and no exact equivalents in Chinese dialects. Model producing the sound /är/ by placing the tongue in the back of the mouth, opening the lips, producing the sound deep in the throat, and vibrating the vocal cords. Repeat the process for /ôr/ (as in *fork*), explaining that in this sound the mouth is rounded.

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Word Study
Whole-class Sort (Closed)

Day 1

In this lesson, the students:

- Read words with *r*-controlled vowels spelled *er*, *ir*, and *ur*
- Sort words into categories
- Listen respectfully to the thinking of others and share their own

Materials

- "Week 6, Day 1 Sort" (WA1)
- "Ways We Have Sorted" chart from Week 5 and a marker

1 Gather and Get Ready to Sort

Gather the class with partners sitting together, facing you. Review that in the last lesson they read and sorted words with the different spellings of the long *e* sound. Explain that in this lesson, the students will read words with different spellings of the sound /ûr/ (as in *bird*) and sort the words into categories.

Teacher Note

r-controlled vowels are particularly difficult for students. The ability to write words with *r*-controlled vowels develops later than the ability to read them. Students often use the letter *r* without the accompanying vowel when they are writing.

2 Review *r*-controlled Vowels

Have the students say the sound /ûr/. Use the "Spelling-Sound Chart" to review the different spellings of /ûr/. Point to the picture of the bird, and say the mnemonic *bird*. Tell the students that the word *bird* will help them remember the sound /ûr/. Have the students say /ûr/. Point to the *er* spelling on the chart and explain that one way to spell /ûr/ is *e-r* as in *her*. Write the word *her* where everyone can see it and have the students read it aloud.

Tell the students that a second way to spell /ûr/ is *i-r* as in *bird*. Write the word *bird* and have the students read it aloud.

Tell the students that a third way to spell /ûr/ is *u-r* as in *hurt*. Write the word *hurt* and have the students read it aloud.

3 Read the Sort Words

Display the "Week 6, Day 1 Sort" activity (WA1) and have the students read the words together as a class. Provide definitions for words that may be challenging, or use the words in sentences.

tiger	skirt	nurse	locker
stir	faster	shorter	third
germ	dirt	slurp	burst
fur	burn	first	curl

Teacher Note

Beginning this week, the students do not read a practice list before doing the whole-class sort.

ELL Note

Support English Language Learners by using objects, actions, gestures, or visuals to demonstrate meanings.

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Suggested Vocabulary

slurp: eat or drink noisily

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

germ: very small living thing that causes disease

fur: hair of some animals, such as dogs or cats

4 Introduce the Sort

Review that today the students will sort the words by noticing how the sound /ûr/ is spelled. Create *er*, *ir*, and *ur* categories by writing the spellings as headings on the "Week 6, Day 1 Sort" activity (WA1).

5 Sort by Spelling

Direct the students' attention to the list and have them read *tiger*. Ask:

Q *Which spelling of the /ûr/ sound do you see? Where does* tiger *belong?*

As the students share, drag and drop the word under the appropriate category heading. Use this procedure to sort the remaining words.

WA1

er	ir	ur
tiger	stir	fur
germ	skirt	burn
faster	dirt	nurse
shorter	first	slurp
locker	third	burst
		curl

Continue to add to the "Ways We Have Sorted" chart. Today you may want to add: *by spelling: er, ir, ur*.

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6 Reflect on Reading

Review that in Word Study, the students have been looking carefully at words and listening to how they sound. Ask and briefly discuss:

Q *How does paying attention to the way words look and sound help you with your reading?*

> **Students might say:**
>
> "It helps me sound out words faster."
>
> "It helps me learn to spell words."

Word Study
"Build That Word"

Day 2

In this lesson, the students:

- Learn to play "Build That Word"
- Follow classroom procedures
- Handle materials responsibly

Materials

- "Week 6, Day 2 'Build That Word'" (WA2)
- Copy of "Week 6, Day 2 'Build That Word' Tiles" (BLM1), halved, for each student
- Scissors for each student

1 Introduce "Build That Word"

Have the students stay in their seats. Review that in the last lesson they read and sorted some words with the spellings *e-r, i-r,* and *u-r*. Explain that today the students will learn to play a game called "Build That Word."

Explain that to play "Build That Word," the students will use letters to build words. Explain that each student will get a copy of the "Build That Word" sheet. The students will cut the letter tiles apart and use the letters to make words.

2 Model "Build That Word"

Display the "Week 6, Day 2 'Build That Word'" activity (WA2) and explain that these are the letters that the students will use to spell words today.

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WA2

er	ch	d	h	n
ir	ur	t	b	p

Tell the students that you will make the word *her* using some of these letters. Explain that you will sound out the word and build it. As you explain the procedure, demonstrate by dragging the letters together to make the word.

> **You might say:**
>
> "*Her*. I hear /h/ at the beginning of the word, so I will take the *h* first. Then I hear the sound /ûr/. This is tricky, because there are different ways to spell /ûr/. *Her* is a high-frequency word, and I know that /ûr/ is spelled *e-r*, so I will move the letters *e-r* after *h*. Now I'll read the word and think about whether it looks right. *Her*. It looks right to me."

3 Play "Build That Word"

Distribute a copy of "Week 6, Day 2 'Build That Word' Tiles" (BLM1) and scissors to each student, and have the students cut the letter tiles apart.

Give the students a few moments to freely explore the letter tiles. Invite them to build words if they wish. After a few minutes, ask:

Q *If you built a word, what word did you build?*

Explain that in today's game, the students will build words with different spellings of the sound /ûr/.

Have each student clear a space on the table for building a word and make sure all the letters are visible. Have the students put the *i-r* tile in the middle of the space. Say *bird* and use it in a sentence. Have the students say and build *bird*. After a few moments, ask:

Q *What word did you build?* (bird)

Build or write *bird* where everyone can see it. Have the students check and correct their work.

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Repeat this procedure with the word *chirp*.

Have the students clear a space again and make sure they can see all their letters. Ask them to put the *u*-*r* tile in the middle. Then use the same procedure to have the students build *burn* and *hurt*.

Repeat this procedure, having the students use the *e*-*r* tile to build *herd* and *perch*.

Suggested Vocabulary

herd: a group of animals, such as cows or deer

perch: a bar or branch that a bird sits on

Teacher Note

If time allows, have the students think of additional words they can build with the letter tiles.

4 Reflect on "Build That Word"

After playing "Build That Word," ask and briefly discuss:

Q *What did you like about playing "Build That Word"?*

Explain that in the coming weeks, the students will have more opportunities to play "Build That Word."

Word Study
Whole-class Sort (Closed)

Day 3

In this lesson, the students:

- Read words with *r*-controlled vowels spelled *ar* and *or*
- Sort words into categories
- Listen respectfully to the thinking of others and share their own

Materials

- "Week 6, Day 3 Sort" (WA3)
- "Ways We Have Sorted" chart from Week 5 and a marker

1 Gather and Get Ready to Sort

Gather the class with partners sitting together, facing you. Review that earlier in the week the students read and sorted words with the spellings *e*-*r*, *i*-*r*, and *u*-*r*. Explain that today they will read and sort words with the spellings *a*-*r* and *o*-*r*.

2 Review the Spellings *ar* and *or*

Direct the students' attention to the "Spelling-Sound Chart." Point to the picture of the car and say the mnemonic *car*. Then point to the letters *ar* and explain that the letters *ar* often stand for the sound /är/ in *car*. Have the students say /är/. Write *car* where everyone can see it, and have the students read it.

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Point to the picture of the fork and say the mnemonic *fork*. Then point to the letters *or* and explain that the letters *o-r* stand for the sound /ôr/. Have the students say /ôr/. Write *fork* where everyone can see it, and have the students read it.

Teacher Note

If your students need more support, write additional words, such as *art*, *star*, *far*, and *for*, *corn*, *fort*, where everyone can see them. Have the students read them.

Teacher Note

You may wish to write the words *more*, *before*, *door*, *four*, and *pore* where everyone can see them, and point out that the sound /ôr/ at the end of a word can also be spelled *o-r-e*, *o-u-r*, or *o-o-r*. Explain that these are unusual spellings.

3 Read the Sort Words

Display the "Week 6, Day 3 Sort" activity (WA3) and have the students read the words together as a class. Provide definitions for words that may be challenging, or use the words in sentences.

jar	large	storm	store
shark	horn	worn	park
porch	short	smart	thorn
farm	yard	car	sport

Suggested Vocabulary

thorn: sharp point on the stem of some plants, such as roses

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

shark: large and dangerous fish with sharp teeth

yard: outdoor area next to a house that is usually covered with grass

4 Introduce the Sort

Remind the students that they will sort the words by noticing whether the words have the sound /är/ or the sound /ôr/ in them. Create *ar* and *or* categories by writing the spellings as headings on the "Week 6, Day 3 Sort" activity (WA3).

5 Sort by Sound

Direct the students' attention to the list and have them read *jar*. Ask:

Q *Do you hear the sound /är/? Do you hear the sound /ôr/? Where does* jar *belong?*

As the students share, drag and drop the word under the appropriate category name. Use this procedure to sort the remaining words.

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WA3

ar	*or*
jar	porch
shark	horn
farm	short
large	storm
yard	worn
smart	born
car	thorn
park	sport

Continue to add to the "Ways We Have Sorted" chart. Today you may want to add the following to the chart: *by sound: ar and or*.

6 Discuss a Spelling Strategy

Remind the students that earlier in the week, they sorted words with the *e-r*, *i-r*, and *u-r* spellings of /er/. Ask:

Q *How is this sort different from the sort we did earlier this week using the three spellings of /ûr/?*

> **Students might say:**
>
> "We only had two groups to sort into."
>
> "For /ûr/ we sorted by spelling and for /är/ we sorted by sound."
>
> "There was only one way to spell the sound /är/."

Review that if the students hear the sound /ôr/ in a word they are writing, it will often be spelled *o-r* and that if they hear the sound /är/ in a word, it will most likely be spelled *a-r*. Remind the students that if they hear /ûr/ in a word they are writing, they will need to think more carefully about which spelling to use, because all the spellings of /er/ sound the same.

7 Reflect on Sorting

Ask and briefly discuss:

Q *What did you like about sorting the words today?*

> **Students might say:**
>
> "I liked sorting by sound."
>
> "I liked having only two groups to sort into."

Tell the students that in the next lesson, they will play "Build That Word."

Teacher Note

We suggest that you post the chart in the word work area and add new ideas to it throughout the year.

Facilitation Tip

Continue to prompt the students to **turn and look** at the person who is about to speak. Also remind them to wait until they have the class's attention before starting to speak and to ask one another to speak up if they can't hear.

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Day 4

Word Study

"Build That Word"

Materials

- "Week 6, Day 4 'Build That Word'" (WA4)
- Copy of "Week 6, Day 4 'Build That Word' Tiles" (BLM2), halved, for each student
- Scissors for each student
- "Class Assessment Record" sheet (CA1)
- (Optional) "Week 6 'Build That Word'" (BLM4), prepared ahead

In this lesson, the students:

- Play "Build That Word"
- Follow classroom procedures
- Handle materials responsibly

1 Review "Build That Word"

Have the students stay in their seats. Review that in "Build That Word," the students will use letters to build words. Remind the students that they will each get a copy of the "Build That Word" sheet and cut the letter tiles apart. Tell the students that they will use different letters today than they did earlier in the week.

2 Play "Build That Word"

Display the "Week 6, Day 4 'Build That Word'" activity (WA4) and explain that these are the letters the students will use today. Distribute "Week 6, Day 4 'Build That Word' Tiles" (BLM2) and have the students cut the letter tiles apart.

WA4

or	sp	p	t	b
ar	st	f	n	k

Remind the students that to start a game of "Build That Word," you will say a word and they will build that word with the letters. Explain that in today's game, the students will build words with /är/ spelled *a-r* and with /ôr/ spelled *o-r*.

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Have each student clear a space for building a word and make sure all the letters are visible. Say *park* and use it in a sentence. Have the students say and build *park*. After a few moments, ask:

Q *What word did you build?* (park)

Build or write *park* where everyone can see it. Have the students check and correct their work.

Repeat this procedure with the words *sport*, *barn*, *torn*, *start*, and *fork*.

Teacher Note

To provide more support, model with the word *star* as you did with the word *her* on Day 2.

Teacher Note

If the students need additional support, tell them which *r*-controlled vowel to move into the middle before giving them a word to build.



CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students understand how to build the words?
- Are the students able to keep the letter tiles organized and find the correct letters to build the words?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 79 of the *Assessment Resource Book*. If many students are having difficulty with the procedure, signal for attention and review how to build words with the letter tiles using the "Week 6, Day 4 'Build That Word'" activity (WA4).

Teacher Note

If time allows, have the students think of other words they can build with the letter tiles.

3 Discuss Playing "Build That Word" in Independent Work

Explain that starting next week "Build That Word" will be available for the students to play during independent word work.

Show a copy of "Week 6 'Build That Word'" (BLM4) and explain that the sheet shows the same letters and words the students worked with earlier in the week. Explain that pairs of students will do the activity. If they choose to do the activity, one partner will read the list of words while the other partner makes the words with the letter tiles. Model with a student as a partner.

Have a student volunteer read a word from the list and say which spelling it uses. Point out the letter tiles you would use to make the word.

> **You might say:**
>
> "*Bird.* You said that *bird* uses the spelling *i-r*. I hear the sound /b/ so I will start with *b*. Next, I will use *i-r*, and then add *d* at the end for /d/."

Have your partner spell the word as you check your work.

Teacher Note

If you have decided not to have the students play "Build That Word" during independent word work, simply skip this step and continue with Step 4.

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Tell the students that the "Build That Word" materials will be in the word work bins next week. Ask and briefly discuss:

Q *How can you find a partner to work with on "Build That Word"?*

Q *How can you decide who will read and who will make the words?*

> **Students might say:**
>
> "We can take turns reading and making words."
>
> "If we both want to make words, we can play 'rock, paper, scissors' to see who will make words first."

4 Reflect on Building Words

Ask and briefly discuss:

Q *How does building words help you in your spelling?*

Tell students that they will have opportunities to play "Build That Word" again in the coming weeks.

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Make several copies of "Week 6, Day 1 Sort" (BLM3) to place in the word work area.
- Make several copies of "Week 6 'Build That Word' " (BLM4). Make sets of game materials and place them in the bin labeled "Build That Word." You can prepare the materials ahead or add resealable bags or envelopes to store them in. We suggest that you label the materials for each activity with the game characteristics.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Blogging 1" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 7 OVERVIEW

Whole-class Instruction

Word Study 185

On Day 1 of this week, the students review the spellings *oo*, *ou*, *ow*, and *ew* and read and sort words with the sounds /o͞o/ and /ou/. They also learn strategies for reading compound words and spelling homophones. On Day 2, the students learn about open sorting and sort a word list in pairs. On Days 3 and 4, the students learn the procedure for guided spelling and practice writing words with different spellings of *r*-controlled vowels. Throughout the week, the students discuss working cooperatively in pairs and handling materials responsibly.

Independent Work Check-in 199

This week we suggest you teach the "Blogging 2" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 6, Day 1 Sort" (see "Independent Work Connections" on page 178)
- "Week 6 'Build That Word'" (see "Independent Work Connections" on page 178)

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Week 7

RESOURCES

Extension

- "Discuss Compound Words"

Assessment Resource Book

- Week 7 assessment

Word Study Notebook

- Word Sorts



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducible

- "Week 7, Day 2 Sort" (BLM1)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, familiarize yourself with the Day 1 Practice and Sort Words (see page 185).
- ✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 7, Day 2 Sort" (BLM1). Make enough copies for each pair of students to have one.
- ✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 80 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, carefully review the procedure for guided spelling, beginning with the "About Guided Spelling" section.
- ✓ Prior to Day 3, think about the procedures your students will follow when using the markers and wipe-off boards. For example you might instruct the students to open the markers only when directed by you. Provide tissues or pieces of soft cloth (such as old socks, which can be used for storing the markers between uses) to use as erasers.
- ✓ Prior to Day 3, familiarize yourself with the Day 3 Spelling Words (see page 185).
- ✓ Prior to Day 4, familiarize yourself with the Day 4 Spelling Words (see page 185).

Independent Work Check-in

- ✓ Familiarize yourself with the "Blogging 2" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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Word Study OVERVIEW

Day 1 Practice and Sort Words		Day 3 Spelling Words		Day 4 Spelling Words	
balloon	knew	burn	storm	burst	horn
cartoon	loud	park	third	dirt	shark
chew	new			farm	worn
cloud	proud			fur	
crowd	shower				
flower	sundown				
flowerpot	too				
grew	zoo				

Academic Focus

- Students review the spellings *oo*, *ew*, *ou*, and *ow*.
- Students read and sort words with the spellings *oo*, *ew*, *ou*, and *ow*.
- Students discuss compound words.
- Students discuss homophones.
- Students learn and practice the procedure for guided spelling.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

ELL SUPPORT

- **oo, ew**
  Students who speak Chinese and Korean may have difficulty distinguishing /o͞o/ from /ŭ/, for example, by substituting *sun* for *soon*. Help the students distinguish the vowel sounds by having them listen to a number of words (such as *cut*, *tool*, *soon*, *truck*, *rug*, *tooth*, and *hoot*) and identify the vowel sound.

- **oo, ew**
  The spelling *ew* does not occur in Spanish words. The spelling *oo* occurs rarely and when it does the vowel sounds are in separate syllables, as in *cooperar* (koh-oh-pay-RAHR), "to cooperate." Point out the difference in English. Explain that the letters work together as a team to stand for one sound: *oo* = /o͞o/.

(continues)

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ELL SUPPORT *(continued)*

To reinforce the idea, write several words with *oo* where the students can see them. Highlight the vowels in a bright color and bracket [ ] them. Point to the words in random order and have the students say the appropriate vowel sound.

- **ou, ow**
  The sound /ou/ (as in *clown*) occurs in Spanish but is spelled *au*. Explain to the students that /ou/ is the same sound they hear in the words *aullido* (ow-YEE-doh), "howl," and *causa* (KOW-sah), "cause."

Day 1

Word Study

Whole-class Sort (Closed)

Materials

- "Week 7, Day 1 Words" (WA1)
- "Week 7, Day 1 Sort" (WA2)

In this lesson, the students:

- Review the spellings *oo*, *ou*, *ow*, and *ew*
- Read and sort words with the sounds /o͞o/ and /ou/
- Learn a strategy for reading compound words
- Learn a strategy for spelling homophones
- Listen respectfully to the thinking of others and share their own

1 Gather and Get Ready to Sort

Gather the class with partners sitting together, facing you. Review that last week the students read and sorted words with the sounds /ûr/, /är/, and /ôr/. Explain that in this lesson the students will talk about two different sounds and sort words into categories.

2 Review the Spellings *oo* and *ew*

Point to the picture of the flute on the "Spelling-Sound Chart" and review that the students have learned one way to spell the sound /o͞o/—*u_e* as in *flute*. Point to the *oo* spelling and tell the students that a second way to spell the sound /o͞o/ is *o-o* as in *hoot*. Write the word *hoot* where everyone can see it, and have the students read it aloud.

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Point to the *ew* spelling and explain that a third way to spell the sound /o͞o/ is *e-w* as in *grew*. Write the word *grew* and have the students read it aloud.

3 Read the Sort Words (*oo* and *ew*)

Display the "Week 7, Day 1 Words" activity (WA1). Have the students read the displayed words together as a class: *grew*, *knew*, *new*, *too*, *zoo*, *chew*, *cartoon*, and *balloon*. Provide definitions for words that may be challenging, or use the words in sentences.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

cartoon: television show or movie that is made with drawings

4 Review the Spellings *ou* and *ow*

Point to the clown picture on the "Spelling-Sound Chart," and tell the students that the clown will help them remember the sound /ou/. Have the students say /ou/. Explain that there are different ways to spell the sound /ou/. Point to the *ou* spelling on the chart and tell the students that one way to spell /ou/ is *o-u* as in *ouch*. Write the word *ouch* where everyone can see it, and have the students read it aloud.

Tell the students that a second way to spell /ou/ is *o-w* as in *down*. Write the word *down* and have the students read it aloud.

5 Read the Sort Words (*ou* and *ow*)

Direct the students' attention to the "Week 7, Day 1 Words" activity (WA1). Click to reveal the /ou/ words next to the /o͞o/ words, and have the students read the words together as a class: *loud*, *crowd*, *shower*, *sundown*, *flowerpot*, *flower*, *proud*, and *cloud*.

6 Introduce the Sort

Explain that in this lesson, the students will sort the words by listening for the vowel sounds—/ou/ and /o͞o/—in the words. Display the "Week 7, Day 1 Sort" activity (WA2).

loud	proud	cartoon	zoo
new	knew	too	balloon
flowerpot	cloud	crowd	shower
grew	chew	sundown	flower

Teacher Note

You may want to have the students read the polysyllabic words before they read the whole list. Point to each polysyllabic word, say the word, and have the students read it. Do not stop to talk about compound words. They are discussed in Step 7 of this lesson.

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7 Sort by Vowel Sound

Create categories by writing the example words *down* and *flew* as headings on the "Week 7, Day 1 Sort" activity (WA2). Direct the students' attention to the list and have them read *loud*. Ask:

Q *What is the vowel sound in* loud*? Does* loud *belong with* down*? Does* loud *belong with* flew*?*

As the students share, drag the word under the appropriate category heading. Use this procedure to sort the remaining words.

Teacher Note

If the students point out that *knew* and *new* sound the same but are spelled differently, refer to Step 8 of today's lesson.

WA2

down	flew
loud	grew
crowd	knew
shower	new
sundown	too
flowerpot	zoo
flower	chew
proud	cartoon
cloud	balloon

Teacher Note

Save the completed "Week 7, Day 1 Sort" activity (WA2) to use on Day 2.

8 Discuss a Word-reading Strategy

Have the students listen as you point to and read *sundown* and *flowerpot*; then ask:

Q *What do you notice about these words? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Tell the students that words like these are called *compound words*. Explain that a *compound word* is a "word made up of two or more shorter words." Tell the students that noticing two shorter words in a word and reading the shorter words one at a time can help them read the longer word. Point out that if they read a compound word and are not sure what it means, they can sometimes figure out the meaning by thinking about what each of the shorter words means.

Write the word *moonlight* where everyone can see it, and tell the students that this is another compound word. Ask:

Q *What are the two smaller words in* moonlight*? What do you think the word* moonlight *means? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking.

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Use the same procedure with the word *waterfall*. Then ask the students to look for compound words in their reading.

9 Discuss a Spelling Strategy

Write the homophone pair *new/knew*, using each word in a sentence as you write it. Have the students read the words aloud. Ask:

Q *What do you notice about this pair of words? Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "They sound the same."
>
> "They are almost spelled the same, but *knew* has a *k* at the beginning."
>
> "They don't mean the same thing."

If necessary, point out that the words sound the same but are spelled differently and have different meanings. Review that these words are called *homophones*. Remind the students that words like these can be challenging to spell. Ask:

Q *What can you do if you are trying to write the word that means "the opposite of old" and you're not sure if it's spelled* n-e-w *or* k-n-e-w*? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Tell the students that in the coming weeks, they will think and talk more about how to use what they know to help them read or spell a word.

Explain that in the next lesson, the students will work with partners to sort the words in another way.

EXTENSION

Discuss Compound Words

Use the words *sundown* and *flowerpot* to start a class list of compound words. Encourage the students to notice other compound words in their reading and in their conversations and to record the words in their *Word Study Notebooks* or reading journals. Take time periodically to discuss the words as a class and add them to the list.

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Day 2 Word Study

Pair Sort (Open)

Materials

- Sorted "Week 7, Day 1 Sort" (WA2) from Day 1
- Copy of "Week 7, Day 2 Sort" (BLM1) for each pair
- Scissors for each pair
- *Word Study Notebooks* (in student toolboxes)
- "Word Sort Steps" chart
- Copy of the "Class Assessment Record" sheet (CA1)

Teacher Note

If the students have difficulty generating ideas, prompt their thinking by reviewing the "Ways We Have Sorted" chart and sharing some of your own ideas.

In this lesson, the students:

- Learn about open sorting
- Sort words into categories
- Handle materials responsibly
- Work responsibly with a partner

1 Gather and Review the Day 1 Sort

Have the students bring their pencils, pick up their independent work toolboxes, and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them. Display the sorted "Week 7, Day 1 Sort" activity (WA2) and review that in the last lesson, the class sorted words by noticing the vowel sounds—/o͞o/ and /ou/—in the words. Explain that today, partners will work together to sort the words again.

2 Discuss Ways to Sort

Review that in the last few weeks, the students have sorted lists of words in more than one way. For example, they sorted one list by the spellings of the long *i* sound, and then they sorted the same list by rhyme. Tell the students that they will work with their partners today to re-sort the words from the last lesson. The students can use the same categories they used in the last lesson, or they can sort the words in any other way they choose. Explain that in Word Study, when the students choose their own categories, it is called *open sorting*. Tell the students that noticing how the words are spelled and how they sound will help them think of ways to sort.

Direct the students' attention to the "Week 7, Day 1 Sort" activity (WA2), and click the reset icon on the CCC toolbar to clear the sort. Have the students read the words together as a class. Ask:

Q *What are some words you could group together? Why would you group them together? Turn to your partner.*

As volunteers share, ask follow-up questions, such as:

Q *What is alike about [*too, zoo, *and* new*]?*

Q *What other words could you group with [*cloud *and* flower*]? Why does [*flowerpot*] go with [*cloud *and* flower*]?*

Q *What did you notice about [*sundown *and* flowerpot*] that made you think of grouping them together?*

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Then ask and briefly discuss:

Q *What can you do if you and your partner disagree about how to sort the words?*

3 Sort in Pairs

Distribute a copy of "Week 7, Day 2 Sort" (BLM1) and scissors to each pair. Explain that if partners start to sort one way and decide that it does not make sense, they may try sorting another way.

Have each pair refer to the "Word Sort Steps" chart to cut apart and sort the words, and then record the sort in their *Word Study Notebooks*. If necessary, review the "Word Sort Steps" chart with the students.

Circulate and observe as the students work, offering support as necessary.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to generate ideas and start sorting?
- Are they able to work together to sort the words?
- Do their categories make sense?

Note your observations on the "Class Assessment Record" sheet (CA1); see page 80 of the *Assessment Resource Book*. If many students are having difficulty, signal for attention and have a few volunteers share how they are sorting. You might use the "Week 7, Day 1 Sort" activity (WA2) to demonstrate different ways to sort.

4 Reflect on Open Sorting

Have the students reflect on sorting today. Ask:

Q *What did you like about choosing how to sort? What was hard about it? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Tell the students they will have more opportunities in the coming weeks to choose how to sort.

Facilitation Tip

Continue to reinforce the students' understanding of their responsibility during class discussions by reminding them to **turn and look** at the person who is about to speak, wait until they have the class's attention before starting to speak, and ask one another to speak up if they cannot hear.

Teacher Note

During open sorting, the students may use different characteristics to define groups of words, creating "apples-and-oranges" categories. For example, they might name one group "words with the sound in *down*" and another group "words with three syllables." This is fine. What is important is that the categories make sense and that the students can explain their thinking.

If your students need more support, you might use the "Week 7, Day 1 Sort" activity (WA2) to sort a few words as a class. The students may categorize by rhyme, number of syllables, or vowel spelling, or they may find other ways to sort.

Teacher Note

Have pairs who finish early find another way to sort the words. They need not record the second sort.

Teacher Note

Keep the "Word Sort Steps" chart posted for the students' reference throughout the year.

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Day 3

Word Study
Introduce Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and tissue or piece of soft cloth for each student

In this lesson, the students:

- Learn the procedure for guided spelling
- Discuss writing and spelling
- Practice spelling words with *r*-controlled vowels
- Handle materials responsibly

ABOUT GUIDED SPELLING

Guided Spelling is intended to help students learn to recognize sounds and letter combinations that can be spelled in different ways. In Guided Spelling, you lead the students through the process of thinking about each word, pointing out when decisions about spelling are needed (such as whether to use *e_e*, *ee*, or *ea* to spell the long *e* sound) and suggesting the most common generalizations (such as */k/* after a short vowel is usually spelled *ck*). Over time and with practice, the students begin to recognize when to stop and consider which spelling to use and when spellings "look right." In later weeks, you guide the students through the spelling words on Day 1, the students practice during independent work, and an optional spelling test is suggested for Day 4. While a spelling test does demonstrate whether a student has memorized the week's spelling words, the best indicator of spelling mastery is how the student spells words in her independent writing.

1 Gather and Discuss Writing and Spelling

Gather the class with partners sitting together, facing you. Review that so far in Word Study, the students have read words, sorted words into categories, and played "Build That Word." Remind the students that learning new ways to read and spell words will help them become better readers and writers.

Have the students think for a moment about different kinds of writing they have done. Ask:

Q *What is something you enjoyed writing? What did you like about it? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

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2 Introduce Guided Spelling

Review that part of publishing a piece of writing for an audience is making sure all the words are spelled correctly. Ask:

Q *Why is it important to spell words correctly in your writing? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "If words are spelled wrong, people might not be able to read what you wrote."
>
> "If someone can't read all the words, they might miss part of the story."
>
> "When you publish writing, it should be your best work."

Tell the students that for the rest of the year, they will do an activity each week called Guided Spelling. Explain that in Guided Spelling, you will help the students use what they learn about words to help them spell. Explain that practicing spelling will help the students spell words when they are writing on their own.

3 Review the Spellings of *r*-controlled Vowels

Explain that each week, the students will spell words that they sorted the week before. Remind the students that last week they sorted words with the different spellings of /ûr/, /är/, and /ôr/. Direct their attention to the "Spelling-Sound Chart" and review the different spellings of /ûr/. Point to the picture of the bird on the chart and review that one way to spell /ûr/ is *e-r* as in *her*. Write the word *her* where everyone can see it and have the students read it aloud.

Review that a second way to spell /ûr/ is *i-r* as in *bird*. Write the word *bird* and have the students read it aloud.

Review that a third way to spell /ûr/ is *u-r* as in *hurt*. Write the word *hurt* and have the students read it aloud.

Use the same procedure to review the spelling of /är/ as in *car* and /ôr/ as in *fork*.

Teacher Note

The week's spelling list uses words from the previous week's sort. This ensures that the students will have had several opportunities to read and work with each word before they are asked to spell it.

4 Introduce the Procedure for Guided Spelling

Explain that the students will now practice spelling some words from last week's word sort.

Display a wipe-off board and explain that the students will use these during Guided Spelling. Tell the students that when they write words, they will use the side of the board with lines.

Teacher Note

You may prefer to have the students move to their seats for spelling.

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Explain the guided spelling procedure: first you will say a word and use it in a sentence to be sure the students understand the word. Then you will ask questions to help them think about how to spell the word. Tell the students that they can answer all together without raising their hands. Then they will write the word and check and correct their spelling.

5 Guide the Students' Spelling

Distribute the wipe-off boards, markers, and soft cloths.

third "My brother came in third in the race."

Explain that the first word the students will spell today is *third*. Use *third* in a sentence. Have the students say *third*. Then ask:

Q *What vowel sound do you hear in* third*? (/ûr/)*

Q *What different ways can you spell /ûr/?* (e-r, i-r, u-r*)*

Explain that because there are different ways to spell the sound /ûr/, the students will have to remember which spelling is correct. Tell the students that in the word *third*, /ûr/ is spelled *i-r*. Have them write *third*.

When all the students are finished writing, write *third* on your own wipe-off board.

Explain that the students will check their work by comparing the word they wrote to the one you wrote. To check, they will compare each letter in the word to make sure all the letters are there and that they are in the same order. Model this by writing *thrd* on a wipe-off board and then comparing each letter to *third*. When you get to the mistake, tell the students that you see that you made a mistake, and add *i*. Have the students check their work and erase and correct mistakes.

Have the students erase *third*.

burn "Toast will burn if you leave it in the toaster too long."

Explain that the next word the students will spell is *burn*. Say *burn*. Use *burn* in a sentence. Have the students say *burn*.

Tell the students that in the word *burn*, /ûr/ is spelled *u-r*. Have them write *burn*.

When all the students are finished writing, write *burn* on your own wipe-off board and have the students check their writing and erase and correct mistakes.

Have the students erase *burn*.

storm "The wind from the storm blew the leaves off the trees."

Teacher Note

Guided Spelling lessons are different from other Word Study lessons because the teacher explicitly guides the students through the process of thinking about and spelling words. Parenthetical student responses follow each guiding question.

ELPS 5.A.i
ELPS 5.C.ii
Step 5

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Say *storm*. Use *storm* in a sentence. Have the students say *storm*. Then ask:

Q *What vowel sound do you hear in* storm*? (/ôr/)*

Q *How is the /ôr/ sound usually spelled?* (o-r)

Have the students write *storm*. When most students are finished, write *storm* on your own wipe-off board. Have the students check their writing and erase and correct mistakes.

Have the students erase *storm*.

park "We like to play ball at the park."

Say *park*. Use *park* in a sentence. Have the students say *park*. Then ask:

Q *What vowel sound do you hear in* park*? (/är/)*

Q *How is the /är/ sound usually spelled?* (a-r)

Q *What sound do you hear at the end of* park*? (/k/)*

Q *Is there more than one way to spell the /k/ sound? (yes)*

Tell the students that the sound /k/ after a consonant is usually spelled *k*. In *park*, /k/ is spelled *k*.

Have the students write *park*. Write *park* and have the students check their writing and erase and correct mistakes.

Ask the students to make sure their wipe-off boards are clean, and collect the boards, dry-erase markers, and tissues or pieces of soft cloth.

6 Reflect on Using Materials Responsibly

Ask and briefly discuss:

Q *What did you do to use your guided spelling materials in a responsible way?*

Explain that in the next lesson the students will have more practice with guided spelling.

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Day 4

Word Study
Practice Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and soft cloth or tissue for each student

Teacher Note

You may prefer to have the students sit at tables with partners together for Guided Spelling.

ELPS 5.A.i
Step 2

In this lesson, the students:

- Practice spelling words with *r*-controlled vowels
- Follow classroom procedures
- Handle materials responsibly

1 Gather and Get Ready for Guided Spelling

Gather the class with partners sitting together, facing you. Review that in the last lesson, the students learned the procedure for guided spelling and practiced spelling words with /ûr/, /är/, and /ôr/. Explain that today they will spell more words with /ûr/, /är/, and /ôr/. Ask and briefly discuss:

Q *What will be important to remember when you are using the wipe-off board and dry-erase marker during Guided Spelling?*

Tell the students that you will check in with them later to see how they did using the materials responsibly.

2 Guide the Students' Spelling

Review that in Guided Spelling, you will help the students use what they know about words to help them spell some of the words from last week's sort. Explain that practicing spelling with words from the sort will help the students spell words when they are writing on their own.

Distribute the wipe-off boards, markers, and cloths or tissues. Review that in Guided Spelling, you will say a word, use it in a sentence, and ask questions to help the students think about how to spell the word.

farm "Vegetables and fruit are grown on a farm."

Say *farm*. Use *farm* in a sentence. Have the students say *farm*. Then ask:

Q *What vowel sound do you hear in* farm*? (/är/)*

Q *How is the /är/ sound usually spelled?* (a-r)

Have the students write *farm*. Write *farm* where everyone can see it and have the students check their writing and erase and correct mistakes.

Have the students erase *farm*.

worn "The jacket with holes in the elbows was worn out."

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Say *worn*. Use *worn* in a sentence. Have the students say *worn*. Then ask:

Q *What vowel sound do you hear in* worn*? (/ôr/)*

Q *How is the /ôr/ sound usually spelled?* (o-r)

Have the students write *worn*. Write *worn* where everyone can see it and have the students check their writing and erase and correct mistakes.

Have the students erase *worn*.

dirt "When Jay dropped his sandwich on the playground, he got dirt on it."

Say *dirt*. Use *dirt* in a sentence. Have the students say *dirt*. Then ask:

Q *What vowel sound do you hear in* dirt*? (/ûr/)*

Q *What are the three ways spell the /ûr/ sound?* (e-r, i-r, u-r)

Tell the students to think carefully about which spelling of /ûr/ to use.

Have the students write *dirt*. When most students are finished, signal for attention and ask:

Q *Does* dirt *look right to you the way you spelled it? If not, do you want to change how you spelled /ûr/?*

Write *dirt* where everyone can see it and have the students check their writing and erase and correct mistakes.

burst "The bag burst when Shalah dropped it."

Say *burst*. Use *burst* in a sentence. Have the students say *burst*. Then ask:

Q *What vowel sound do you hear in* burst*? (/ûr/)*

Tell the students that in *burst*, the sound /ûr/ is spelled *u-r*.

Have the students write *burst*. When most students are finished, signal for attention.

Write *burst* where everyone can see it and have the students check their writing and erase and correct mistakes.

Have the students erase *burst*.

fur "My cat has soft fur."

Say *fur*. Use *fur* in a sentence. Have the students say *fur*. Then ask:

Q *What vowel sound do you hear in* fur*? (/ûr/)*

Tell the students that in *fur*, the sound /ûr/ is spelled *u-r*.

Have the students write *fur*. When most students are finished, signal for attention.

Write *fur* where everyone can see it and have the students check their writing and erase and correct mistakes.

Spelling Support

Use this question only for words you are confident most of your students will recognize.

Spelling Support

If your students need additional support remembering the different spellings of the /ûr/ sound, encourage them to refer to the "Spelling-Sound Chart."

You may wish to support your students by pointing to the correct spelling on the "Spelling-Sound Chart."

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Have the students erase *fur*.

shark "The shark has very sharp teeth."

Say *shark*. Use *shark* in a sentence. Have the students say *shark*. Then ask:

Q *What vowel sound do you hear in* shark*? (/är/)*

Q *How is the /är/ sound usually spelled?* (a-r)

Q *What sound do you hear at the end of* shark*? (/k/)*

Q *Is there more than one way to spell the /k/ sound? (yes)*

Tell the students that the sound /k/ after a consonant is usually spelled *k*. In *shark*, /k/ is spelled *k*.

Have the students write *shark*. Write *shark* and have the students check their writing and erase and correct mistakes.

Have the students erase *shark*.

horn "Doug plays the horn in the school band."

Say *horn*. Use *horn* in a sentence. Have the students say *horn*. Then ask:

Q *What vowel sound do you hear in* horn*? (/ôr/)*

Q *How is the /ôr/ sound usually spelled?* (o-r)

Have the students write *horn*. Write *horn* where everyone can see it and have the students check their writing and erase and correct mistakes.

Ask the students to make sure their wipe-off boards are clean, and collect the boards, dry-erase markers, and cloths.

3 Reflect on Guided Spelling

Ask and briefly discuss:

Q *What did you do to handle materials responsibly today?*

Q *What do you like about Guided Spelling?*

Tell the students that noticing the different vowel sounds in words will help them spell and read more words. Encourage them to notice words with the spellings of the sounds /ûr/, /är/, and /ôr/ in their reading.

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make several copies of "Week 7, Day 2 Sort" (BLM1) to place in the word work area.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of the check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Blogging 2" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 8 OVERVIEW

Whole-class Instruction

Word Study 205

This week the students review and sort words with the *oi* and *oy* spellings of the vowel sound /oi/ and the *au* and *aw* spellings of the vowel sound /aw/ on Day 1. On Day 2, the students review the concept of open sorting and they re-sort the words from Day 1 in an open pair sort. On Day 3, the students review spellings of the vowel sounds /o͞o/, /oi/, and /aw/ in a game of "Build That Word" and on Day 4 they write words with the vowel sounds /o͞o/ and /ou/ during Guided Spelling. The students continue to discuss working cooperatively in pairs and handling materials responsibly. We suggest that you administer a Word Study Progress Assessment after this week's instruction. (See "Word Study Progress Assessment" in the Assessment Overview of the *Assessment Resource Book*.)

Independent Work Check-in 217

This week we suggest you teach the "Blogging 3" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week, you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 7, Day 2 Sort" (see "Independent Work Connection" on page 198)

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Week 8

RESOURCES

Assessment Resource Book

- Week 8 assessments
- Word Study Progress Assessment 1

Word Study Notebook

- Word Sorts



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA2)
- "Word Study Progress Assessment 1" recording form (WS1)
- "Word Study Progress Assessment 1 Student Card" (SC1)
- "Word Study Progress Assessment 1 Class Record" sheet (CR1)

Reproducibles

- "Week 8, Day 2 Sort" (BLM1)
- "Week 8, Day 3 'Build That Word' Tiles" (BLM2)
- (Optional) "Week 8 'Build That Word'" (BLM3)

Professional Development Media

- "Asking Open-ended Questions and Using Wait-time" (AV7)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, familiarize yourself with the Day 1 Sort Words (see page 205).
- ✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 8, Day 2 Sort" (BLM1). Make enough copies for each pair of students to have one.
- ✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 81 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 8, Day 3 'Build That Word' Tiles" (BLM2). Make half as many copies as you have students, since each makes two sets of letter tiles. Cut each sheet in half.
- ✓ Prior to Day 4, familiarize yourself with the Day 4 Spelling Words (see page 205).
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA2); see page 82 of the *Assessment Resource Book*.
- ✓ (Optional) If you plan to integrate "Build That Word" in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 8 'Build That Word'" (BLM3). See "Independent Work Connections" on page 216.

Independent Work Check-in

- ✓ Familiarize yourself with the "Blogging 3" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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Word Study OVERVIEW

Days 1 and 2 Sort Words		Day 4 Spelling Words	
author	join	chew	*Challenge Words*
choice	joy	cloud	cartoon
claw	launch	crowd	sundown
cowboy	point	grew	
crawl	royal	loud	
enjoy	seesaw	proud	
haul	soil	too	
jigsaw	straw	zoo	

Academic Focus

- Students review the spellings *oi* and *oy*.
- Students read and sort words with the spellings *oi* and *oy*.
- Students review the spellings *au* and *aw*.
- Students read and sort words with the spellings *au* and *aw*.
- Students play "Build That Word."
- Students practice guided spelling.

Social Development Focus

- Students handle materials responsibly.
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

ELL SUPPORT

- **oi, oy**

  The diphthong /oi/ (as in *toy*) does not occur in Vietnamese. In Chinese, such blended vowel sounds are clipped, with smaller tongue and lip movements. Model producing the sound by changing the mouth and lip from rounded to smiling widely and sustaining each sound for emphasis.

  The diphthong /oi/ occurs in Spanish and, like English, is spelled *oi* inside a word and *oy* at the end of a word. Make the connection using the examples *boina* (BOY-nah), "beret," and *hoy* (OY), "today."

(continues)

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ELL SUPPORT *(continued)*

- **au, aw**
  The complex vowel sound /aw/ (as in *saw*) doesn't occur in Spanish, Hmong, or Korean. Model how to produce /aw/ by pressing in the corners of the mouth, dropping the jaw, and shifting the tongue back in the mouth and raising it, with the tip or the tongue toward but not touching the roof of the mouth. Provide time for the students to hear, feel, and experiment with the sound.

Day 1

Word Study

Whole-class Sort (Closed)

Materials

- "Week 8, Day 1 Words" (WA1)
- "Week 8, Day 1 Sort" (WA2)

In this lesson, the students:

- Review the spellings *oi* and *oy*
- Review the spellings *au* and *aw*
- Read and sort words with the sounds /oi/ and /aw/
- Listen respectfully to the thinking of others and share their own

1 Gather and Get Ready to Sort

Gather the class with the students sitting, facing you. Review that last week the students read and sorted words with the sounds /o͞o/ (as in *flute*) and /ou/ (as in *clown*). Explain that in this lesson, the students will talk about two different sounds and then sort words into categories.

2 Review the Spellings *oi* and *oy*

Have the students say the sound /oi/ (as in *toy*). Use the "Spelling-Sound Chart" to review the different spellings of /oi/. Point to the picture of the toy and say the mnemonic *toy*. Tell the students that the toy will help them remember the sound /oi/. Point to the *oi* spelling on the chart and explain that one way to spell /oi/ is *o-i* as in *boil*. Write the word *boil* where everyone can see it and have the students read it aloud.

Tell the students that a second way to spell /oi/ is *o-y* as in *boy*. Write the word *boy* where everyone can see it and have the students read it aloud.

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3 Read the Sort Words (*oi* and *oy*)

Display the "Week 8, Day 1 Words" activity (WA1). Have the students read the displayed words together as a class: *point*, *joy*, *soil*, *enjoy*, *choice*, *join*, *royal*, and *cowboy*.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

joy: happiness

soil: earth

royal: having to do with a king or queen

4 Review the Spellings *aw* and *au*

Have the students say the sound /aw/ (as in *saw*). Use the "Spelling-Sound Chart" to review the different spellings of /aw/. Point to the picture of the saw and say the mnemonic *saw*. Tell the students that the saw will help them remember the sound /aw/. Point to the *au* spelling on the chart and tell the students that one way to spell /aw/ is *a-u* as in *haul*. Write the word *haul* where everyone can see it, and have the students read it aloud.

Tell the students that a second way to spell /aw/ is *a-w* as in *claw*. Write the word *claw* where everyone can see it, and have the students read it aloud.

5 Read the Sort Words (*aw* and *au*)

Direct the students' attention to the "Week 8, Day 1 Words" activity (WA1). Click to reveal the /aw/ words next to the /oi/ words and have the students read the words together as a class.

Suggested Vocabulary

launch: shoot something, such as a rocket, into the air

jigsaw: kind of puzzle

haul: pull or drag something heavy

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

seesaw: long, flat board that is balanced in the middle so that when one end goes up, the other end goes down

crawl: move on hands and knees

claw: sharp, curved nail on an animal's foot

Teacher Note

Consider writing the words *haul* and *hall* on the board and pointing out that these are homophones—words that sound the same but are spelled differently and have different meanings. Discuss the meanings of *haul* and *hall*, and use each word in a sentence.

ELL Note

Support English Language Learners by using objects, actions, gestures, or visuals to demonstrate meaning.

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WA1

point	seesaw
joy	launch
soil	jigsaw
enjoy	crawl
choice	haul
join	claw
royal	author
cowboy	straw

6 Introduce the Sort

Explain that in this lesson, the students will sort the words by listening for the vowel sounds—/oi/ and /aw/—in the words. Display the "Week 8, Day 1 Sort" activity (WA2). Create categories by writing the example words *toy* and *paw* as headings on the chart.

ELL Note

You may wish to explain that a *paw* is the foot of an animal like a dog or cat.

7 Sort by Vowel Sound

Direct the students' attention to the list and have them read *seesaw*. Ask:

Q *What is the vowel sound in the second syllable of* [seesaw]*? Does* [seesaw] *belong with* toy*? Does* [seesaw] *belong with* paw*?*

As the students share, drag and drop the word under the appropriate category heading. Use this procedure to sort the remaining words.

WA2

toy	paw
point	seesaw
joy	launch
soil	crawl
join	haul
choice	jigsaw
enjoy	claw
royal	author
cowboy	straw

Teacher Note

Save the sorted "Week 8, Day 1 Sort" activity (WA2) to use on Day 2.

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8 Wrap Up

Explain that in the next lesson, the students will work with partners to sort the words in another way.

Word Study
Pair Sort (Open)

Day 2

In this lesson, the students:

- Sort words into categories
- Handle materials responsibly
- Work responsibly with a partner
- Listen respectfully to the thinking of others and share their own

1 Gather and Review the Day 1 Sort

Have the students bring their pencils, pick up their independent work toolboxes, and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them. Display the sorted "Week 8, Day 1 Sort" activity (WA2), and review that in the last lesson, the class sorted the words by noticing the vowel sounds—/oi/ and /aw/—in the words. Explain that today, partners will work together to sort the words again.

2 Discuss Ways to Sort

Review that in the last few weeks, the students have sorted lists of words in more than one way. For example, they sorted one list by the sounds /ou/ and /o͞o/, and then partners decided on a way to sort. Review that in Word Study, this type of sorting is called *open sorting*. Ask:

Q *What can you and your partner do to work responsibly on the open sort?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "We can talk about our ideas until we decide what categories to use."
>
> "We can take turns putting the words into categories."

Direct the students' attention to the sorted "Week 8, Day 1 Sort" activity (WA2), and click the reset icon on the CCC toolbar to restore

Materials

- Sorted "Week 8, Day 1 Sort" (WA2) from Day 1
- Copy of "Week 8, Day 2 Sort" (BLM1) for each pair
- Scissors for each pair
- "Word Sort Steps" chart
- *Word Study Notebooks* (in student toolboxes)
- Pencils
- "Class Assessment Record" sheet (CA1)
- Independent work toolboxes

Facilitation Tip

We invite you to focus on two questioning techniques: **asking open-ended questions** and **using wait-time**. Notice that most of the questions we suggest are open-ended, inviting many responses. They often begin with words such as *what*, *how*, and *why*, and cannot be answered with a single word. We encourage you to ask the questions as they are written and to note how the students respond. Because these questions require student thought, we suggest that you allow at least 10 seconds of wait-time before calling on anyone. This gives everyone a chance to think before talking. To see this Facilitation Tip in action, view "Asking Open-ended Questions and Using Wait-time" (AV7).

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the original word order. Have the students read the words together as a class. Explain that today partners may sort the words by sound or in any way they choose. Ask:

Q *What are some words you could group together? Why would you group them together? Turn to your partner.*

After a few moments, signal for the students' attention, and have a few volunteers share their thinking. Ask follow-up questions, such as:

Q *What is alike about [*royal *and* enjoy*]?*

Q *What other words could you group with [*royal *and* enjoy*]? Why does [*author*] go with [*royal *and* enjoy*]?*

Q *What is alike about [*jigsaw, seesaw, *and* cowboy*]?*

Then ask and briefly discuss:

Q *How can you and your partner share the work fairly when you are sorting?*

Tell the students that noticing how the words are spelled and how they sound will help them think of ways to sort.

3 Sort in Pairs

Distribute a copy of "Week 8, Day 2 Sort" (BLM1) and scissors to each pair. Explain that if partners start to sort one way and decide it does not make sense, they may try sorting another way.

Have each pair refer to the steps on the "Word Sort Steps" chart to cut apart and sort the words and then record their sort in their *Word Study Notebooks*. If necessary, review the "Word Sort Steps" chart with the students.

Circulate and observe as the students work, offering support as necessary.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to generate ideas and start sorting?
- Are they able to work together to sort the words?
- Do their categories make sense?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 81 of the *Assessment Resource Book*. If many students are having difficulty, signal for attention and have a few volunteers share how they are sorting. You can use the unsorted "Week 8, Day 1 Sort" activity (WA2) to demonstrate different ways to sort.

Teacher Note

If the students have difficulty generating ideas, prompt their thinking by reviewing the "Ways We Have Sorted" chart and by sharing some of your own ideas.

Teacher Note

During open sorting, the students may use different characteristics to define groups of words, creating "apples-and-oranges" categories. For example, they might label one group "Words with the sound in *boy*" and another "Words with two syllables." This is fine. What is important is that the categories make sense and that the students can explain their thinking.

Teacher Note

If your students need more support, you might use the "Week 8, Day 1 Sort" activity (WA2) to sort a few words as a class. The students may categorize by rhyme, number of syllables, or vowel spelling, or they may find other ways to sort.

Teacher Note

Have pairs who finish early find another way to sort the words. They need not record the second sort.

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4 Reflect on Partner Work

Have the students reflect on how they worked today. Ask and briefly discuss:

Q *What went well when you were sorting with your partner?*

Q *What do you still want to work on?*

Tell the students they will have more opportunities to choose how to sort in the coming weeks.

Word Study
"Build That Word"

Day 3

In this lesson, the students:

- Play "Build That Word"
- Handle materials responsibly

Materials

- Copy of "Week 8, Day 3 'Build That Word' Tiles" (BLM2), halved, for each student
- (Optional) "Week 8, Day 3 'Build That Word'" (WA3)

1 Review "Build That Word"

Have the students sit at tables with partners together. Review that yesterday they read and sorted words with different spellings of /oi/ and /aw/. Explain that today the students will play "Build That Word."

Review that to play "Build That Word," the students use letters to build words. Explain that each student will get a copy of the "Build That Word" letters and cut the letter tiles apart. Ask and briefly discuss:

Q *What will you do to handle the materials responsibly?*

2 Play "Build That Word"

Distribute "Week 8, Day 3 'Build That Word' Tiles" (BLM2) to each student. Have the students cut the letter tiles apart.

Have each student clear a space for building a word and make sure that all the letters are visible. Ask the students to put the *o-i* spelling of /oi/ in the middle. Say *boil* and use it in a sentence. Have the students say and build *boil*. After a few moments, ask:

Q *What word did you build?* (boil)

Write *boil* where everyone can see it. Have the students check and correct their work.

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Teacher Note

If the students are having difficulty with the procedure, signal for attention and review how to build words with the letter tiles using the "Week 8, Day 3 'Build That Word' " activity (WA3).

Repeat this procedure with the words *coin*, *oil*, and *coil*.

Have each student clear a space and make sure all the letters are visible. Ask the students to put the *o-o* spelling of /o͞o/ in the middle. Say *pool* and use it in a sentence. Have the students say and build *pool*. After a few moments, ask:

Q *What word did you build?* (pool)

Write *pool* where everyone can see it. Have the students check and correct their work. Use the same procedure to have the students build *too*, *cool*, *tools*, and *fool*.

Have each student clear a space and make sure all the letters are visible. Ask the students to put the *a-w* spelling of /aw/ in the middle. Say *law* and use it in a sentence. Have the students say and build *law*. After a few moments, ask:

Q *What word did you build?* (law)

Write *law* where everyone can see it. Have the students check and correct their work.

Use the same procedure to have the students build *paw*, *claw*, *raw*, *draw*, *straw*, and *lawn*.

Repeat this procedure, having the students use the *o-u* spelling of /ow/ to build *loud* and *clouds*, and the *e-w* spelling of /o͞o/ to build *few*, *flew*, *new*, *drew*, and *blew*.

Teacher Note

If time allows, have the students use the letter tiles to build words they think of.

Suggested Vocabulary

oil: thick liquid
coil: wind into circles

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

law: rule made by a government
raw: not cooked
fool: make someone believe something that is not true

3 Reflect on "Build That Word"

After playing "Build That Word," ask:

Q *What did you like about playing "Build That Word" today? Turn to your partner.*

After a few moments, signal for the students' attention, and have a few volunteers share their thinking. Explain that in the coming weeks, the students will play "Build That Word" with different letters.

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Word Study
Guided Spelling

Day 4

In this lesson, the students:

- Spell words with the sounds /o͞o/ and /ou/
- Handle materials responsibly

1 Get Ready for Guided Spelling

Have the students stay in their seats today. Review that last week, the students learned the procedure for guided spelling and spelled words with /ûr/ (as in *bird*), /är/ (as in *car*), and /ôr/ (as in *fork*). Explain that today they will spell words with /o͞o/ (as in *flute*) and /ou/ (as in *clown*) from last week's word sort.

2 Review the Spellings *oo*, *ew*, *ou*, and *ow*

Direct the students' attention to the "Spelling-Sound Chart," and review the spellings of /o͞o/. Point to the *oo* spelling on the chart and tell the students that one way to spell /o͞o/ is *o-o* as in *cool*. Write the word *cool* where everyone can see it and have the students read it aloud.

Tell the students that a second way to spell /o͞o/ is *e-w* as in *drew*. Write the word *drew* where everyone can see it and have the students read it aloud.

Use the same procedure to review the spellings of /ou/—*ou* as in *out* and *ow* as in *growl*.

3 Guide the Students' Spelling

Review that in Guided Spelling, you will help the students use what they know about words to help them spell some of the words from last week's sort. Explain that practicing spelling with words from the sort will help the students spell words when they are writing on their own.

Distribute the wipe-off boards, markers, and cloths or tissues. Review that in Guided Spelling, you will say a word, use it in a sentence, and ask questions to help the students think about how to spell the word.

proud "My sister is very proud of the picture she drew."

Say *proud*. Use *proud* in a sentence. Have the students say *proud*. Then ask:

Q *What vowel sound do you hear in* proud*? (/ou/)*

Q *Is there more than one way to spell the sound /ou/? (yes:* o-u, o-w*)*

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student
- "Class Assessment Record" sheet (CA2)

Spelling Support

If necessary, support the students by pointing to the picture of the clown on the "Spelling-Sound Chart."

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]

Explain that in the word *proud* the sound /ou/ is spelled *o-u*.

Have the students write *proud*. When most students are finished, signal for attention.

Write *proud* where everyone can see it, and have the students check their writing and erase and correct mistakes.

zoo "We saw many wild animals at the zoo."

Say *zoo*. Use *zoo* in a sentence. Have the students say *zoo*. Then ask:

Q *What vowel sound do you hear in* zoo*? (/o͞o/)*

Q *Is there more than one way to spell /o͞o/? (yes:* o-o *and* e-w*)*

Tell the students to think carefully about which spelling of /o͞o/ to use.

Have the students write *zoo*. When most students are finished, signal for attention and ask:

Q *Does* zoo *look right to you the way you spelled it? If not, do you want to change how you spelled /o͞o/?*

Write *zoo* where everyone can see it, and have the students check their writing and erase and correct mistakes.

Repeat the procedure for the words *grew*, *loud*, *crowd*, *cloud*, *chew*, and *too*.

grew "The seeds in our garden grew into tall plants."

loud "The band's music is very loud."

crowd "A crowd gathered to see the parade."

cloud "A cloud drifted in front of the sun."

chew "Students are not allowed to chew gum in class."

too "I like dogs and I like cats, too."

You may wish to challenge the students with the words *sundown* and *cartoon*.

sundown "At sundown, the sun disappears below the horizon."

Say *sundown*. Use *sundown* in a sentence. Have the students say and clap on the syllables in *sundown*. Point out that *sundown* is a compound word made up of two smaller words. Ask:

Q *What is the first small word in* sundown*? (*sun*)*

Have the students write *sun*. Then write *sun* where everyone can see it, and have the students check their writing and erase and correct mistakes. Have the students say *sundown*; then ask:

Q *What is the second small word in* sundown*? (*down*)*

Q *What is the vowel sound in* down*? (/ou/)*

Q *Is there more than one way to spell /ou/? (yes)*

Spelling Support

Use this question only for words that you are confident most students will recognize.

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Have the students write *down* next to *sun*. Ask:

Q *Does* sundown *look right to you the way you spelled it? If not, do you want to change how you spelled* down*?*

Write *down* to finish *sundown*, and have the students check their writing and erase and correct mistakes.

cartoon "Karl drew a funny cartoon character."

Say *cartoon*. Use *cartoon* in a sentence. Have the students say and clap on the syllables in *cartoon*. Point out that there are two syllables in the word: *car* and *toon*. Ask:

Q *What is the first syllable in* cartoon*? (*car*)*

Q *What is the vowel sound in* car*? (/är/)*

Q *How is the sound /är/ usually spelled? (*a-r*)*

Have the students write *car*. Write *car* where everyone can see it and have the students check their writing and erase and correct mistakes. Have the students say *cartoon*; then ask:

Q *What is the second syllable in* cartoon*? (*toon*)*

Q *What is the vowel sound in* toon*? (/o͞o/)*

Q *Is there more than one way to spell /o͞o/? (yes)*

Explain that the sound /o͞o/ in the middle of a word is often spelled *o-o*. Ask the students to think carefully about which spelling of /o͞o/ to use.

Have the students write *toon* to finish *cartoon*. When most students are finished, signal for attention. Ask and briefly discuss:

Q *Does* cartoon *look right to you the way you spelled it? If not, do you want to change how you spelled /o͞o/?*

Write *toon* to finish *cartoon*, and have the students check their writing and erase and correct mistakes.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to recognize the syllables in words?
- Do they recognize when there are multiple spellings for a sound?
- Do they notice when a familiar word is spelled incorrectly?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 82 of the *Assessment Resource Book*.

Support students who struggle to recognize when there are multiple spellings for a sound by beginning each Guided Spelling session by using the "Spelling-Sound Chart" to review the vowel spellings that appear in the day's spelling list.

Teacher Note

Depending on your students, you might tell them which spelling to use for the sound /o͞o/, or you might point to the correct spelling on the "Spelling-Sound Chart."

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4 Reflect on Working Responsibly

Have the students reflect on how they worked today. Ask and briefly discuss:

Q *What did you do to handle your materials in a responsible way?*

Have a few volunteers share their thinking with the class.

Tell the students they will have more opportunities to practice spelling in the coming weeks.



WORD STUDY ASSESSMENT NOTE

Administer Word Study Progress Assessment 1 after this lesson, using the "Word Study Progress Assessment 1" recording form (WS1) and "Word Study Progress Assessment 1 Student Card" (SC1); see pages 106–108 of the *Assessment Resource Book*.

Support any students who struggle to read the words by repeating instruction for concepts that are challenging for them, individually or in a small group, during another time of the day. Keep in mind that the best assessment of students' reading is to notice how they use what they have learned when reading connected text.

Teacher Note

You may wish to use the "Word Study Progress Assessment 1 Class Record" sheet (CR1) to record the assessment results for the whole class. See page 109 of the *Assessment Resource Book*.

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Make several copies of "Week 8, Day 2 Sort" (BLM1) to place in the word work area.
- Make several copies of "Week 8 'Build That Word' " (BLM3). Make sets of game materials in resealable bags labeled "Build That Word." Place these in the independent word work area.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of the check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Blogging 3" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 9 OVERVIEW

Whole-class Instruction

Word Study 222

This week the students review the inflectional ending *-ing*. They discuss base words, learn strategies for reading and spelling words ending in *-ing*, and apply what they have learned in both a whole-class and a pair sort. On Day 4, the students spell words with the sounds /oi/ and /aw/ during Guided Spelling. Throughout the week, the students discuss taking responsibility for their learning.

Independent Work Check-in 236

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week, you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 8, Day 2 Sort" (see "Independent Work Connections" on page 216)
- "Week 8 'Build That Word'" (see "Independent Work Connections" on page 216)

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Week 9

RESOURCES

Assessment Resource Book

- Week 9 assessments
- Social skills assessment

Word Study Notebook

- Word Sorts

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Social Skills Assessment Record" sheet (SS1)

Reproducible

- "Week 9, Day 3 Sort" (BLM1)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, familiarize yourself with the Day 1 Sort Words (see page 222).
- ✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words (see page 222).
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 9, Day 3 Sort" (BLM1). Make enough copies for each pair of students to have one.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 83 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, familiarize yourself with the Day 4 Spelling Words (see page 222).

Independent Work Check-in

- ✓ Familiarize yourself with the "Introduce New Materials" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Sort Words		Day 3 Sort Words		Day 4 Spelling Words	
backing	liking	drinking	reading	crawl	*Challenge Word*
baking	patting	eating	running	haul	cowboy
gulping	racing	gulping	sipping	join	
hoping	reading	hopping	skipping	joy	
hopping	sipping	jumping	slurping	launch	
jumping	skipping	leaping	snacking	point	
leaping	snacking	munching	thinking	soil	
licking	thinking	racing	writing	straw	

Academic Focus

- Students review the inflectional ending *-ing*.
- Students discuss base words.
- Students read and sort words with the ending *-ing*.
- Students practice guided spelling.

Social Development Focus

- Students handle materials responsibly.
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

ELL SUPPORT

- **-ing**

  In Spanish, the sound /ng/ only occurs at syllable junctures. Students may, therefore, substitute the sounds /ēn/ for /ĭng/. When you introduce the ending *-ing*, help them notice the similarity between the English ending and the sounds they hear in the middle of the words *bilingüe* (bee-LIHN-gway), "bilingual," and *tengo* (TEHN-goh), "I have."

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Word Study
Whole-class Sort (Closed)

Day 1

In this lesson, the students:

- Review the inflectional ending *-ing*
- Read words with the ending *-ing*
- Discuss base words
- Learn a strategy for reading words with the ending *-ing*
- Take responsibility for their learning and behavior

Materials

- "Week 9, Day 1 Sort" (WA1)

1 Gather and Discuss Taking Responsibility for Learning

Gather the class with partners sitting together, facing you. Review that when they are reading a list of words together, they read the words together as a class. Ask:

Q *Why is it important to wait to read the word until I signal? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "When we wait, everyone can read the word together."
>
> "That way everyone gets a chance to read the words."

Teacher Note

The polysyllabic words used to review inflectional endings will be in many students' listening and reading vocabularies. The purpose of the review is to help the students read and spell inflected words quickly and automatically and to apply their knowledge of inflectional endings to unfamiliar words.

2 Review the Ending *-ing*

Ask the students to listen carefully as you slowly say the following words: *smiling, skipping, joking, raining, jumping, keeping*. Then ask:

Q *What sounds the same in all the words you just heard? Turn to your partner.*

Without sharing as a class, point out that all the words end with the sound /ĭng/ and that /ĭng/ is spelled *i-n-g*. Write the spelling *ing* where everyone can see it. Have the students read it. Explain that today the students will practice reading words that end with the letters *i-n-g*.

3 Discuss Base Words

Say *smiling*. Ask:

Q *What is the shorter word that* smiling *comes from? Turn to your partner.*

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After a few moments, signal for the students' attention and have a volunteer share. Explain that *smile*—the shorter word that *smiling* comes from—is called the *base word*. Adding *i-n-g* to *smile* makes *smiling*.

Say *raining* and ask:

Q *What is the base word in* raining*? (*rain*)*

Write *raining* where everyone can see it. Have the students read *raining*. Underline *rain* and explain that *rain* is the base word. Circle *ing* and explain that *i-n-g* is an ending that is added to a base word. Tell the students that they will talk more about base words in coming weeks.

Teacher Note

If the students need additional practice, have them orally identify the base words in several more words with the ending *-ing*, such as *picking*, *kneeling*, and *heating*. Do not use words that end with final *e* or words that require doubling the consonant. After the students identify the base word, write the word where everyone can see it. Then underline the base word, and circle *ing*.

ELL Note

Support English Language Learners by using objects, actions, gestures, or visuals to demonstrate meanings.

4 Read the Sort Words

Display the "Week 9, Day 1 Sort" activity (WA1) and have the students read the words together as a class.

reading	backing	skipping	patting
leaping	jumping	liking	sipping
racing	baking	hoping	gulping
thinking	hopping	licking	snacking

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

sipping: drinking slowly a little at a time

gulping: eating or drinking in large mouthfuls

5 Introduce the Sort

Tell the students that they will sort the words into two categories. One category will be words that have one consonant before *i-n-g* and the other will be words that have two consonants before *i-n-g*. Write the category headings *smiling* and *hopping* on the "Week 9, Day 1 Sort" activity (WA1). Underline *ing*, and draw a box around the single or doubled consonant that precedes the ending in each of the words.

Teacher Note

You may wish to reinforce the number of consonants by writing the number *1* or *2* above the boxed letters.

6 Sort the Words

Point to *reading* and ask:

Q *How many consonants do you see before* i-n-g*? Does* reading *belong with* smiling*? Does* reading *belong with* hopping*?*

As the students share, drag and drop the word under the appropriate category heading. Use this procedure to sort the remaining words.

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WA1

smiling	*hopping*
reading	thinking
leaping	backing
racing	jumping
baking	skipping
liking	licking
hoping	patting
	sipping
	gulping
	snacking

7 Read and Discuss the Words

Direct the students' attention to the words in the *smiling* category on the "Week 9, Day 1 Sort" activity (WA1) and remind them that all of these words have one consonant before the vowel. Cover the *ing* in the first word. Have the students read the base word. Ask:

Q *What do you notice about the vowel sound in this base word? Turn to your partner.*

After a few moments, signal for the students' attention, and have a volunteer share. Have the students read the remaining words in the column together as a class (without covering the ending).

Ask and briefly discuss:

Q *What do you notice about the vowel sounds in the base words in this category?*

If necessary, explain that all of the words in the first column have long vowel sounds in the base words.

Repeat the above procedure to identify the short vowel sounds in the words in the *hopping* category. Refer to the category headings and review that the words in the column with one consonant have long vowel sounds in the base words and the words in the column with two consonants have short vowel sounds in the base words. Explain that looking to see how many consonants there are before *i-n-g* can help the students read words.

8 Practice Reading Words with the Ending *-ing*

Explain that you will write more words that have the ending *-ing* and that the students will practice using what they know about consonants to read the words. Tell the students to wait for your signal to read each word.

Teacher Note

You may wish to write these guidelines on a sheet of chart paper and post it for the students' reference: *One consonant before* ing *shows that the first vowel is long. Two consonants before* ing *show that the first vowel is short.* Include an example of each type on the chart.

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Write *biting* where everyone can see it. Without reading it aloud, ask:

Q *How many consonants do you see before* i-n-g*? (one)*

Q *Is the vowel sound long or short? (long)*

Q *What is the vowel sound? (long* i*)*

Q *What is the word?* (biting)

Repeat this procedure with the words *making*, *shining*, and *biking*.

Write *taping* where everyone can see it. Without reading it aloud, ask:



Q *Is this word* taping *or* tapping*? Why do you think that? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Draw the students' attention to the single letter *p*. Explain that the one *p* lets readers know that the vowel sound before the ending *-ing* is long *a* and that the word is *taping*, not *tapping*.

Teacher Note

Keeping the pace brisk when the students are reading a series of words to practice a word-reading strategy helps the students stay engaged and internalize the strategy.

9 Reflect on Taking Responsibility

Have the students reflect on taking responsibility for their learning today. Ask and briefly discuss:

Q *How did you do with staying together when you were reading words today?*

Tell the students that they will talk more about base words and endings in the next lesson.



SOCIAL SKILLS ASSESSMENT NOTE

Over the course of this week, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1). Access and print a record sheet from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 118 –119 of the *Assessment Resource Book*. Note that you will use the same record sheet to document each student's progress when you reassess social skill development in Weeks 19 and 29. For more information, see "Social Skills Assessment" in the Assessment Overview of the *Assessment Resource Book*.

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Word Study
Inflectional Ending Review

Day 2

In this lesson, the students:

- Review the inflectional ending *-ing*
- Read words with the ending *-ing*
- Discuss base words
- Learn strategies for spelling words with the ending *-ing*
- Listen respectfully to the thinking of others and share their own

1 Gather and Review the Ending *-ing*

Gather the class with partners sitting together, facing you. Review that when there is one consonant before the ending, the vowel in the base word has the long sound; when there are two consonants before the ending, the vowel in the base word has the short sound. Explain that today the students will talk more about spelling words with the ending *-ing*.

2 Discuss Adding the Ending *-ing* to Words with Final *e*

Say *raining*; then ask:

Q *What is the base word in* raining*?* (rain)

Write *rain* where everyone can see it. Have the students read it. Point out that *rain* has the *a-i* spelling of the long *a* sound. Tell the students that to spell *raining*, you need to add *i-n-g*. Add *ing* to *rain*. Have the students read *raining*.

Repeat this procedure for *eating* and *keeping*.

Explain that if the students are writing a word with the ending *-ing* and are not sure how to spell the word, thinking about the base word can help them. They can write the base word first and then add *i-n-g*.

Ask:

Q *What is the base word in* smiling*?* (smile)

Write the word *smile* where everyone can see it. Have the students read the word. Point out that *smile* has the final *e* spelling of the long *i* sound. Tell the students that to spell *smiling*, they must drop the final *e* and then add *i-n-g*. Cross out the *e* and add *ing*. Write *smile* again directly below the previous word. Erase the *e* and add *ing* to *smil*. Have the students read *smiling*.

Teacher Note

This lesson may take more than one class period. You may wish to discuss adding the ending *-ing* to final *e* words on one day and doubling consonants for short vowel words on another.

Teacher Note

If you made a chart with the guidelines and examples in the previous lesson, refer to it today. You may wish to highlight the vowels as you review.

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Write the word *bake* where everyone can see it. Have the students read the word. Point out that *bake* has the final *e* spelling of the long *a* sound. Ask:

Q *What do we do to add* i-n-g *to* bake*?*

Repeat the process you used with *smile* to review that when adding the ending *-ing* to a base word that ends with final *e*, you must first drop the final *e* and then add *i-n-g*.

Teacher Note

If necessary, repeat the process with additional words with the final *e* spelling, such as *diving* and *riding*.

3 Discuss Adding the Ending *-ing* to Words with a Short Vowel Sound

Remind the students that when they sorted in the previous lesson they noticed that words with two consonants before the ending *-ing* have the short vowel sound in the base word. Tell the students they can use this understanding to help them spell words with a short vowel sound. Explain that if the students are writing a word ending with *-ing* and are not sure how to spell the word, thinking about the base word can help them. Ask:

Q *What is the base word in* stopping*? (*stop*)*

Write the word *stop* where everyone can see it. Have the students read the word. Point out that the base word *stop* has the short vowel sound. Ask:



Q *If we want to add* i-n-g *to the short vowel base word* stop*, how many consonants will we have before the ending? Why do you think that? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking. If necessary, explain that two consonants are needed before the ending if the base word has a short vowel sound. Tell the students that to make two consonants, the last consonant is doubled. Add *ping* to *stop* and have the students read the word.

Write the words *hoping* and *hopping* side by side where everyone can see them. Ask:



Q *Which word is* hopping*? Which word is* hoping*? How do you know? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share. Use the same procedure to have the students discuss the words *licking* and *liking*.

Teacher Note

You may wish to teach this section, doubling the consonant in words with a short vowel sound, on another day.

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4 Practice Adding the Ending *-ing*

Write *clap* where everyone can see it and explain that you would like to add the ending *-ing* to *clap*. Ask and briefly discuss:

Q *What is the vowel sound in the base word* clap*? (/ă/)*

Q *Is the vowel sound long or short? (short)*

Q *How many consonants do we need before adding* i-n-g*? (two)*

Add *ping* to *clap*. Have the students read the word.

Use the same procedure to guide the students through adding the ending *-ing* to the following words:

sit	write	hum
spin	run	hide

5 Reflect

Ask and briefly discuss:

Q *What do you know about adding* i-n-g *to base words?*

Tell the students that they will talk more about adding *i-n-g* to base words in the next lesson.

Word Study
Pair Sort (Open)

Day 3

In this lesson, the students:

- Review the inflectional ending *-ing*
- Read words with the ending *-ing*
- Sort words with the ending *-ing*
- Listen respectfully to the thinking of others and share their own

Materials

- "Week 9, Day 3 Sort" (WA2)
- Copy of "Week 9, Day 3 Sort" (BLM1) for each pair
- Scissors for each pair
- "Word Sort Steps" chart
- *Word Study Notebooks* (in student toolboxes)
- Pencils
- "Class Assessment Record" sheet (CA1)

1 Gather and Review the Ending *-ing*

Have the students bring their pencils, pick up their independent work toolboxes, and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them. Review that in the last lesson the students talked about spelling words with the ending *-ing*. Ask and briefly discuss:

Q *What do you remember about adding* i-n-g *to base words?*

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Review that when the vowel in the base word has a long sound, there is one consonant before the ending, and when the vowel in the base word has a short sound, there are two consonants before the ending.

2 Get Ready to Sort

Display the "Week 9, Day 3 Sort" activity (WA2) and have the students read the words together as a class.

writing	thinking	skipping	munching
reading	running	leaping	sipping
slurping	jumping	eating	gulping
racing	hopping	drinking	snacking

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

slurping: eating something like soup in a noisy way

munching: eating in a noisy way

gulping: eating or drinking in large mouthfuls

Tell the students that they will work in pairs to sort these words today and that they can sort the words any way they choose. Remind the students that in Word Study, when the students choose their own categories it is called *open sorting*. Tell the students that noticing how the words are spelled and how they sound will help them think of ways to sort.

Ask:

Q *What are some words you could group together? Why would you group those together? Turn to your partner.*

After a few moments, signal for the students' attention, and have a few volunteers share their thinking. Ask follow-up questions, such as:

Q *What is alike about [*eating, sipping, *and* slurping*]?*

Q *What other words could you group with [*leaping *and* eating*]? Why does [*reading*] go with [*leaping *and* eating*]?*

Q *What did you notice about [*running *and* hopping*] that made you think of grouping them together?*

Then ask and briefly discuss:

Q *What can you do if you and your partner disagree about how to sort the words?*

Teacher Note

If the students have difficulty generating ideas, prompt their thinking by reviewing the "Ways We Have Sorted" chart and by sharing some of your own ideas.

Facilitation Tip

Notice the open-ended questions that you are asking during this discussion. To study the effect of open-ended questions on students' thinking, experiment by asking a closed question first (Does *reading* go with *leaping* and *eating*? and noting the response. Then restate the question as an open-ended question and note the response. Remember to use 10 seconds of wait-time after asking the question before calling on anyone to respond.

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3 Sort in Pairs

Distribute a copy of "Week 9, Day 3 Sort" (BLM1) and scissors to each pair. Explain that if partners start to sort one way and decide it does not make sense, they may try sorting another way.

Have each pair refer to the steps on the "Word Sort Steps" chart to cut apart and sort the words and then record their sort in their *Word Study Notebooks*. If necessary, review the "Word Sort Steps" chart with the students. Circulate and observe as the students work, offering support as necessary.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to generate ideas and start sorting?
- Do their categories make sense?
- Are they able to work together to sort the words?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 83 of the *Assessment Resource Book*. If many students are having difficulty, signal for the students' attention and have a few volunteers share how they are sorting. Then sort a few words on the "Week 9, Day 3 Sort" activity (WA2) to demonstrate different ways to sort.

4 Reflect on Open Sorting

Have the students reflect on sorting today. Ask:

Q *Was it easy or hard for you and your partner to decide how to sort? What made it that way?*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Tell the students that they will have more opportunities in the coming weeks to decide how to sort.

Teacher Note

If your students need more support, you might use the "Week 9, Day 3 Sort" activity (WA2) to sort a few words as a class. The students may categorize by vowel sound, by number of consonants before *-ing*, or by meaning, or they may find other ways to sort.

Teacher Note

Have pairs who finish early find another way to sort the words. They do not need to record the second sort.

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Day 4 Word Study
Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student

In this lesson, the students:

- Spell words with the sounds /oi/ and /aw/
- Handle materials responsibly

1 Get Ready for Guided Spelling

Have the students stay at their seats today. Review that last week, the students spelled words with the /o͞o/ and /ou/ sounds. Explain that today they will spell words with /oi/ and /aw/ from last week's word sort. Ask and briefly discuss:

Q *What will be important to remember when you are using the wipe-off board and dry-erase marker?*

Tell the students that you will check in with them later to see how they did with using the materials responsibly.

2 Review the Spellings of the Sounds /oi/ and /aw/

Direct the students' attention to the "Spelling-Sound Chart." Point to the picture of the toy, and review that there are two ways to spell the /oi/ sound. Review that one way to spell /oi/ is *o-i* as in *oil*. Write the word *oil* where everyone can see it and have the students read it aloud.

Review that a second way to spell /oi/ is *o-y* as in *boy*. Write the word *boy* where everyone can see it and have the students read it aloud.

Use the same procedure to review the spellings of /aw/: *a-u* as in *launch* and *a-w* as in *saw*.

3 Guide the Students' Spelling

Review that in Guided Spelling, you will help the students use what they know about words to help them spell words. Remind the students that spelling words from the sort will help them spell words when they are writing on their own.

Distribute the wipe-off boards, markers, and cloths or tissues. Review that in Guided Spelling, you will say a word, use it in a sentence, and ask questions to help the students think about how to spell the word.

soil "The flowers grew very well in that soil."

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Say *soil*. Use *soil* in a sentence. Have the students say *soil*. Then ask:

Q *What vowel sound do you hear in* soil? *(/oi/)*

Q *What are two ways to spell the sound /oi/? (*o-i, o-y*)*

Explain that when the sound /oi/ comes in the middle of a word, it is usually spelled *o-i*.

Have the students write *soil*. When most students are finished, call for attention. Write *soil* where everyone can see it, and have the students check their writing and erase and correct mistakes.

joy "The baby laughed with joy."

Say *joy*. Use *joy* in a sentence. Have the students say *joy*. Then ask:

Q *What vowel sound do you hear in* joy? *(/oi/)*

Q *What are two ways to spell the /oi/ sound? (*o-i, o-y*)*

Explain that when the sound /oi/ comes at the end of a word, it is usually spelled *o-y*.

Tell the students to think carefully about which spelling of /oi/ to use.

Have the students write *joy*. When most students are finished, call for attention and ask:

Q *Does* joy *look right to you the way you spelled it? If not, do you want to change how you spelled /oi/?*

Write *joy* where everyone can see it and have the students check their writing and erase and correct mistakes.

straw "I like to sip my drink through a straw."

Say *straw*. Use *straw* in a sentence. Have the students say *straw*. Then ask:

Q *What vowel sound do you hear in* straw? *(/aw/)*

Q *What are two ways to spell the sound /aw/? (*a-u, a-w*)*

Explain that when the sound /aw/ comes at the end of a word, it is usually spelled *a-w*.

Have the students write *straw*.

Write *straw* where everyone can see it, and have the students check their writing and erase and correct mistakes.

launch "We are going to launch our toy rocket after school."

Say *launch*. Use *launch* in a sentence. Have the students say *launch*. Then ask:

Q *What vowel sound do you hear in* launch? *(/aw/)*

Q *What are two ways to spell the sound /aw/? (*a-u, a-w*)*

Spelling Support

If necessary, support the students by pointing to the correct spelling on the "Spelling-Sound Chart."

Spelling Support

Use this question only for words that you are confident most students will recognize.

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Explain that when the sound /aw/ comes at the beginning or in the middle of a word, it is usually spelled *a-u*. Also tell the students that in the word *launch*, the sound /ch/ is spelled *c-h*.

Have the students write *launch*. When most students are finished, call for their attention. Write *launch* where everyone can see it, and have the students check their writing and erase and correct mistakes.

Repeat the procedure for the words *point*, *join*, *crawl*, and *haul*.

point	"You read words when I point to them."
join	"I would like to join a softball team."
crawl	"Before a baby walks, she must crawl."
haul	"I haul my books to and from school every day."

You may wish to challenge the students with the word *cowboy*.

cowboy	"My brother worked as a cowboy on a ranch."

Say *cowboy*. Use *cowboy* in a sentence. Have the students say *cowboy*.

Have the students say and clap on the syllables in *cowboy*. Point out that *cowboy* is made up of two smaller words, *cow* and *boy*. Explain that *cowboy* is a compound word. Then ask:

Q *What is the first small word in* cowboy*? (*cow*)*

Q *What is the vowel sound in* cow*? (/ou/)*

Q *What are two ways to spell /ou/?* (o-u, o-w*)*

Have the students write *cow*. Then write *cow* where everyone can see it, and have the students check their writing and erase and correct mistakes. Have the students say *cowboy*; then ask:

Q *What is the second small word in* cowboy*? (*boy*)*

Q *What vowel sound do you hear in* boy*? (/oi/)*

Q *What are two ways to spell /oi/?* (o-i, o-y*)*

Have the students write *boy* to finish the word *cowboy*. When most students are finished, call for attention and ask:

Q *Does* cowboy *look right to you the way you spelled it?*

Write *boy* to finish *cowboy*, and have the students check their writing and erase and correct mistakes.

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4 Reflect on Handling Materials Responsibly

Have the students reflect on how they worked today. Ask and briefly discuss:

Q *How did you do with handling your wipe-off boards and markers today?*

Tell the students that they will have more opportunities to practice spelling in the coming weeks.

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make several copies of "Week 9, Day 3 Sort" (BLM1) to place in the word work area.

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of the check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 10 OVERVIEW

Whole-class Instruction

Word Study 241

This week the students review the inflectional ending *-ed*. On Day 1, they review base words, discuss the different sounds of the ending *-ed*, and learn a strategy for reading words with that ending. On Day 2, the students sort a word list by the sounds of the *-ed* ending. On Day 3, they re-sort the list in an open pair sort. They spell words ending in *-ing* during Guided Spelling on Day 4.

Independent Work Check-in 254

This week we suggest you teach the "Work Habits" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 9, Day 3 Sort" (see "Independent Work Connection" on page 235)

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Week 10

RESOURCES

Extension

- "Discuss a Spelling Strategy (Short-vowel Base Words)"

Assessment Resource Book

- Week 10 assessment

Word Study Notebook

- Word Sorts

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "Week 10, Day 3 Sort" (BLM1)
- (Optional) "Week 10 High-frequency Words" (BLM2)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the next several weeks.
- ✓ Prior to Day 1, familiarize yourself with the Day 1 Sort Words (see page 241).
- ✓ Prior to Day 2, familiarize yourself with the Day 2 Sort Words (see page 241).
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 10, Day 3 Sort" (BLM1). Make enough copies for each pair of students to have one.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 84 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, familiarize yourself with the Day 4 Spelling Words (see page 241).
- ✓ (Optional) If you plan to integrate the new high-frequency words in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 10 High-frequency Words" (BLM2). See "Independent Work Connections" on page 253.

Independent Work Check-in

- ✓ Familiarize yourself with the "Work Habits" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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Word Study OVERVIEW

Day 1 Sort Words		Days 2 and 3 Sort Words		Day 4 Spelling Words	
baked	saved	baked	saved	eating	liking
buzzed	smiled	buzzed	smelled	helping	running
dressed	stopped	chatted	smiled	hopping	shining
hugged	traded	dressed	spilled	keeping	skipping
landed	tripped	dropped	stopped		
licked	yelled	landed	traded		
painted		painted	tripped		
		reached	yelled		

Academic Focus

- Students review the inflectional ending *-ed*.
- Students read and sort words with *-ed*.
- Students practice guided spelling.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

ELL SUPPORT

- **-ed**

For English Language Learners, it can be perplexing to figure out how to pronounce the past-tense ending *-ed*. You can help your students discover predictable patterns by having them sort words by the sounds of *-ed*. Say each of the following words with the students and ask them to identify the ending sound of each:

waded (/əd/)
smiled (/d/)
hiked (/t/)

Write additional *-ed* words where the students can see them. Have the students say each word and repeat the sound of *-ed*.

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Day 1

Word Study

Inflectional Ending Review

Materials

- "Week 10, Day 1 Words" (WA1)

In this lesson, the students:

- Begin working with new partners
- Review the inflectional ending *-ed*
- Read words with *-ed*
- Learn a strategy for reading words ending in *-ed*
- Listen respectfully to the thinking of others and share their own

Teacher Note

The polysyllabic words used to review inflectional endings will be in many students' listening and reading vocabularies. The purpose of the review is to help the students read and spell inflected words quickly and automatically and to apply their knowledge of inflectional endings to unfamiliar words.

Teacher Note

The students may work in partnerships already established, or you may assign new partners for the Word Study lessons. The partners you assign today will work together for the next five weeks of Word Study.

1 Gather and Review Base Words

Randomly assign partners and gather the class with partners sitting together, facing you. Ask:

Q *When you are talking with your partner, how can you make sure that you and your partner have a chance to share your ideas?*

Have a few volunteers share. Review that last week the students talked about adding *i-n-g* to a base word. Ask:

Q *What is the base word in* patting*? How is it spelled?*

Have a few volunteers share. Ask:

Q *What do you remember about adding* i-n-g *to base words? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

2 Review the Ending *-ed*

Ask the students to listen carefully as you slowly say the following words: *stopped*, *tripped*, *dressed*, *baked*. Then ask:

Q *What sound do you hear at the end of each of these words?*

If necessary, point out that each word ends with the sound /t/.

Display the "Week 10, Day 1 Words" activity (WA1). Have the students read the displayed words aloud with you: *stopped*, *tripped*, *dressed*, and *baked*.

Ask the students to listen carefully as you say the following words: *saved*, *smiled*, *buzzed*, *yelled*. Ask:

Q *What sound do you hear at the end of each of these words? Turn to your partner.*

Teacher Note

Identifying whether the final sound in a word with the ending *-ed* is /t/ or /d/ is challenging. You may have to help the students identify the sounds in these words.

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After a few moments, signal for attention and have a few volunteers share. If necessary, point out that each word ends with the sound /d/.

Click to reveal the words in the second column, and have the students read them aloud with you: *saved*, *smiled*, *buzzed*, and *yelled*.

Ask the students to listen carefully as you say the following words: *traded*, *painted*, *landed*. Then ask:

Q *What sound do you hear at the end of each of these words? Turn to your partner.*

After a few moments, signal for the students' attention, and have a few volunteers share. If necessary, point out that these words end with the sound /əd/.

Click to reveal the words in the third column and have the students read them aloud with you: *traded*, *painted*, and *landed*.

WA1

stopped	saved	traded
tripped	smiled	painted
dressed	buzzed	landed
baked	yelled	

3 Discuss the Sounds of the Ending *-ed*

Direct the students' attention to the "Week 10, Day 1 Words" activity (WA1). Ask:

Q *What is the same about these words? What is different? Turn to your partner.*

After a few moments, signal for the students' attention, and have a few volunteers share. If necessary, point out that all the words end with *e-d* but that they do not all sound the same at the end. Explain that the *e-d* spelling at the end of a word can stand for three different sounds: /t/ as in *stopped*, /d/ as in *saved*, and /əd/ as in *traded*. Explain that when the students read words that end with *e-d*, they need to think about which sound of *e-d*—/t/, /d/, or /əd/—sounds right.

Teacher Note

Note that the third sound of the ending *-ed*, /əd/ as in *traded*, is not pronounced /ĕd/ as in *red*. The symbol ə (schwa) indicates an unstressed vowel sound. (Students often pronounce the ending *-ed* as /ĕd/ because they think the vowel stands for the short *e* sound.)

ELL Note

English Language Learners often have difficulty reading words that end with *-ed* because they do not have enough experience to know which ending "sounds right."

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4 Discuss a Word-reading Strategy

Review that last week the students learned a strategy to help them read words that end with *i-n-g*. Tell them that they can use the same strategy to read words that end with *e-d*. Write the words *baked*, *saved*, *smiled*, and *traded* where everyone can see them. Underline *ed* and draw a box around the consonants before the ending. Remind the students that when there is one consonant before the ending, the base word usually has the long vowel sound. Have the students read the words aloud with you.

Write *waved* where everyone can see it. Without reading it aloud, ask:

Q *How many consonants are before* e-d*? (one)*

Q *Is the vowel sound in the base word short or long? (long)*

Q *What is the vowel sound? (long* a*)*

Have the students read the word. Draw their attention to the single *v* and draw a box around it. Review that the single *v* lets you know that the vowel sound before *e-d* is long, and that the word is *waved*. Repeat this procedure for the words *taped*, *liked*, and *faded*.

Write the words *stopped*, *tripped*, *dressed*, *buzzed*, and *landed* where everyone can see them.

Underline *ed* in each word, and draw a box around the two consonants before the ending. Point out the two consonants before the *-ed* ending, and remind the students that when there are two consonants before *e-d*, the vowel sound before *e-d* is usually short. Have the students read the words aloud with you.

Write *hugged* where everyone can see it. Without reading it aloud, ask:

Q *How many consonants are before* e-d*? (two)*

Q *Is the vowel sound in the base word short or long? (short)*

Q *What is the vowel sound? (short* u*)*

Have the students read the word. Draw their attention to the double consonant *g*. Explain that the double *g* lets readers know that the vowel sound in the base word is short and that the word is *hugged*. Repeat this procedure for the word *licked*.

Teacher Note

You may wish to reinforce the number of consonants by writing the number *1* above each boxed consonant.

5 Reflect on Partner Work

Have the students reflect on their work. Ask and briefly discuss:

Q *How did you do with making sure you and your partner had a chance to talk? If both of you didn't have a chance to talk, what can you do differently next time?*

Tell the students that they will discuss strategies for spelling and reading in the next lesson.

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EXTENSION

Discuss a Spelling Strategy (Short-vowel Base Words)

Review that last week the students learned strategies to help them spell words ending with *i-n-g*.

Say *trapping* and ask:

Q *What is the base word in* trapping*? (*trap*)*

Write *trap* where everyone can see it. Have the students read the word. Then ask:

Q *What is the vowel sound in* trap*? (/ă/)*

Q *What is the name of the sound? (short* a*)*

Q *How many consonants are needed before* i-n-g *in* trapping*? (two)*

If necessary, remind the students that when the base word has a short vowel sound, two consonants are needed before the ending. Add *ping* to *trap*. Underline *ing* and draw a box around the consonants. Tell the students that because *trap* has just one consonant at the end, to write *trapping*, they must add another *p* before adding *i-n-g*.

Explain that the students can use the same strategy to spell words ending with *e-d*. Write *trap* below *trapping*. Explain that to write *trapped*, you need to double the *p* and add *e-d*. Add *ped* to *trap*. Underline *ed* and draw a box around the consonants. Have the students read *trapped*.

Repeat this procedure with *flipping/flipped* and *batting/batted*.

Teacher Note

If you feel your students need more practice with adding inflectional endings to base words with long vowel sounds, reteach the Week 9, Day 2 lesson using the *-ed* ending in place of *-ing*.

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Day 2 Word Study

Whole-class Sort (Closed)

Materials

- "Week 10, Day 2 Sort" (WA2)

In this lesson, the students:

- Review the sounds of the inflectional ending *-ed*
- Read and sort words with the ending *-ed*
- Listen respectfully to the thinking of others and share their own

1 Gather and Review the Sounds of the Ending *-ed*

Gather the class with partners sitting together, facing you. Ask and briefly discuss:

Q *What do you remember about the sounds that the letters* e-d *can stand for at the end of a word?*

If necessary, remind the students that *e-d* can stand for the /t/ sound (as in *flipped*), the /d/ sound (as in *yelled*), and the /əd/ sound (as in *painted*).

Teacher Note

You might review the schwa sound now by pointing it out in the /əd/ pronunciation of *-ed* and giving a few examples (such as *landed* and *batted*). You will talk more about the schwa sound in later lessons on polysyllabic decoding.

2 Introduce the Sort

Tell the students that today they will sort by noticing which sound of *e-d* they hear at the end of each word. Point out that it can be more challenging to hear the sound at the end of a word than it is to hear the sound at the beginning of a word. Ask:

Q *What can you do to make sure you hear the ending sounds of the words? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I can say the sounds in the word slowly."
>
> "I can say the ending louder than the rest of the sounds in the word."

3 Read the Sort Words

Display the "Week 10, Day 2 Sort" activity (WA2) and have the students read the words together as a class.

spilled	traded	buzzed	smiled
stopped	painted	reached	yelled
saved	smelled	chatted	dropped
tripped	dressed	baked	landed

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Suggested Vocabulary

chatted: talked in a friendly way

4 Sort by Sound of the *-ed* Ending

Create categories by writing *flipped*, *rubbed*, and *planted* as headings on the "Week 10, Day 2 Sort" activity (WA2), and have the students read the words.

Direct the students' attention to the list and have them read *spilled*. Ask:

Q *What sound does* e-d *stand for at the end of* spilled*? Does* spilled *belong with* flipped, rubbed, *or* planted*? Why do you think that? Turn to your partner.*

After a few moments, signal for the students' attention, and have a volunteer share. Drag and drop *spilled* under the appropriate category heading.

Follow this procedure for the remaining words. Then have the students read all the sorted words aloud.

WA2

flipped	rubbed	planted
stopped	spilled	traded
tripped	saved	painted
dressed	smelled	chatted
reached	buzzed	landed
baked	smiled	
dropped	yelled	

Continue to add to the "Ways We Have Sorted" chart. You may wish to add the following to the chart: *by sound of -ed*.

5 Wrap Up

Ask and briefly discuss:

Q *How can knowing the three sounds of* e-d *help you when you are reading?*

Tell the students that in the next lesson, they will work with partners to sort words with the *e-d* spelling.

Teacher Note

Save the sorted "Week 10, Day 2 Sort" activity (WA2) to use on Day 3.

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Day 3 Word Study
Pair Sort (Open)

Materials

- Sorted "Week 10, Day 2 Sort" (WA2) from Day 1
- Copy of "Week 10, Day 3 Sort" (BLM1) for each pair
- Scissors for each pair
- "Word Sort Steps" chart
- *Word Study Notebooks* (in student toolboxes)
- Pencils
- "Class Assessment Record" sheet (CA1)

Teacher Note

If necessary, provide extra support by identifying meaning-related categories. For example, *baked*, *smelled*, and *roasted* might be categorized as things related to food.

The students might group words by vowel sound, number of syllables, or spelling, or they may find other ways to sort.

In this lesson, the students:

- Sort words into categories
- Handle materials responsibly
- Work responsibly with a partner

1 Gather and Review Open Sorting

Have the students bring their pencils, pick up their independent work toolboxes, and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them. Display the sorted "Week 10, Day 2 Sort" activity (WA2), and review that in the last lesson, the class sorted words by noticing which sound of *e-d* they heard at the end of each word. Explain that today they will work with a partner to do an open sort.

Use "Think, Pair, Share" to discuss:

Q *What do you remember about open sorting?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking.

> **Students might say:**
>
> "You look for ways that the words are alike."
>
> "You choose a way to put the words into groups."

If necessary, remind the students that in an open sort, they can choose how to sort the words. Ask and briefly discuss:

Q *What can you do if you and your partner do not agree about how to sort the words?*

2 Discuss the Sort

Direct the students' attention to the "Week 10, Day 2 Sort" activity (WA2), and click the reset icon on the CCC toolbar to clear the sort. Have the students read the words together as a class.

Use "Think, Pair, Share" to discuss:

Q *We sorted the words by sound of* e-d. *What are some other ways you could group the words together?* [pause] *Turn to your partner.*

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After a few moments, signal for the students' attention and have a few pairs share their thinking with the class. As volunteers share, ask follow-up questions, such as:

- Q *What other words could you group with [*traded *and* painted*]? Why does [*landed*] go with [*traded *and* painted*]?*
- Q *What did you notice about [*dropped *and* dressed*] that made you think of grouping them together?*
- Q *What is alike about [*yelled *and* chatted*]?*

Tell the students that the words can be grouped together in many different ways. As they decide how to sort, partners can think about how the words are spelled, how the words sound, and what the words mean.

3 Sort in Pairs

Distribute a copy of "Week 10, Day 3 Sort" (BLM1) and scissors to each pair. Remind the students that if they start to sort one way and decide it does not make sense, they may try sorting another way.

Have each pair refer to the steps on the "Word Sort Steps" chart to cut apart and sort the words, and then record the sort in their *Word Study Notebooks*. Circulate and observe as the students work, offering support as necessary.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to generate ideas and start sorting?
- Do their categories make sense?
- Are they able to accurately record the sort in their notebooks?
- Are they able to label their categories?

Note your observations on the "Class Assessment Record" sheet (CA1); see page 84 of the *Assessment Resource Book*. Support pairs who struggle by asking questions such as:

- Q *What is alike about these words? What other words might you group with them?*
- Q *Why did you decide to group these words together?*
- Q *How can you turn what you just told me into a name for the category?*

Teacher Note

If your students need more support, you might use the "Week 10, Day 2 Sort" activity (WA2) to sort a few words as a class.

Facilitation Tip

Notice the **open-ended questions** that you are asking during this discussion. To study the effect of open-ended questions on students' thinking, experiment by asking a closed question first (Does *landed* go with *traded* and *painted*? Could *yelled* be in a group with *chatted*?) and noting the response. Then restate the question as an open-ended question and note the response. Remember to use 10 seconds of **wait-time** after asking the question before inviting the students to respond.

Teacher Note

Have pairs who finish early find another way to sort the words. They do not need to record the second sort.

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4 Reflect on Open Sorting

After the students have finished sorting the words, ask:

Q *What went well when you and your partner sorted? What can you do differently next time?*

Have a few volunteers share. Share your own observations about what went well during the open sort. Tell the students they will have more opportunities in the coming weeks to do open sorting.

Day 4

Word Study

Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student

In this lesson, the students:

- Spell words with the inflectional ending *-ing*
- Handle materials responsibly

1 Get Ready for Guided Spelling

Have the students stay at their seats today. Explain that today the students will spell words ending with *i-n-g*.

2 Review the Ending *-ing*

Write *yell* and *stop* where everyone can see them. Point to *yell* and have the students read the word. Ask:

Q *What vowel sound do you hear in the base word* yell*? (short* e*)*

Q *When adding* i-n-g*, how many consonants are needed before the ending? (two)*

Add *ing* to *yell* and have the students read the word aloud. Point to *stop* and have the students read the word. Ask:

Q *What vowel sound do you hear in the base word* stop*? (short* o*)*

Q *When adding* i-n-g*, how many consonants are needed before the ending? (two)*

Add *ping* to *stop* and have the students read the word aloud.

Write *kneel* and *bake* where everyone can see them. Point to *kneel* and have the students read the word aloud. Ask:

Q *What vowel sound do you hear in the base word* kneel*? (long* e*)*

Q *When adding* i-n-g*, how many consonants are needed before the ending? (one)*

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Add *ing* to *kneel* and have the students read the word. Point to *bake* and have the students read the word aloud. Ask:

Q *What vowel sound do you hear in the base word* bake*? (long* a*)*

Q *When adding* i-n-g*, how many consonants are needed before the ending? (one)*

Remind the students that to add *i-n-g* to a word with final *e*, you drop *e* before adding *i-n-g*. Erase *e* and add *ing*. Have the students read the word aloud.

3 Guide the Students' Spelling

Review that in Guided Spelling, you will help the students use what they know about words to help them spell some of the words from last week's sort.

ELPS 5.C.iii
Step 3

Distribute the wipe-off boards, markers, and cloths or tissues.

helping "She is helping me with my homework."

Say *helping*. Use *helping* in a sentence. Have the students say *helping*. Then ask:

Q *What is the base word in* helping*? (*help*)*

Q *What vowel sound do you hear in* help*? (short* e*)*

Q *How many consonants are needed before* i-n-g*? (two)*

Have the students write *helping*. When most students are finished, call for their attention.

Write *helping* where everyone can see it, and have the students check their writing and erase and correct mistakes.

running "My dog loves running and fetching a stick."

Say *running*. Use *running* in a sentence. Have the students say *running*. Then ask:

Q *What is the base word in* running*? (*run*)*

Q *Is the vowel sound long or short? (short)*

Q *How many consonants do we need before* i-n-g*? (two)*

Have the students write *running*. When most students are finished, call for their attention and ask:

Q *Does* running *look right to you the way you spelled it? If not, do you want to change how you spelled it?*

Write *running* where everyone can see it, and have the students check their writing and erase and correct mistakes.

shining "The sun is shining today."

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Say *shining*. Use *shining* in a sentence. Have the students say *shining*. Then ask:

Q *What is the base word in* shining*? (*shine*)*

Q *What vowel sound do you hear in* shine*? (long* i*)*

Explain that the long vowel sound in *shine* uses the final *e* spelling. Ask:

Q *For words that end with final* e*, what do we do before adding* i-n-g*? (drop or take off the* e*)*

Have the students write *shining*. When most students are finished, call for their attention and ask:

Q *Does* shining *look right to you the way you spelled it? If not, do you want to change how you spelled it?*

Write *shining* where everyone can see it, and have the students check their writing and erase and correct mistakes.

keeping "I am keeping my books in my backpack."

Say *keeping*. Use *keeping* in a sentence. Have the students say *keeping*. Then ask:

Q *What is the base word in* keeping*? (*keep*)*

Q *What vowel sound do you hear in* keep*? (long* e*)*

Explain that the sound /ē/ in *keeping* is spelled *e-e*.

Have the students write *keeping*. When most students are finished, call for their attention and ask:

Q *Does* keeping *look right to you the way you spelled it? If not, do you want to change how you spelled it?*

Write *keeping* where everyone can see it, and have the students check their writing and erase and correct mistakes.

Repeat the procedure for the words *liking*, *hopping*, *skipping*, and *eating*.

liking "I am really liking the book I'm reading now."

hopping "The rabbit went hopping down the lane."

skipping "When I was a kid, I was good at skipping rope."

eating "We'll be eating lunch soon."

4 Reflect on Guided Spelling

Have the students reflect on how they worked today. Ask and briefly discuss:

Q *What do you remember about spelling words with* i-n-g*?*

Have a few volunteers share their thinking with the class.

Tell the students they will have more opportunities to practice spelling in the coming weeks.

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Independent Work Connections

For next week's Independent Work, we suggest the following:

- Make several copies of "Week 10, Day 3 Sort" (BLM1) to place in the word work area.
- Make several copies of "Week 10 High-frequency Words" (BLM2) and place them in the word work area. Your students can use these words to play any word games you have introduced, such as "Word Memory" and "Word Go Fish."

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of the check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Work Habits" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 11 OVERVIEW

Whole-class Instruction

Word Study 259

This week the students hear the book *AlphaOops!* and learn about alphabetizing. The students work together in pairs to put the letters of the alphabet in order on Day 2, and they alphabetize a word list by first letter during a whole-class sort on Day 3. They spell words with the inflectional endings *-ing* and *-ed* in Guided Spelling on Day 4.

Independent Work Check-in 271

This week we suggest you teach the "Independent Work Observation" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 10, Day 3 Sort" (see "Independent Work Connections" on page 253)
- "Week 10 High-frequency Words" (see "Independent Work Connections" on page 253)

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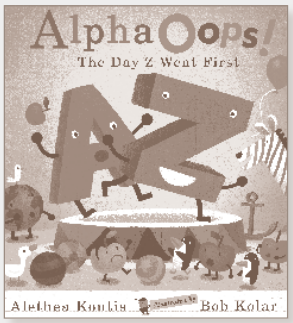
Week 11

RESOURCES



Read-aloud

- *AlphaOops! The Day Z Went First*

Extensions

- "Work with Letters"
- "Open Sort"
- "Play 'Build That Word'"

Assessment Resource Book

- Week 11 assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1-WA2

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "Week 11, Day 2 Letters" (BLM1)
- (Optional) "Week 11, Day 3 Sort" (BLM2)
- (Optional) "Week 11 'Build That Word'" (BLM3)

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DO AHEAD

Word Study

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 11, Day 2 Letters" (BLM1). Make enough copies for each pair to have one.

✓ Prior to Day 2, if you do not already have an alphabet strip or wall cards displayed in your classroom, write the letters of the alphabet where everyone can see them during the lesson.

✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 85 of the *Assessment Resource Book*.

✓ Prior to Day 4, familiarize yourself with the Day 4 Spelling Words.

✓ (Optional) You may want to include the words from the Day 3 Sort in the word work area. Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 11, Day 3 Sort" (BLM2).

✓ (Optional) If you plan to integrate "Build That Word" in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 11 'Build That Word'" (BLM3). See "Independent Work Connections" on page 270.

Independent Work Check-in

✓ Familiarize yourself with the "Independent Work Observation" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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Word Study OVERVIEW

AlphaOops! The Day Z Went First

by Alethea Kontis,
illustrated by Bob Kolar
The letters of the alphabet mix it up when Z is tired of being last.

Day 3 Sort Words		Day 4 Spelling Words	
airplane	lollipop	cutting	saved
bicycle	motorcycle	hopping	skipping
computer	pony	jumping	smelled
dress	radio	racing	tripped
elevator	skateboard		
gloves	television		
helmet	umbrella		
jacket	wagon		

Academic Focus

- Students learn to alphabetize.
- Students spell words ending with *-ing* and *-ed*.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

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Day 1 Word Study
Read-aloud

Materials

- *AlphaOops! The Day Z Went First*
- "Week 11, Day 1 Letters" (WA1)

In this lesson, the students:

- Hear and discuss a story
- Listen respectfully to the thinking of others and share their own

ABOUT ALPHABETIZING

Learning to alphabetize supports students in the classroom as they use indexes, dictionaries, encyclopedias, and the library. Practicing sequential ordering also generalizes to other organizational tasks. This week, the students are introduced to the concept by alphabetizing words by first letter. In Week 12, the concept is extended to using the second letter in a word to alphabetize.

Teacher Note

If you can suggest an example of a time the students lined up in alphabetical order by name, you might instead ask:

Q *Does alphabetical order feel fair? Why or why not?*

1 Gather and Get Ready to Read

Gather the class with partners sitting together, facing you. Ask the students to name some times when they have had to be in a particular order; for example, lined up by height or by age, or at their seats in the classroom. Ask and briefly discuss:

Q *Have you ever wanted to have a different place in order? Why?*

Q *How does it feel to be [first/last/in the middle]?*

2 Read and Discuss *AlphaOops!*

Explain that the students will now hear a story read aloud. Show the cover of *AlphaOops!* and read the title, subtitle, and the names of the author and the illustrator aloud. Ask and briefly discuss:

Q *What do you think this story might be about?*

Display the "Week 11, Day 1 Letters" activity (WA1). Explain that as you read, you will use the displayed letters to help keep track of the story.

Begin reading *AlphaOops!* aloud, showing the illustrations as you read. Stop after:

p. 7 "P is for penguins."

Drag and drop the letter *Z* on the "Week 11, Day 1 Letters" activity (WA1) from the end of the alphabet into the front of a new row, followed by the letters *Y*, *X*, *W*, and *P*. Then continue reading, stopping after:

p. 11 "H, dear, it's not our turn yet!"

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Drag and drop the letters *O*, *N*, and *H* into the new row. Then continue reading, stopping after:

p. 15 "E is for Earth."

Have a volunteer drag and drop the letters *S*, *I*, *V*, *J*, and *E* into the new row. Ask:

Q *Who do you think will go next? Is there any way to tell?*

Have a few volunteers share their thinking with the class. Then continue reading, stopping after:

p. 21 "Ooh, V is for violence."

Ask and briefly discuss:

Q *Why are the letters upset?*

Have a volunteer drag and drop the letters *F*, *T*, *L*, *K*, and *C* (from pages 16 and 18) into the new row.

Continue in the same way, reading pages 22–25 and dragging and dropping the letters *R*, *D*, *G*, and *B*. Then read pages 26–33, dragging and dropping the letters *M*, *Q*, *U*, and *A* before you finish reading the book.

3 Discuss the Story

Ask and briefly discuss:

Q *What are some problems the letters have in the story?*

> **Students might say:**
>
> "Some of the letters don't take turns."
>
> "They can't decide who should go next."
>
> "The letters don't always pay attention to when it's their turn."

Then ask:

Q *Why do you think all the letters decide to go back to their normal order? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Explain that it is easier to keep track of people or things if they are in an order everyone knows. One way to put things in order is by the order of the letters in the alphabet. This is called *alphabetical order*.

4 Reflect on the Story

Ask and briefly discuss:

Q *What did you like about this story?*

Tell the students that they will talk more about the alphabet in the next lesson.

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Day 2 Word Study
Introduce Alphabetizing

Materials

- *AlphaOops! The Day Z Went First*
- Copy of "Week 11, Day 2 Letters" (BLM1) for each pair
- Scissors for each pair
- Posted or written alphabet, prepared ahead

Teacher Note

If the students struggle to answer the question, suggest some examples like those listed in the "Students might say" note.

In this lesson, the students:

- Learn to alphabetize
- Handle materials responsibly

1 Gather and Review *AlphaOops!*

Have the students sit at tables with partners together. Show the cover of *AlphaOops!* Ask and briefly discuss:

Q *What do you remember about* AlphaOops!*?*

Then ask:

Q *When do you use the order of the alphabet letters to help you? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share.

> **Students might say:**
>
> "I have my songs in alphabetical order on my playlist."
>
> "When you want to find a word in the dictionary, you need to know the order."
>
> "The books in the library are sorted by letter. I read the books in the *L* bin."

Explain that this week the students will work on putting words in alphabetical order. They will start today by putting letters of the alphabet in order.

2 Alphabetize

Explain that in this lesson partners will work together to put the letters of the alphabet in order. Distribute "Week 11, Day 2 Letters" (BLM1) and scissors to each pair. Ask partners to cut the tiles apart and find the tiles for *A*, *M*, and *Z*. When most pairs have finished, ask and briefly discuss:

Q *You have* A, M, *and* Z. *Which of these letters comes first in the alphabet? Which comes last? Which comes in the middle?*

Ask partners to clear a space on the table in front of them and place the *A*, *M*, and *Z* tiles in a row in front of them with *A* at the left, *M* in the

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middle, and *Z* at the right, leaving plenty of space between the letters. Have each pair find the letter *F*. Ask:

Q *Where does* F *come in the alphabet? Does it come between* A *and* M *or between* M *and* Z*? How do you know? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share. Have pairs place *F* between *A* and *M*. Have each pair find the *L* tile. Ask:

Q *Which letters does* L *come between? Does* L *come between* A *and* F*, between* F *and* M*, or between* M *and* Z*? How do you know? Turn to your partner.*

Without sharing as a class, have pairs place *L* in the row of letters. Tell the students that pairs will now put the remaining letters in the alphabet row. Explain that for each letter, partners will talk about which letters the new letter comes between and place the letter in the row. Ask and briefly discuss:

Q *What can you do if you and your partner disagree about where to put a letter?*

Have partners sort the remaining alphabet letters.

3 Reflect on Alphabetizing

When most students are done, ask and briefly discuss:

Q *How did you do with alphabetizing letters today?*

Q *If you needed help, what did you do?*

Explain that you have put the letters in the word work area for the students to use when they go to independent word work.

Tell the students that in the next lesson, they will put words in alphabetical order.

Teacher Note

If necessary, direct the students' attention to the posted or written alphabet to support the sorting activity.

EXTENSION

Work with Letters

Provide more practice with letters and alphabetizing. Have the students do one or both of the following activities:

- Have pairs select a letter and make a list of as many words as possible starting with that letter.
- Play an alphabetizing game. Place a letter card on the back of each student. Have the students line up in alphabetical order. Have them help one another find their places in line without knowing their letters and without talking.

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Day 3

Word Study

Whole-class Sort (Closed)

Materials

- "Week 11, Day 3 Sort" (WA2)
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Read words and sort them into alphabetical order
- Listen respectfully to the thinking of others and share their own

1 Gather and Get Ready to Sort

Gather the class with partners sitting together, facing you. Review that in the last lesson the students put letters in alphabetical order. Explain that today the students will put words in alphabetical order by looking at their first letter.

2 Read the Sort Words

Display the "Week 11, Day 3 Sort" activity (WA2). Have the students read the words together as a class.

wagon	gloves	television	lollipop
skateboard	pony	elevator	airplane
jacket	computer	helmet	dress
bicycle	motorcycle	umbrella	radio

ELL Note

Support English Language Learners by using objects, actions, gestures, or visuals to demonstrate meanings.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

skateboard: short board with wheels that people ride

helmet: hard hat that is worn to protect your head

lollipop: candy that comes on a stick

TEKS 2.D.i
Student/Teacher Activity
Step 3

3 Sort the Words

Ask and briefly discuss:

Q *What can you do to put these words in alphabetical order by their first letter?*

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Students might say:

"We can start with *a* and look for words that begin with *a*. Then we can look for words that begin with *b* and *c*, and move the words."

"We can look for a word from the beginning, the middle, and the end of the alphabet and then fill in the other words."

"We can check the alphabet on the wall to see where the words go."

Explain that the students will use the strategy they used in the last lesson to sort these words. Ask:

Q *What is a word that starts with a letter near the beginning of the alphabet? Near the middle? Near the end?*

As the students suggest words, drag and drop them into the appropriate places on the "Week 11, Day 3 Sort" activity (WA2).

Point to the next word on the list and ask:

Q *Where does [*skateboard*] belong? Which words will [*skateboard*] come between? Why do you think that? Turn to your partner.*

After a few moments, signal for the students' attention and have a volunteer share. As the student shares, drag and drop the word into its place in the alphabetized list. Sort the remaining words as a class, using "Turn to Your Partner" as needed to support the students.

WA2

airplane	elevator	lollipop	skateboard
bicycle	gloves	motorcycle	television
computer	helmet	pony	umbrella
dress	jacket	radio	wagon

4 Reflect on Alphabetizing

Explain that putting words in alphabetical order is called *alphabetizing*. Ask and briefly discuss:

Q *What was hard about putting words in alphabetical order? What was easy?*

Tell the students that next week they will have more opportunities to alphabetize words.

Teacher Note

Note that in this activity the students will focus on sorting by the first letter of a word only. Next week they will practice alphabetizing by the first two letters in a word.

Facilitation Tip

Reflect on your experience over the past four weeks with **asking open-ended questions** and **using wait-time**. Do these techniques feel comfortable and natural to you? Do you find yourself using them throughout the school day? What effect has their repeated use had on your students' thinking and participation in discussions? Continue to use and reflect on these techniques throughout the year.

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CLASS ASSESSMENT NOTE

After the lesson, ask yourself:

- Do the students understand what alphabetical order is?
- Are the students able to put the words in alphabetical order?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 85 of the *Assessment Resource Book*.

EXTENSION

Open Sort

Review that there are often a few different ways to sort a word list. Remind the students that in the last few weeks they sorted by noticing the different vowel spellings, by listening to the way the words sound, and by paying attention to what the words mean. Tell the students that they will work in pairs to sort the words they alphabetized any way they choose.

Distribute a copy of "Week 11, Day 3 Sort" (BLM2) and scissors to each pair and have them read the words together. When most pairs have finished reading, ask and briefly discuss:

Q *You put these words in alphabetical order by their first letter. What are some words you could group together in a different way?*

Have pairs refer to the steps on the "Word Sort Steps" chart to cut apart and sort the words and then record their sort in their *Word Study Notebooks*. Circulate and observe as the students work, offering support as necessary.

Teacher Note

Prior to teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 11, Day 3 Sort" (BLM2). Make a copy for each pair of students in your class.

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Word Study
Guided Spelling

Day 4

In this lesson, the students:

- Spell words with the endings *-ing* and *-ed*
- Handle materials responsibly

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student

1 Get Ready for Guided Spelling

Have the students sit at desks today. Review that last week, the students practiced spelling words with *i-n-g* at the end. Explain that today the students will spell more words ending with *i-n-g* and *e-d*.

2 Review the Endings *-ing* and *-ed*

Review that the students have already learned strategies to help them spell words ending with *i-n-g*. Explain that they can use the same strategies to spell words ending with *e-d*.

Review the different ways to spell words that end with *i-n-g* and with *e-d*. Write the following words where everyone can see them: *yell*, *stop*, *rain*, and *bake*.

Point to *yell* and have the students read the word aloud. Then ask:

Q *What vowel sound do you hear in* yell*? (short* e*)*

Q *How do you add* e-d *to* yell*?*

If necessary, remind the students that two consonants are needed before the ending because of the short vowel sound, and point out that *yell* already ends with two consonants. Add *ed* to *yell*.

Point to *stop* and have the students read the word aloud. Then ask:

Q *What vowel sound do you hear in* stop*? (short* o*)*

Q *How do you add* i-n-g *to* stop*?*

If necessary, remind the students that two consonants are needed before the ending because of the short vowel sound, and point out that *stop* has only one consonant at the end, so another *p* is needed. Add *ping* to *stop*.

Repeat the procedure to add *ing* to *rain* and *ed* to *bake*.

3 Guide the Students' Spelling

Distribute the wipe-off boards, markers, and cloths or tissues. Review that in Guided Spelling, you will say a word, use it in a sentence, and ask questions to help the students think about how to spell the word.

smelled "The roses smelled very sweet."

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Spelling Support

If necessary, support the students in writing words with inflectional endings by having them write the base word before guiding them through adding the ending. You may need to tell the students that in *smell*, /l/ is spelled *l-l*.

Say *smelled*. Use *smelled* in a sentence. Have the students say *smelled*. Then ask:

Q *What is the base word in* smelled*? (*smell*)*

Q *What vowel sound do you hear in* smell*? (/ĕ/)*

Q *What is the name of that sound? (short* e*)*

Have the students write *smelled*.

Write *smelled* where everyone can see it, and have the students check their writing and erase and correct mistakes.

hopping "We like hopping up and down."

Say *hopping*. Use *hopping* in a sentence. Have the students say *hopping*. Then ask:

Q *What is the base word in* hopping*? (*hop*)*

Q *Is the vowel sound long or short? (short)*

Q *How many consonants need to be before* i-n-g*? (two)*

Have the students write *hopping*. When most students are finished, call for their attention and ask:

Q *Does* hopping *look right to you the way you spelled it? If not, do you want to change how you spelled it?*

Write *hopping* where everyone can see it, and have the students check their writing and erase and correct mistakes.

racing "My sister likes boat racing."

Say *racing*. Use *racing* in a sentence. Have the students say *racing*. Then ask:

Q *What is the base word in* racing*? (*race*)*

Q *What vowel sound do you hear in* racing*? (long* a*)*

Remind the students that in *race*, the sound /s/ is spelled *c*, and that the long *a* sound is spelled with final *e*. Have the students write *racing*. When most students are finished, call for their attention and ask:

Q *Does* racing *look right to you the way you spelled it? If not, do you want to change how you spelled it?*

Write *racing* where everyone can see it, and have the students check their writing and erase and correct mistakes.

tripped "I tripped when I was running."

Say *tripped*. Use *tripped* in a sentence. Have the students say *tripped*. Then ask:

Q *What is the base word in* tripped*? (*trip*)*

Q *What vowel sound do you hear in* tripped*? (short* i*)*

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Have the students write *tripped*. When most students are finished, call for their attention and ask:

Q *Does* tripped *look right to you the way you spelled it? If not, do you want to change how you spelled it?*

Write *tripped* where everyone can see it, and have the students check their writing and erase and correct mistakes.

Repeat the procedure for the words *cutting*, *jumping*, *skipping*, and *saved*.

cutting	"We use scissors for cutting paper."
jumping	"At recess I saw some kids jumping rope."
skipping	"The boy was skipping down the sidewalk happily."
saved	"The girl saved her allowance to buy a new toy."

4 Reflect on Guided Spelling

Have the students reflect on how they worked today. Ask and briefly discuss:

Q *How are you doing with adding the endings* e-d *and* i-n-g *to words? What is challenging? What is easy?*

Tell the students they will have more opportunities to practice spelling in the coming weeks.

EXTENSION

Play "Build That Word"

You may wish to have partners play "Build That Word." Distribute "Week 11 'Build That Word'" (BLM3) and scissors to each pair and have partners cut the tiles apart.

Remind the students that to start a game of "Build That Word," you will say a word and they will build that word with the letters. Explain that in today's game, the students will build words with suffixes.

Have each pair clear a space and make sure they can see all the tiles are visible. Say *low* and use it in a sentence. Have the students say and build *low*. After a few moments, ask:

Q *What word did you build?* (low)

Write *low* where everyone can see it. Have the students check and correct their work.

Teacher Note

Prior to teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 11 'Build That Word'" (BLM3). Make a copy for each pair of students in your class.

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Teacher Note

If time allows, have the students think of other words they can build with the letter tiles.

Repeat this procedure with the words *ray*, *light*, *night*, *pain*, and *plain*.

Explain that "Build That Word" will be available for the students to play during independent word work. Refer to "Week 11 'Build That Word'" (BLM3), and explain that pairs of students will be able to do this activity. If they choose to do this activity, one partner will read the list of words while the other partner makes the words with the letters.

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Place several copies of "Week 11, Day 3 Sort" (BLM2) in the word work area. Tell the students that they may sort these words in alphabetical order or any way they choose.
- Make several copies of "Week 11 'Build That Word'" (BLM3) and place them in the word work area.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of the check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Independent Work Observation" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 12 OVERVIEW

Whole-class Instruction

Word Study 276

This week the students continue to work with alphabetizing. During a whole-class sort on Day 1, they put a word list in alphabetical order, and learn to use the second letter to alphabetize when they come to words that begin with the same first letter. On Day 2, they practice alphabetizing the same word list in pairs. On Day 3, the students use guide words to find words in a dictionary. On Day 4, the students learn the procedure for independent spelling practice.

Independent Work Check-in 287

This week we suggest you teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 11, Day 3 Sort" (see "Independent Work Connections" on page 270)
- "Week 11 'Build That Word'" (see "Independent Work Connections" on page 270)

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Week 12

RESOURCES

Extension
- "Open Sort"

Assessment Resource Book
- Week 12 assessment

Word Study Notebook
- Word Sorts
- Spelling Practice

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities
- WA1–WA3

Assessment Form
- "Class Assessment Record" sheet (CA1)

Reproducible
- "Week 12, Day 2 Sort" (BLM1)

Professional Development Media
- "Pacing Class Discussions" (AV12)

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DO AHEAD

Word Study

✓ Prior to Day 1, familiarize yourself with the Day 1 Sort Words.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 12, Day 2 Sort" (BLM1). Make enough copies for each pair of students to have one.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 86 of the *Assessment Resource Book*.

✓ Prior to Day 3, locate a children's dictionary to use in modeling.

✓ Prior to Day 4, prepare a sheet of chart paper with the title "Spelling Practice Steps" and include the steps shown in the diagram (see Day 4, Step 2). Post the chart where all the students can see it.

Independent Work Check-in

✓ Familiarize yourself with the "Share Writing" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1
Sort Words

beach	mountain
canyon	ocean
desert	prairie
earth	river
forest	sand
hill	sea
island	stream
jungle	valley
lake	water

Academic Focus

- Students learn to alphabetize to the second letter.
- Students learn how to use guide words in a dictionary.
- Students learn the procedure for spelling practice.

Social Development Focus

- Students learn classroom procedures.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study

Whole-class Sort (Closed)

Materials

- "Week 12, Day 1 Sort" (WA1)

In this lesson, the students:

- Sort words into alphabetical order
- Listen respectfully to the thinking of others and share their own

TEKS 2.D.i
Student/Teacher Narrative
Step 1

1 Gather and Get Ready to Sort

Gather the class with partners sitting together, facing you. Review that last week the students sorted words into alphabetical order by first letter. Review that *alphabetizing* means putting in the order of the alphabet.

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Tell the students that today they will again sort words into alphabetical order. Ask and briefly discuss:

Q *How did you put the words into alphabetical order when you sorted last week?*

2 Introduce the Sort

Display the "Week 12, Day 1 Sort" activity (WA1). Point to the first word on the list and read it aloud. Have the students read the word after you. Then read the rest of the words on the list, having the students echo read each word.

canyon	forest	sea	stream
desert	valley	ocean	sand
beach	mountain	prairie	hill
water	jungle	river	lake
earth	island		

Suggested Vocabulary

canyon: deep, narrow valley with straight sides

prairie: large area of flat land covered with grass

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

desert: very dry area of land where few plants grow because there is little rain

forest: area of land covered with large trees

valley: low area of land between two hills or mountains

jungle: area where the weather is very warm and the land is covered with large trees and vines

island: piece of land completely surrounded by water

stream: a small river

3 Sort the Words

Remind the students that they will alphabetize these words. Read the first three words on the "Week 12, Day 1 Sort" activity (WA1) (*canyon*, *desert*, *beach*) aloud again, and ask:

Q *How would you put these words in alphabetical order? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

TEKS 2.D.i
Student/Teacher Activity
Step 3

Facilitation Tip

We invite you to focus on **pacing class discussions** so they are lively and focused without dragging, losing the attention of your participants, or wandering off the topic. Class discussions should be long enough to allow time for thinking and short enough to sustain the students' attention. Good pacing requires careful observation of the class (not just the students who are responding) and the timely use of various pacing techniques.

To speed up a discussion:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak; then call on just two or three students to share with the whole class.

To deepen or refocus a discussion:

- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

To see this Facilitation Tip in action, view "Pacing Class Discussions" (AV12).

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Drag and drop the words *beach*, *canyon*, and *desert* into alphabetical order to make a new list. Point to the next three words on the original list (*water*, *earth*, *forest*), and have the students read them aloud after you. Ask and briefly discuss:

Q *Which of these words will go next? How do you know?*

Drag and drop *earth* under *desert*. Then follow the same procedure to alphabetize *forest* and *water* below *beach*, *canyon*, *desert*, and *earth* on the new list.

Teacher Note

You may wish to leave extra space between words at first to minimize the number of times you move the words.

Follow the same procedure to move the words to the alphabetical list, one by one, until you get to the words *stream* and *sand*. Drag and drop these two words beside *sea*. Point out that the first letter is the same in each word. Explain that when the first letter is the same, the second letter is used to alphabetize. Briefly cover the *s* on each of the words and show that they have different second letters. Ask:



Q *Based on the second letter in each word, how would you put the words in alphabetical order? Turn to your partner.*

After a few moments, signal for the students' attention and have a volunteer share. Ask and briefly discuss:

Q *Do others agree that this is the way to put these words in alphabetical order? Why or why not?*

Drag and drop the words into alphabetical order, emphasizing the second letter as you reorder the words.

WA1

beach	hill	ocean	stream
canyon	island	prairie	valley
desert	jungle	river	water
earth	lake	sand	
forest	mountain	sea	

Teacher Note

Save the sorted "Week 12, Day 1 Sort" activity (WA1) to use on Day 2.

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4 Reflect on Sorting

Ask and briefly discuss:

Q *How did you do with alphabetizing the words? Which words were hard?*

> **Students might say:**
>
> "We had trouble with the first words, but then it got easier."
>
> "The words beginning with *s* were hard, because you had to look at the next letter."

Explain that in the next lesson the students will work in pairs to sort the words again and then record the sort in their *Word Study Notebooks*.

Word Study
Pair Sort (Closed)

Day 2

In this lesson, the students:

- Alphabetize
- Record a sort
- Work responsibly with a partner

Materials

- Sorted "Week 12, Day 1 Sort" (WA1)
- Copy of "Week 12, Day 2 Sort" (BLM1) for each pair
- Scissors for each pair
- *Word Study Notebooks* (in student toolboxes)
- "Word Sort Steps" chart
- "Class Assessment Record" sheet (CA1)

1 Gather and Get Ready to Sort

Have the students bring their pencils, pick up their independent work toolboxes, and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them. Display the sorted "Week 12, Day 1 Sort" activity (WA1), and review that in the last lesson, the class sorted the words into alphabetical order. Click the reset icon on the CCC toolbar to clear the sort, and explain that today, partners will work together to again sort the words into alphabetical order.

Ask and briefly discuss:

Q *What can you and your partner do if you disagree about how to share the work?*

Explain that you will check in with the students later to see how they did.

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2 Sort the Words

Direct the students' attention to the "Word Sort Steps" chart and read the steps with the students. Remind the students to refer to the chart while they are sorting if necessary.

Distribute a copy of "Week 12, Day 2 Sort" (BLM1) and scissors to each pair. Have each pair refer to the steps on the "Word Sort Steps" chart to cut apart and sort the words and then record their sort in their *Word Study Notebooks*.

Circulate and observe as the students work, offering support as necessary.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the pairs able to work together to sort the words?
- Are they able to sort into alphabetical order?
- Do they understand sorting the words beginning with *s* to the second letter?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 86 of the *Assessment Resource Book*. If many students are struggling, call for their attention and sort a few words as a class using the "Week 12, Day 1 Sort" activity (WA1). If only a few students are struggling, review the strategies for alphabetizing, and model sorting a few words with them.

Teacher Note

If your students need more practice, create a list of about 16 words and repeat the pair sort on another day. Choose only a few words with the same first letter, as sorting to the second letter is challenging for students in grade 2.

3 Reflect on Alphabetizing

Ask and briefly discuss:

Q *How did sorting go today?*

Q *If you and your partner disagreed, how did you come to agreement?*

Tell the students that in the next lesson, they will talk more about alphabetizing.

Teacher Note

You might choose to have the students save their cut "Week 12, Day 2 Sort" (BLM1) words to use in the extension "Open Sort" (see page 282). Have each pair put their sort words in a resealable plastic bag for you to collect.

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Word Study
Dictionary Skills

Day 3

In this lesson, the students:

- Learn about guide words
- Use guide words to find words on a dictionary page
- Listen respectfully to the thinking of others and share their own

Materials

- Children's dictionary
- *Word Study Notebook* pages 92–93 (in student toolboxes)

1 Gather and Get Ready to Work

Have the students pick up their independent work toolboxes and gather with partners sitting together, facing you. Review that when you alphabetize words, you use the first (and sometimes the second) letter of the word to arrange the words in the order of the letters in the alphabet. Explain that today the students will think about one way to use alphabetizing—finding words in the dictionary.

2 Introduce the Dictionary

Hold up the children's dictionary you selected and show its cover to the students. If necessary, explain that a *dictionary* is a book that lists words in alphabetical order and gives information about each word, including how to say it and what it means. Turn to a few pages and read a few words and their definitions. Tell the students that they can use a dictionary to look up the meaning of a word they do not know.

Ask and briefly discuss:

Q *Where would I find a word that begins with the letter* t *in the dictionary? At the beginning, in the middle, or near the end? Why do you think that?*

Q *Where would I look to find a word that begins with the letter* c*?*

3 Discuss a Dictionary Page

Have the students turn to the dictionary excerpt on pages 92–93 of their *Word Study Notebooks*. Give the students a minute to look over the pages.

Ask and briefly discuss:

Q *What do you notice about the pages?*

If necessary, point out the guide words in the top corners of each page and explain what they are and how they are used.

> **You might say:**
>
> "There are two words at the top of every page in the dictionary. They are called *guide words*. The guide words on each page tell you the first word and the last word on that page. All the other words on that page come between those words in alphabetical order. The purpose of guide words is to help you find words quickly."

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Ask the students to point to the first word on the page with the guide words *terror* and *texture* and then read the word together as a class. Then have the students find the last word on the same page, point to it, and read it. Use the same procedure to have the students read the first and last words on the next page.

Explain that now you will say a word. The students will find the word and tell you the page where it appears by looking at the guide words.

Say the word *thaw* and ask:

Q *Looking at the guide words, on which page would you find the word* thaw*? Why do you think that? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Have the students find the word *thaw* on the page.

Repeat the procedure with the words *test*, *text*, and *thank*.

Teacher Note

You may wish to support the students by writing the word *thaw* and the two guide words in alphabetical order where everyone can see them.

4 Reflect on Dictionary Work

Ask and briefly discuss:

Q *What is hard about finding words on a dictionary page? What is easy?*

EXTENSION

Open Sort

Review that there can be different ways to sort a word list. Remind the students that earlier in the week, they sorted a list of words into alphabetical order. Tell the students that pairs will now do an *open sort* with these words—they will sort the words any way they choose.

Display the "Week 12, Day 1 Sort" activity (WA1) and, if necessary, click the reset button on the CCC toolbar to clear the sort. Ask:

Q *What is the same about these words? What is different? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "They are all about Earth."
>
> "Some are words for water, and some are words for land."
>
> "Some have one syllable and some have two syllables."

If the students have difficulty answering the question, you might suggest some ideas like those in the "Students might say" note. Point out that one way to sort the words might be by meaning and another way to sort could be by number of syllables.

Teacher Note

If you did not save the students' sorting words from Day 2, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 12, Day 2 Sort" (BLM1). Make enough copies for each pair of students to have one.

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Distribute "Week 12, Day 2 Sort" (BLM1) and scissors to each pair. Have the students work with partners to sort the words. Circulate and observe as the students work, offering support as necessary.

Word Study
Spelling Practice

Day 4

In this lesson, the students:

- Learn the procedure for independent spelling practice
- Follow classroom procedures
- Handle materials responsibly

Materials

- "Spelling Practice Steps" chart, prepared ahead
- "Week 12 Spelling Practice" (WA2)
- "Week 12 Spelling Practice Page" (WA3)
- Wipe-off board, dry-erase marker, and tissue or cloth for each student
- *Word Study Notebook* page 51 (in student toolboxes)

1 Get Ready to Work

Have the students pick up their independent work toolboxes and return to their seats. Explain that starting next week, the students will have spelling work to do during independent word work after you guide them through spelling the words. In independent spelling work, they will use spelling steps to help them review and remember the week's spelling words.

2 Introduce the Spelling Practice Steps

Direct the students' attention to the "Spelling Practice Steps" chart. Point to, read, and explain each step.

> **You might say:**
>
> "When you do independent spelling work, Step 1 is 'Look at the word, say it, and spell it.' You will find the first word on the spelling list, look at it, whisper it to yourself, and then spell it aloud using a quiet voice.
>
> Step 2 is 'Cover the word, say it, and spell it.' You will cover the word with your hand, whisper it to yourself, and spell it aloud using a quiet voice.
>
> Step 3 is 'Uncover and check.' You will uncover the word and check to see if you spelled it correctly.
>
> Step 4 is 'Cover the word and write it.' You will cover the word with your hand and write it.
>
> Step 5 is 'Uncover, check, and correct.' You will uncover the word and check to see if you wrote it correctly. If you made a mistake, you will cross out what you wrote and write it correctly.
>
> If you get stuck when you're going through the steps for a word, go back to Step 1."

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Spelling Practice Steps

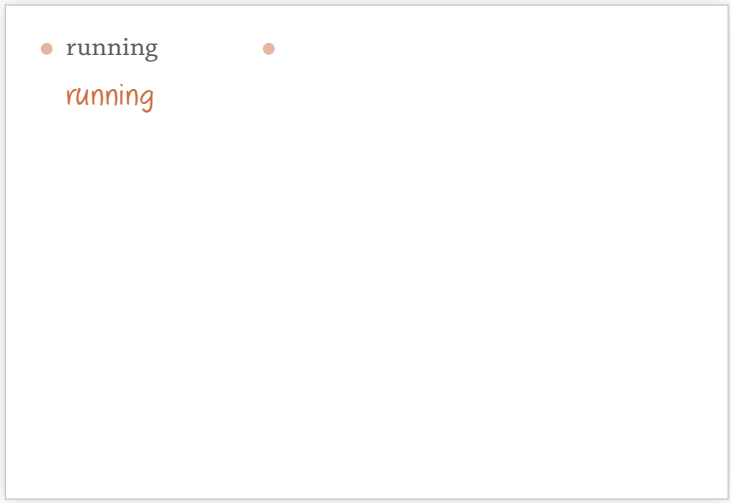
1. Look at the word, say it, and spell it.
2. Cover the word, say it, and spell it.
3. Uncover and check.
4. Cover the word and write it.
5. Uncover, check, and correct.

If you get stuck, go back to Step 1 and start again.

Tell the students that you will review the steps again before they do the independent spelling work next week.

3 Model the Spelling Practice Steps

Distribute the wipe-off boards, dry-erase markers, and cloths or tissues to the students. Tell the students that they will practice the spelling steps as a class, using two words. Display the "Week 12 Spelling Practice" activity (WA2). Click the first dot to reveal the word *running*, and have the students say *running*. Have them say each letter as you point to it. Then cover the word with your hand and have the students spell *running* out loud. Uncover the word and have the students check that they spelled it correctly. Cover the word, and have the students write *running* on their wipe-off boards as you write it with the pen tool.



WA2

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When all the students are finished, uncover *running* again. Have the students check their writing and erase and correct mistakes. Have the students erase their wipe-off boards.

Click the second dot on the "Week 12 Spelling Practice" activity (WA2) to reveal *saved*, and have the students say the word. Have them say each letter as you point to it. Then cover the word and have the students spell *saved* out loud. Uncover the word and have the students check that they spelled it correctly. Cover the word and have the students write *saved* on their wipe-off boards as you write it with the pen tool.

When all the students are finished, uncover *saved* again. Have the students check their writing and erase and correct mistakes. Have them erase their wipe-off boards.

4 Practice the Spelling Steps

Remind the students that they have been using their *Word Study Notebooks* to record word sorts. Explain that the second part of the notebook has pages for their independent spelling work. Each week, the students will use a spelling page to practice their spelling words. Display the "Week 12 Spelling Practice Page" activity (WA3) and explain that this is what an independent spelling practice notebook page looks like. Point out that the spelling words are listed on one side of the page and there are lines next to the words to write on.

> **You might say:**
>
> "Here is an example of a spelling practice page. The spelling words are listed down the left-hand side of the page. The lines are for the fourth practice step, when you cover the words and write them. You can use the second line if you make a mistake and have to correct your spelling."

Have the students turn to page 51 in their *Word Study Notebooks*. Point out the spelling practice steps on page 50. Tell the students that they will practice the spelling steps as a class with one word. Ask the students to point to the first word, read it, and spell it quietly aloud. Then ask them to cover the word with their hand or with a piece of paper and to spell the word out loud. Have them uncover the word and check their spelling. Ask them to cover the word again and write the word on the first empty line in the second column. Finally, have them uncover the word and check their spelling.

Explain that the students will now practice the steps with two more words. If they made a mistake on the first word, they should repeat the spelling steps with that word before practicing spelling the other two words on the page.

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Teacher Note

Keep the "Spelling Practice Steps" chart posted for the students' reference throughout the year.

5 Reflect on Spelling Practice

Ask and briefly discuss:

Q *Why do you think spelling practice is important?*

After a few volunteers share, explain that when writers spell words correctly, it is easier for readers to understand and enjoy their writing.

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make several copies of "Week 12, Day 2 Sort" (BLM1) to place in the word work area.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of the check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Being a Reader™

The Collaborative Classroom

The Collaborative Classroom differs from traditional learning environments in that students and teachers work together on shared academic and social goals.

The Collaborative Classroom is an intentional environment in which collaboration goes beyond conventional cooperation and compliance. Students become caring members of a learning community who take responsibility for their own learning. As students think, talk, and share ideas, they come to value the thinking of others. They become thoughtful writers and engaged speakers and listeners. They discuss and debate big ideas with respect, clarity, and understanding.

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The *Being a Reader* program embodies the practices of the Collaborative Classroom. Students of *Being a Reader* demonstrate:

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- Ownership of their own learning
- Intrinsic motivation to remain on task
- Improved self-esteem
- An increase in academic performance

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—Eve Cheung, principal, K–5 elementary school

Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501-1042
800.666.7270
collaborativeclassroom.org

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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270, fax: (510) 464-3670
collaborativeclassroom.org

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Week 13 OVERVIEW

Whole-class Instruction

Word Study 292

This week the students learn about consonant-*l*-*e* syllables. They read and sort words by syllable as a class. In spelling, the students use the independent spelling practice procedure during Independent Work in preparation for an optional spelling memory test later in the week.

Independent Work Check-in 305

This week we suggest you teach the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 12, Day 2 Sort" (see "Independent Work Connection" on page 286)

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Week 13

RESOURCES

Extension

- "Connect Spelling to Writing"

Assessment Resource Book

- Week 13 assessment

Word Study Notebook

- Word Sorts
- Spelling Practice



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducible

- "Week 13, Day 3 Sort" (BLM1)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.
- ✓ Prior to Day 2, familiarize yourself with the Day 2 Practice Words.
- ✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 13, Day 3 Sort" (BLM1). Make several copies to place in the word work area before the lesson.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 87 of the *Assessment Resource Book*.

Independent Work Check-in

- ✓ Familiarize yourself with the "Conferring" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 2 Practice Words		Day 3 Sort Words	
beach	sand	bubble	pebble	apple	rumble
earth	sea	bundle	rattle	bubble	settle
hill	stream	eagle	saddle	dribble	simple
lake	water	handle	simple	handle	struggle
		little	stumble	marble	stumble
		marble	tumble	mumble	tremble
		needle	turtle	rattle	turtle
				riddle	wiggle

Academic Focus

- Students learn consonant-*l*-*e* syllables.
- Students read words with the consonant-*l*-*e* spelling and sort them.
- Students learn the procedure for spelling tests.

Social Development Focus

- Students follow classroom procedures.
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study
Guided Spelling

Materials

- Class set of wipe-off boards, dry-erase markers, and tissues or cloth
- Posted "Spelling Practice Steps" chart from Week 12
- *Word Study Notebook* page 52 (in student toolboxes)
- Pencils

In this lesson, the students:

- Spell words from the Week 12 sort
- Take responsibility for their learning

ABOUT SPELLING TESTS

Beginning this week, the lessons that make up the Word Study week are sequenced differently than earlier lessons to accommodate a spelling test on Day 4. The spelling words, which are selected from the previous week's sort, are introduced on Day 1. Then the students practice the words in independent word work during the week. The students will have repeated exposure to the words over two weeks, in the previous week's sort and again in the Day 1

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spelling list, before they encounter the words on the spelling test. Having multiple opportunities to work with a set of words is more effective than memorizing a list of words during a single week.

Memorizing words for spelling tests does not automatically transfer to student writing. Over many repetitions, Guided Spelling alerts students to both regular and irregular spellings. Understanding the ways sounds can be spelled allows students to make more appropriate spelling choices when they are writing independently.

1 Get Ready to Spell

Have the students pick up their independent work toolboxes and return to their seats. Ask them to put their toolboxes on the floor next to their chairs. Review that in Guided Spelling, you will help the students use what they know about words to help them spell some of the words from last week's sort. Remind the students that practicing spelling with words from the sort will help them spell words when they are writing on their own.

Review that last week the students sorted words into alphabetical order. The words they sorted have many of the different vowel spellings they have learned. Tell the students that when they spell the words this week, they will have to think carefully about which vowel spelling to use for some words.

2 Guide the Students' Spelling

Distribute the wipe-off boards, markers, and tissues or cloths. Review that in Guided Spelling, you will say a word, use it in a sentence, and ask questions to help the students think about how to spell the word.

beach "The beach can be a nice place to visit in the summer."

Say *beach*. Use *beach* in a sentence. Have the students say *beach*. Then ask:

Q *What vowel sound do you hear in* beach*? (/ē/)*

Q *What is the name of that sound? (long* e*)*

Q *Are there different ways to spell the long* e *sound? (yes)*

Tell the students that in *beach*, long *e* is spelled *e-a*. Also explain that the sound /ch/ after a long vowel sound is usually spelled *c-h*. In the word *beach*, /ch/ is spelled *c-h*. Have the students write *beach*.

Write *beach* where everyone can see it, and have the students check their writing and erase and correct mistakes.

water "The water from the drinking fountain is cold."

Say *water*. Use *water* in a sentence. Have the students say *water*.

Tell the students that *water* is a high-frequency word. Remind the students that high-frequency words are words that are challenging to

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TEKS 2.C.iii
Student/Teacher Narrative
Step 2
[word: lake]

spell and that appear often in their reading. If *water* is not displayed on the word wall, you may wish to write it for the students.

Have the students write *water*.

Write *water* where everyone can see it, and have the students check their writing and erase and correct mistakes.

lake "Ducks live on the lake in the park."

Say *lake*. Use *lake* in a sentence. Have the students say *lake*. Then ask:

Q *What vowel sound do you hear in* lake*? (long* a*)*

Q *Is there more than one way to spell the long* a *sound? (yes)*

Tell the students that *lake* uses the final *e* spelling for the long *a* sound and that the sound /k/ is spelled *k*.

Have the students write *lake*. When most students are finished, call for their attention. Write *lake* where everyone can see it, and have the students check their writing and erase and correct mistakes.

sea "Some boats sail on the sea."

Say *sea*. Use *sea* in a sentence. Have the students say *sea*.

Point out that *sea* is a *homophone*—a word that sounds the same as another word but has a different spelling and meaning.

> **You might say:**
>
> "Two words sound the same: *see* as in 'the color I see' and *sea* as in 'the salty sea.' I know that these words are spelled differently, and the sentence tells me that I want to spell *sea* as in 'ocean.' I know that what I do with my eyes is spelled *s-e-e*. So *sea* meaning 'ocean' must be spelled *s-e-a*. When you hear a homophone, you have to figure out the meaning from the sentence and then decide which spelling to use."

Have the students write *sea*. When most students are finished, call for their attention.

Write *sea* where everyone can see it, and have the students check their writing and erase and correct mistakes.

Repeat the procedure for the words *stream*, *sand*, *earth*, and *hill*. *Earth* is a high-frequency word. If it is not displayed on the word wall, you may wish to write it for the students.

stream "A stream is a small river."

sand "There is a sandbox in the playground."

earth "The earth in the garden is good for growing plants."

hill "A hill is much smaller than a mountain."

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3 Review the Spelling Practice Steps

Direct the students' attention to the "Spelling Practice Steps" chart. Review that last week the students learned and practiced these steps. Explain that the students will review the steps and then use the steps to practice the spelling words the first time they go to independent word work this week.

Point to, read, and remind the students of each step.

Spelling Practice Steps

1. Look at the word, say it, and spell it.
2. Cover the word, say it, and spell it.
3. Uncover and check.
4. Cover the word and write it.
5. Uncover, check, and correct.

If you get stuck, go back to Step 1 and start again.

Have the students take their *Word Study Notebooks* from their independent work toolboxes, and turn to page 50. Point out that these are the same spelling steps from the chart. Then have the students read the spelling practice words on page 52.

4 Discuss Independent Spelling Practice

Tell the students that they will have a spelling test on Friday (or whichever day this week you will teach the Day 4 lesson). On that day you will read the words and they will spell them from memory. It is important for them to practice during the week so that they remember how to spell the words. Ask:

Q *How will you make sure you do the spelling work this week?*

> **Students might say:**
>
> "I will do it first thing when I go to independent work."
>
> "I will put a sticky note in my *Word Study Notebook* to remind me."

Tell the students that you will check in with them to see how their independent spelling practice is going.

Teacher Note

You may wish to post the *Word Study Notebook* page number for this week's spelling practice in the word work area for the students to refer to during Independent Work.

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Day 2

Word Study

Introduce Consonant-*l*-*e* Syllables

Materials

- "Week 13, Day 2 Words" (WA1)

Teacher Note

This week the students are guided to read consonant-*l*-*e* words one syllable at a time. This will help them recognize and read consonant-*l*-*e* syllables quickly and automatically in unfamiliar words.

Teacher Note

If necessary, model by saying the word *copycat* and then repeating the word as you clap on each syllable: *cop-y-cat*.

In this lesson, the students:

- Read words with consonant-*l*-*e* syllables
- Take responsibility for their learning

1 Gather and Review Independent Work

Gather the class with partners sitting together, facing you. Review that the students did Guided Spelling yesterday and that they will practice spelling the words during the week. Ask:

Q *If you have already practiced spelling during independent word work, how did it go?*

Have a few volunteers share. Ask and briefly discuss:

Q *If you have not done the spelling practice, how will you make sure you do it the next time you go to independent word work?*

2 Review Syllables

Review that the students have been learning strategies that will help them read and spell longer words. Remind the students that some words have more than one *syllable*, or part.

Tell the students that you will say a word and they will clap on and say each syllable. Have the students say and clap on the syllables using the following words: *underneath*, *bright*, *freeze*, *shower*, *traded*, *buzzing*, *flowerpot*, and *cube*.

Have the students say *cartoon*. Then ask:

Q *How many syllables do you hear in* cartoon*? (two)*

Write *cartoon* where everyone can see it, and draw a dot between *car* and *toon*, just below the word. Tell the students that the dot helps them see the syllables in the word. Have them read the syllables and then read the word.

Repeat this procedure for the words *landed* (*land.ed*), *jumping* (*jump.ing*), and *pencil* (*pen.cil*).

Tell the students that noticing the syllables in words can help them read and spell longer words.

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3 Introduce Consonant-*l*-*e* Syllables

Tell the students that today they will read words with more than one syllable. Have them clap on and say the syllables in the following words: *candle*, *middle*, and *puddle*.

Q *What sounds the same in all the words you just heard? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. If necessary, point out that all the words end with /dəl/.

Write the words *candle*, *middle*, and *puddle* where everyone can see them, draw a dot before the *dle* in each word, and explain that in these words, /dəl/ is spelled *d*-*l*-*e*. Explain that *-dle* is a consonant-*l*-*e* syllable. The first letter is the consonant *d* and the next two letters are *l*-*e*. Have the students read *candle*, first by syllables and then as a whole word.

Point to the words *middle* and *puddle*. Explain that when there is a double consonant in a word (as in *middle*), the students only say the consonant sound once when they read the whole word.

Explain that there are other consonant-*l*-*e* syllables. Write *tumble* and *pebble* where everyone can see them. Draw a dot before *ble* in each word and point out that in these words the consonant-*l*-*e* syllable is *-ble*. The first letter is the consonant *b* and the next two letters are *l*-*e*.

Use the same procedure for words ending with *-gle*, *-ple*, and *-tle*, using the following words: *giggle*, *jungle*, *apple*, *purple*, *bottle*, and *gentle*.

Tell the students that it is helpful to recognize consonant-*l*-*e* syllables because they will see many words ending with consonant-*l*-*e* syllables in their reading.

4 Discuss a Word-reading Strategy

Tell the students that words ending with consonant-*l*-*e* syllables can be challenging to read, and that noticing the consonant-*l*-*e* syllable at the end of a word can help readers see the first syllable and read the whole word.

Explain that you will show a word. The students will name the consonant-*l*-*e* syllable, read each syllable, and then read the whole word.

Display the "Week 13, Day 2 Words" activity (WA1). Point to the first word, *turtle*. Ask the students to name the consonant-*l*-*e* syllable at the end of the word. Ask:

Q *Which consonant-*l-e *syllable is at the end of the word? (/təl/)*

Facilitation Tip

Continue to focus on **pacing class discussions** so they are neither too short nor too long. Scan the whole class (not just the students who are responding), and use techniques such as the following:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak, and then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

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Teacher Note

If the students need additional support reading the words, consider framing the word parts as the students read them. If the students have difficulty reading long vowel spellings in the first syllable, you might draw their attention to the spelling on the "Spelling-Sound Chart."

Draw a dot before the consonant-*l*-*e* syllable, and have the students read each syllable before reading the whole word.

Repeat this procedure for the remaining words on the "Week 13, Day 2 Words" activity (WA1).

Suggested Vocabulary

bundle: group of things that are held or tied together, such as sticks
stumble: trip
tumble: fall down

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

eagle: large bird
needle: small, thin, sharp metal tool used with thread to sew cloth
saddle: seat put on a horse for a rider to sit on
marble: small ball of glass that is used to play games
rattle: make sounds by shaking

WA1

turtle	pebble	needle	saddle
bundle	simple	bubble	marble
little	stumble	handle	rattle
eagle	tumble		

5 Reflect on Reading

Ask and briefly discuss:

Q *How does noticing the syllables in words help you with your reading?*

Students might say:

"It helps me sound out words faster."

"It helps me read longer words."

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Word Study
Whole-class Sort (Closed)

Day 3

In this lesson, the students:

- Read and sort words with consonant-*l*-*e*
- Listen respectfully to the thinking of others and share their own
- Handle materials responsibly

1 Gather and Get Ready to Sort

Gather the class with partners sitting together, facing you. Review that in the last lesson the students read words with consonant-*l*-*e* syllables at the end. Explain that in this lesson, the students will read words with consonant-*l*-*e* syllables at the end and sort them into categories.

2 Read the Sort Words

Display the "Week 13, Day 3 Sort" activity (WA2) and have the students read the words together as a class.

dribble	settle	apple	mumble
marble	turtle	handle	rattle
simple	rumble	struggle	wiggle
riddle	tremble	bubble	stumble

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

dribble: fall in small drops
riddle: question with a funny answer
rumble: make a low, deep sound
tremble: shake
struggle: have a hard time doing something
mumble: speak so softly it is hard for others to hear the words
rattle: make sounds by shaking

3 Review Consonant-*l*-*e* Syllables

Use "Think, Pair, Share" to discuss:

Q *What do you remember about consonant*-l-e *syllables?* [pause] *Turn to your partner.*

Materials

- "Week 13, Day 3 Sort" (WA2)
- Copies of "Week 13, Day 3 Sort" (BLM1) in the word work area

Teacher Note

Check with the students to see whether they have completed their spelling work. Ask:

Q *If you haven't done the spelling practice, how will you make sure you complete it before the spelling test?*

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After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "They all end in *l*-*e*."
>
> "Consonant-*l*-*e* is one syllable."
>
> "Consonant-*l*-*e* is at the ends of words."

Remind the students that noticing the consonant-*l*-*e* syllable at the end of a word can help readers see the first syllable and read the whole word.

4 Introduce the Sort

Explain that the class will now sort the words by reading the words and listening for the consonant-*l*-*e* syllables.

Direct the students' attention to the "Week 13, Day 3 Sort" activity (WA2). Create categories by writing the following syllables as headings on the chart: *ble*, *dle*, *gle*, *ple*, and *tle*. Have the students read the syllables aloud.

5 Sort by Consonant-*l*-*e* Syllable

Point to the word *dribble* on the "Week 13, Day 3 Sort" activity (WA2). Draw a dot before the consonant-*l*-*e* syllable, just below the word (*drib.ble*), and have the students read each syllable and then read the word. Repeat the procedure with the remaining words.

Click the reset icon on the CCC toolbar to clear the dots from the "Week 13, Day 3 Sort" activity (WA2). Point to *dribble*. Ask:

Q *What syllable do you hear at the end of* dribble? (ble)

Drag and drop the word under the appropriate category heading. Repeat this procedure with the remaining words. Then have the students read the sorted words under each heading.

WA2

ble	dle	gle	ple	tle
dribble	riddle	struggle	simple	settle
marble	handle	wiggle	apple	turtle
rumble				rattle
tremble				
bubble				
mumble				
stumble				

Teacher Note

If the students need additional support reading the words, consider framing the word parts as the students read them.

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Tell the students that you have put copies of the sort in the "Word Sorts" bin in the word work area. When they go to independent word work, they will sort the words again and record their sorts in their *Word Study Notebooks*. Point out that they need five columns for the sort, so they will have to use two facing pages in their notebooks.

6 Reflect on Reading

Encourage the students to notice words with consonant-*l*-*e* syllables in their reading.

Use "Think, Pair, Share" to discuss:

Q *How does noticing the parts of longer words help you read the words?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class. Tell the students that in the coming weeks, they will use what they know about syllables to help them read much longer words.

Teacher Note

Consider telling the students that they can do the sort in pairs if they wish. Ask and briefly discuss:

Q *How will you find someone to do the sort with if you want to work with a partner?*

Q *What can you say if someone asks you to be his or her partner and you do not want to do the sort at that time?*

Word Study
Spelling Test

Day 4

In this lesson, the students:

- Learn the procedure for spelling tests
- Learn the purpose for spelling tests
- Take a spelling test
- Handle materials responsibly

Materials

- Lined paper and a pencil for each student
- "Week 13, Day 4 Spelling Words" (WA3)
- "Class Assessment Record" sheet (CA1)

1 Get Ready to Spell

Have the students stay in their seats today. Review that earlier this week, you guided the students as they wrote the spelling words. You asked them questions to help them spell the words correctly, and they thought carefully as they wrote the words. Review that the students also used the spelling practice steps during independent work time to help them remember the words. Ask and briefly discuss:

Q *How did you do with independent spelling practice this week?*

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2 Discuss Spelling Tests

Explain that each week, after Guided Spelling and independent spelling practice, the students will write the spelling words from memory. Explain that when writers spell a word from memory, they use everything they know about the word to help them spell it correctly.

Tell the students that if they are not sure how to spell part of a word or are not sure they spelled a word correctly, they can ask themselves questions like the ones you ask during Guided Spelling. Explain that asking themselves questions will help them remember what they know about the word. Ask and briefly discuss:

Q *What questions can you ask yourself if you are not sure how to spell part of a word?*

Q *What questions can you ask yourself once you finish writing a word?*

> **Students might say:**
>
> "I can ask myself if there's more than one way to spell that part."
>
> "I can ask myself which way to spell the vowel sound."
>
> "Do I need to double the consonant?"
>
> "Does it look right?"

3 Introduce the Procedure for Spelling Tests

Distribute the paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8.

Explain the procedure for writing and checking the spelling words, using one of the words as an example.

> **You might say:**
>
> "The first spelling word is *beach*. I will say 'Number one: beach.' Then I will use the word *beach* in a sentence. I might say 'The waves crashed on the beach.' I'll say 'beach' again. Then you will write *beach* next to the number one on your paper. I will give you a minute or two to write before I tell you the next word. Remember to think carefully as you write the word. After you have written all eight words, I will display the words and you will check and correct your work."

Ask and briefly discuss:

Q *What questions do you have about the spelling test?*

4 Spelling Test

Begin the spelling test. Say "Number one: beach." Use *beach* in a sentence. Say *beach* again. Have the students write *beach*. Allow enough time for all the students to finish before moving on to the next word.

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Repeat this procedure for the remaining spelling words.

1. beach "The waves crashed on the beach."
2. water "Fish live in the water."
3. lake "Many fish live in the lake."
4. sea "The ship sailed across the sea."
5. stream "A small stream flows down the mountain."
6. sand "Some kids love to play in the sand."
7. earth "We dig in the earth to plant a garden."
8. hill "It can be fun to roll down a hill."

5 Check and Correct the Words

After the students are finished writing the last word, display the "Week 13, Day 4 Spelling Words" activity (WA3). Explain that the students will check their work by looking at each word they wrote and comparing it to the corresponding word in the word list.

> **You might say:**
>
> "When it's time to check your spelling words, start by looking at word number one on the board. On this list, word number one is *beach*. Find number one on your paper and check to see if you spelled *beach* the same way it's spelled on the board. If you made a mistake, cross out *beach* on your paper and write the correct spelling of *beach* next to it. Check each word the same way."

Have the students check their work and correct mistakes. As they work, circulate and observe. Support struggling students by reminding them to look at each word on the board and ask themselves if they spelled the word the same way. When the students are finished checking and correcting their work, collect the papers.

Explain that spelling familiar words—using everything they know about words to spell the words correctly—helps writers know what to do when they spell words they have not written before.

CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students use the correct vowel spellings?
- Do the students omit letters?
- Are the students able to spell most words correctly?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 87 of the *Assessment Resource Book*. If many students struggle to spell the words, review the spelling steps (introduced in Step 2, Week 12) with the class and have them practice any missed words using the steps. You might copy or print the spelling page and have the students practice the words twice during independent word work.

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6 Reflect on Spelling

Have the students reflect on the spelling test. Ask and briefly discuss:

Q *How did you do with remembering how to spell the words?*

Q *How did the spelling practice during Independent Work help you on the test?*

Tell the students they will have more opportunities to practice spelling in the coming weeks.

EXTENSION

Connect Spelling to Writing

Review that one reason writers spell words correctly is to make sure readers can understand and enjoy their writing. Tell the students that after some spelling tests, you will ask them to think about how they might use the spelling words in their writing. Think aloud about how one of the words reminds you of something that happened to you.

> **You might say:**
>
> "When I read the word *sand*, it reminds me of the day we saw the movie about the desert. I had no idea that animals lived in a place that is so hot and dry. I could write about that."

Ask and discuss:

Q *Which of these words reminds you of something that happened to you? What is a story you could write about that? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Encourage the students to use the spelling words and other words from the week's sort in their writing.

Independent Work Connection

For next week's Independent Work, we suggest the following:

- If you have not done so already, place copies of "Week 13, Day 3 Sort" (BLM1) in the word work area.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 14 OVERVIEW

Whole-class Instruction

Word Study 310

This week the students review suffixes and base words and read, discuss, and sort words with the suffixes *-er* and *-est*. On Day 3, the students build *-er* and *-est* words by syllable during "Build That Word." This week's spelling words are words with consonant-*l*-*e* syllables.

Independent Work Check-in 324

This week we suggest you teach the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week, you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 13, Day 3 Sort" (see "Independent Work Connection" on page 304)

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Week 14

RESOURCES

Extensions

- "Adding *-er* and *-est* to Base Words with Final *e*"
- "Adding *-er* and *-est* to Base Words that End with *y*"
- "Connect Spelling to Writing"

Assessment Resource Book

- Week 14 assessment

Word Study Notebook

- Spelling Practice

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "Week 14, Day 2 Sort" (BLM1)
- "Week 14, Day 3 'Build That Word' Tiles" (BLM2)
- "Week 14, Day 3 'Build That Word' Sentences" (BLM3)

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DO AHEAD

Word Study

✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.

✓ Prior to Day 2, familiarize yourself with the Day 2 Sort Words.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 14, Day 2 Sort" (BLM1). Make several copies to place in the word work area before the lesson.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 14, Day 3 'Build That Word' Tiles" (BLM2). Make half as many copies as you have pairs of students, since each sheet makes two sets of letter tiles. Cut each sheet in half.

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 88 of the *Assessment Resource Book*.

✓ (Optional) If you plan to integrate "Build That Word" in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 14, Day 3 'Build That Word' Sentences" (BLM3). See "Independent Work Connections" on page 323.

Independent Work Check-in

✓ Familiarize yourself with the "Conferring" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 2 Practice Words		Day 2 Sort Words	
apple	*Challenge Words*	darker	softer	deeper	smaller
handle	marble	darkest	softest	deepest	smart
rattle	turtle	deeper	sweeter	faster	smarter
riddle		deepest	sweetest	fastest	strong
rumble		louder	taller	longer	strongest
settle		loudest	tallest	longest	weak
simple		shorter	thicker	neat	weaker
struggle		shortest	thickest	neater	weakest

Academic Focus

- Students learn the suffixes *-er* and *-est*.
- Students read and sort words with *-er* and *-est*.
- Students build words.
- Students spell words with consonant-*l*-*e* syllables.

Social Development Focus

- Students work responsibly in pairs.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study
Guided Spelling

Materials

- Class set of wipe-off boards, dry-erase markers, and tissues or cloths
- *Word Study Notebook* page 53 (in student toolboxes)

In this lesson, the students:

- Review consonant-*l*-*e* syllables
- Spell words with consonant-*l*-*e* syllables
- Handle materials responsibly

1 Get Ready to Spell

Have the students pick up their independent work toolboxes and return to their seats. Ask them to put their toolboxes on the floor next to their chairs. Review that last week the students read and sorted two-syllable

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words that end in consonant-*l*-*e*. Explain that today the students will spell words ending with consonant-*l*-*e* syllables.

2 Review Consonant-*l*-*e* Syllables

Write the following words where everyone can see them: *riddle*, *mumble*, and *tremble*. Point to *riddle* and ask:

Q *What consonant*-l-e *syllable do you see in this word?* (dle)

Draw a dot between *rid* and *dle*, just below the word. Remind the students that when there is a double consonant in a word, they only say the consonant sound once when they read the whole word. Have the students read each syllable and then read the word.

Repeat the procedure for *mumble* and *tremble*.

3 Guide the Students' Spelling

Review that in Guided Spelling, you will help the students use what they know about words to help them spell some of the words from last week's sort. Remind the students that practicing spelling with words from the sort will help them spell words when they are writing on their own.

Distribute the wipe-off boards, markers, and cloth or tissues. Review that in Guided Spelling, you will say a word, use it in a sentence, and ask questions to help the students think about how to spell the word.

simple "The recipe for the salad was very simple."

Say *simple*. Use *simple* in a sentence. Have the students say *simple*. Then ask:

Q *How many syllables are in* simple*? (two)*

Q *What is the first syllable in* simple*?* (sim)

Have the students write *sim*. Then ask:

Q *What is the second syllable in* simple*?* (ple)

Q *How is the consonant*-l-e *syllable spelled?* (p-l-e)

Have the students write *ple*.

Write *simple* where everyone can see it, and have the students check their writing and erase and correct mistakes.

Repeat the procedure with the words *struggle*, *apple*, *rattle*, *rumble*, *handle*, *settle*, and *riddle*.

struggle "Sometimes I struggle to lift my book bag."

apple "An apple is a good snack."

rattle "The baby shook her rattle."

rumble "I was so hungry I heard my tummy rumble."

Teacher Note

Do not erase any of the guided spelling words you write, as you will refer to them in the reflection at the end of the lesson.

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handle "We handle our classroom materials responsibly."

settle "The children worked together to settle their argument."

riddle "Once I heard a funny riddle."

If time permits, you may wish to challenge the students with the words *turtle* and *marble*, which have more challenging spellings in the first syllable.

turtle "A turtle can hide its head inside its shell."

Say *turtle*. Use *turtle* in a sentence. Have the students say *turtle*. Then ask:

Q *What is the first syllable in* turtle*? (*tur*)*

Q *What is the vowel sound in* tur*? (/ûr/)*

Q *What are three ways to spell /ûr/? (*e-r, i-r, u-r*)*

Ask the students to think carefully about which spelling to use and have them write the letters *tur*. Have them say *turtle* again. Then ask:

Q *What is the second syllable in* turtle*? (*tle*)*

Have the students write the rest of *turtle*. When most students are finished, call for their attention and ask:

Q *Does* turtle *look right to you the way you spelled it? If not, do you want to change how you spelled it?*

Write *turtle* where everyone can see it, and have the students check their writing and erase and correct mistakes.

marble "Joey's favorite marble has blue and green swirls."

Say *marble*. Use *marble* in a sentence. Then ask:

Q *What is the first syllable in* marble*? (*mar*)*

Q *What is the vowel sound in /mar/? (/är/)*

Q *How do you spell /är/? (*a-r*)*

Have the students write the letters *mar*. Have them say *marble* again. Then ask:

Q *What is the second syllable in* marble*? (*ble*)*

Have the students write the rest of *marble*.

Write *marble* where everyone can see it, and have the students check their writing and erase and correct mistakes.

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4 Discuss and Reflect on Spelling Words

Direct the students' attention to the guided spelling words you have written. Ask:

Q *What do you notice about these words? Turn to a person sitting next to you.*

Signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "They all end in *l-e*."
>
> "The *e* at the end is silent."

Explain that the students will have a spelling test on Friday (or whichever day this week you will teach the Day 4 lesson). Have the students take their *Word Study Notebooks* from their toolboxes and open to page 50. Read the spelling steps with the students. Then have the students turn to page 53 and remind them that they will practice spelling these words using the spelling steps. It is important for them to do their spelling practice when they go to independent word work so that they will remember how to spell the words.

Teacher Note

You may wish to post the *Word Study Notebook* page number for this week's spelling practice in the word work area for the students to refer to during Independent Work.

Word Study
Introduce the Suffixes *-er* and *-est*

Day 2

In this lesson, the students:

- Read and sort words with the suffixes *-er* and *-est*
- Listen respectfully to the thinking of others and share their own

Materials

- "Week 14, Day 2 Words" (WA1)
- "Week 14, Day 2 Sort" (WA2)
- Copies of "Week 14, Day 2 Sort" (BLM1) in the word work area

1 Gather and Get Ready to Work

Gather the class with partners sitting together, facing you. Explain that in this lesson, partners will share what they know about some longer words. Ask and briefly discuss:

Q *What can you do to be respectful when you and your partner are talking?*

Teacher Note

Check with the students to see whether they have completed their spelling work. Ask:

Q *If you haven't done the spelling practice, how will you make sure you complete it before the spelling test on [Friday]?*

2 Discuss Words Ending with *-er* and *-est*

Write the word *quick* where everyone can see it and have the students read it aloud.

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Facilitation Tip

Continue to focus on **pacing class discussions** using techniques such as the following:

- Encourage just a few students to respond to each question even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak, and then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

Write the word *quicker* under *quick*. Draw a dot between *quick* and *er*, just below the word, and remind the students that the dot can help them see and read syllables in a word. Have the students read *quicker*, first by syllables and then as a whole word. Then use "Think, Pair, Share" to discuss:

Q *Which do you think is quicker, a shark or a cheetah? Why do you think that?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I think a shark is quicker because it is easier to go fast in the water."
>
> "I think a cheetah is quicker because I know it is the fastest animal on land."

Write *quickest* under *quicker*. Draw a dot between *quick* and *est* and have the students read *quickest*, first by syllables and then as a whole word. Then have the students discuss the following question, first in pairs and then as a class:

Q *Does the quickest person always win a race? Why do you think that?* [pause] *Turn to your partner.*

Write the word *small* where everyone can see it. Read the word aloud. Have the students read it aloud.

Write the word *smaller* under *small*. Draw a dot between *small* and *er* and have the students read *smaller* aloud, first by syllables and then as a whole word. Then have the students discuss the following question, first in pairs and then as a class:

Q *Which do you think is smaller, a puppy or a kitten? Why do you think that?* [pause] *Turn to your partner.*

Write the word *smallest* under *smaller*. Draw a dot between *small* and *est* and have the students read *smallest* aloud, first by syllables and then as a whole word. Then have the students discuss the following question, first in pairs and then as a class:

Q *Who is the smallest person in your family? Why do you think that? Turn to your partner.*

3 Review Base Words and Suffixes

Direct the students' attention to the words *quick*, *quicker*, and *quickest*. Ask:

Q *What is the same about these words?*

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Have a few volunteers share. Underline *quick* in all three words and explain that *quick* is the *base word* in the words *quicker* and *quickest*. Then ask:

Q *What makes* quicker *and* quickest *different from* quick*? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "*Quicker* and *quickest* both have two syllables."
>
> "They have different endings."
>
> "They mean different things."

Circle *er* and *est* and explain that /ûr/, spelled *e-r*, and /ĕst/, spelled *e-s-t*, are both suffixes. Tell the students that a *suffix* is a letter or group of letters that is added to the end of a base word to make a new word. Explain that noticing a suffix at the end of a word can help readers read and understand the word.

4 Introduce the Suffixes *-er* and *-est*

Explain that the suffix *-er* means "more" and that when *-er* is added to the base word *quick*, it makes the word *quicker*, which means "more quick or faster." Direct the students' attention to the words you have written and remind them that the dot can help them see and read the syllables in a word. Have the students read *quicker*, first by syllables and then the whole word.

Explain that the suffix *-est* means "most" and that when *-est* is added to the base word *quick*, it makes the word *quickest*, which means "most quick or fastest." Have the students read *quickest*, first by syllables and then the whole word.

Repeat this procedure with *smaller* and *smallest*.

5 Read Words with the Suffixes *-er* and *-est*

Explain to the students that they will read more words with the suffixes *-er* and *-est*; you will show them a word and they will say the suffix and then read the word. Display the "Week 14, Day 2 Words" activity (WA1). Point to the word *darker*. Ask:

Q *Which suffix do you see? (-*er*)*

Draw a dot between *dark* and *er*. Have the students read the word, first by syllables and then the whole word.

Teacher Note

The suffix *-er* is introduced to mean "a person who" in the vocabulary instruction of the *Making Meaning®* program from Center for the Collaborative Classroom. If you have taught the *-er* lesson in the *Vocabulary Teaching Guide*, you many want to point out that the ending *-er* has two different meanings. The "a person who" meaning of *-er* is taught in Week 16 of Word Study.

TEKS 3.C.iv
TEKS 3.C.v
TEKS 3.C.xii
TEKS 3.C.xiii
Student/Teacher Narrative
Step 4

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Decoding Support

If the students need additional support reading the words, consider framing the word parts as the students read them.

Repeat this procedure for the remaining words.

WA1

darker	tallest	deeper	thickest
deepest	shorter	softer	sweeter
sweetest	softest	shortest	loudest
taller	thicker	louder	darkest

6 Introduce the Sort

Display the "Week 14, Day 2 Sort" activity (WA2) and read the words with the students.

smart	weak	deeper	weakest
longest	smaller	weaker	smarter
faster	deepest	fastest	strongest
strong	longer	neat	neater

Ask:

Q *What are some words you can group together? What is the same about them? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Tell the students that you have put copies of the sort in the "Word Sorts" bin in the word work area. When they go to independent word work, they will sort the words and record their sorts in their *Word Study Notebooks*.

Teacher Note

This week's instruction does not include a whole-class or pair sort. The students will sort during their independent work time only.

Teacher Note

If you prefer, you might suggest to the students that they can do the sort in pairs if they wish. Ask and briefly discuss:

Q *How will you find someone to do the sort with if you want to work with a partner?*

Q *What can you say if someone asks you to be his or her partner and you don't want to do the sort at that time?*

7 Reflect on Working Together

Ask and briefly discuss:

Q *What did you do to be respectful when you were talking about the words with your partner today?*

Tell the students that in the next lesson they will use word parts to build words.

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EXTENSIONS

Adding *-er* and *-est* to Base Words with Final *e*

Remind the students that they learned about the suffixes *-er* and *-est*.

Say *cuter*. Ask:

Q *What is the base word in* cuter*?* (cute)

Write the word *cute* where everyone can see it. Have the students read the word. Point out that *cute* has the final *e* spelling of the long *u* sound (/ū/). Ask:

Q *What do you know about adding the endings* i-n-g *or* e-d *to words with the final* e *spelling? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. If necessary, remind the students that to add the endings *-ing* or *-er* to a word, they must first drop the final *e*. Explain that to add *e-r* to *cuter*, the students will also drop the final *e* before adding the ending. Erase the *e* and add *er* to *cute*. Have the students read *cuter*.

Tell the students that they will use the same strategy to add *e-s-t* to words with the final *e* spelling. Write *cute* where everyone can see it. Have the students read the word. Erase the final *e* in *cute* and then add *est*. Have the students read *cutest*. Repeat this procedure for *nicer*, *nicest*, *riper*, and *ripest*.

Adding *-er* and *-est* to Base Words that End with *y*

Remind the students that they learned about the suffixes *-er* and *-est*.

Say *funnier*. Then ask:

Q *What is the base word in* funnier*?* (funny)

Write the word *funny* where everyone can see it. Have the students read the word. Point out that *funny* ends with *y*. Tell the students that to spell *funnier*, they must change *y* to *i* before adding *e-r*. Erase the final *y* in *funny*, write *i*, and then add *er*. Have the students read *funnier*.

Tell the students that they use this same strategy to add *e-s-t* to words ending with *y*.

Write *funny* where everyone can see it. Have the students read the word. Erase *y* in *funny*, write *i*, and then add *est*. Have the students read *funniest*. Repeat this procedure for the words *sleepier*, *sleepiest*, *luckier*, and *luckiest*.

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Day 3

Word Study

"Build That Word"

Materials

- "Week 14, Day 3 'Build That Word'" (WA3)
- Copy of "Week 14, Day 3 'Build That Word' Tiles" (BLM2), halved, for each pair
- Scissors for each pair

Teacher Note

You can have the students move to sit with their partners or work with the person sitting next to them.

TEKS 3.C.iv
TEKS 3.C.v
TEKS 3.C.xii
TEKS 3.C.xiii
Student/Teacher Activity
Step 2

In this lesson, the students:

- Play "Build That Word"
- Handle materials responsibly
- Share the work fairly

1 Review "Build That Word"

Have the students stay in their seats. Explain that today, the students will work with partners to build words. Each pair will have one "Build That Word" sheet to share as they do when they sort with partners.

Review that to play "Build That Word," the students will use letters to build words. Explain that each pair will get a copy of the "Build That Word" sheet and cut the letters apart. Ask and briefly discuss:

Q *What will you do to share the work fairly?*

2 Play "Build That Word"

Display the "Week 14, Day 3 'Build That Word'" activity (WA3). Explain that this week, you will read some sentences that have missing words. Pairs will decide which word fits in each sentence and build that word with tiles.

WA3

er	strong	tall	sweet	deep
est	dark	short	fast	loud

Explain that the students will have to think carefully about the meanings of words in order to build them. You will read a clue with a missing word

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and partners will use the word parts they have to build the missing word. Model, using the following clue:

- "Joe is the only person who can reach the top shelf of the bookcase. He is the _____ person in his class." (*tallest*)

> **You might say:**
>
> "'Joe is the only person who can reach the top shelf of the bookcase. He is the _____ person in his class.' If no one else can reach the top shelf, that means no one in the class is as tall as Joe. I think that Joe must be the tallest person in his class. I'm going to build *tallest* and repeat the sentence to make sure *tallest* makes sense. [Drag *tall* and *est* together to make *tallest*.] 'Joe is the only person who can reach the top shelf of the bookcase. He is the *tallest* person in his class.'"

Distribute "Week 14, Day 3 'Build That Word' Tiles" (BLM2) and scissors and have the students cut the tiles apart.

Read the next clue aloud:

- "Mei can stand on the bottom at one end of the pool. She can't stand on the bottom at the other end. One end of the pool is _____ than the other." (*deeper*)

Ask:

Q *What word makes sense in this sentence? Turn to your partner.*

After a few moments, signal for the students' attention and have a volunteer share. Reread the clue, inserting the word *deeper* to confirm that it makes sense. Have the students build the word *deeper*.

Drag *deep* and *er* together to build *deeper* on the "Week 14, Day 3 'Build That Word'" activity (WA3). Have the students check and correct their work.

Repeat this procedure with the remaining clues. After the students have built the word, read the clue with the word inserted to check that it makes sense.

- Alvaro can hold 3 pounds of apples. Jess can hold 4 pounds. But I can hold 6 pounds! I am the _____. (*strongest*)
- Joshua can run _____ than some of the other boys on the team. (*faster*)
- When the lights went out, it got much _____. (*darker*)
- My tea has more sugar in it than yours. My tea is _____. (*sweeter*)
- That thunder yesterday was the _____ noise I have ever heard. (*loudest*)
- Makayla's story has five chapters. Ben's story has six chapters. Mine has three. It is the _____. (*shortest*)

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3 Reflect on "Build That Word"

After playing "Build That Word," ask and briefly discuss:

Q *How did you and your partner do with sharing the work fairly during "Build That Word"?*

Explain that in the coming weeks, the students will play "Build That Word" to build more long words.

Day 4 Word Study

Spelling Test

Materials

- Lined paper and a pencil for each student
- "Week 14, Day 4 Spelling Words" (WA4)
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Review the purpose for spelling tests
- Review the procedure for spelling tests
- Spell words with consonant-*l*-*e* syllables
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats today. Review that earlier this week, you guided the students as they wrote the spelling words. You asked them questions to help them spell the words correctly, and they thought carefully as they wrote the words. Review that the students also have been using the spelling practice steps to practice writing spelling words during independent work time. Ask and briefly discuss:

Q *How did you do with independent spelling practice this week?*

2 Discuss Spelling Tests

Review that each week, after Guided Spelling and independent spelling practice, the students will write the spelling words from memory. Remind the students that when writers spell a word from memory, they use everything they know about the word to help them spell it correctly.

Review that if the students are not sure how to spell part of a word or are not sure they spelled a word correctly, they can ask themselves questions like the ones you ask during Guided Spelling. Asking themselves questions will help them remember what they know about the word. Ask and briefly discuss:

Q *What questions can you ask yourself if you are not sure how to spell part of a word?*

Q *What questions can you ask yourself once you finish writing a word?*

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Students might say:

"I can ask myself if there's more than one way to spell that part."

"I can ask myself which way to spell the vowel sound."

"Does it look right?"

3 Review the Procedure for Spelling Tests

Distribute the paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8.

Review the procedure for writing and checking the spelling words, using one of the words as an example.

You might say:

"The first spelling word is *simple*. I will say 'Number one: *simple*.' Then I will use the word *simple* in a sentence. I might say 'The game came with very simple instructions for how to play.' I'll say *simple* again. Then you will write *simple* next to the number one on your paper. I will give you a minute or two to write before I tell you the next word. Remember to think carefully as you write the word. After you have written all eight words, I will display the words and you will check and correct your work."

Ask and briefly discuss:

Q *What questions do you have about the spelling test?*

4 Spelling Test

Begin the spelling test. Say "Number one: simple." Use *simple* in a sentence. Say *simple* again. Have the students write *simple*. Allow enough time for all the students to finish before moving on to the next word.

Repeat this procedure for the remaining spelling words.

1. simple — "The game came with very simple instructions for how to play."
2. struggle — "It was a struggle to climb the stairs after playing all day."
3. apple — "I will pick an apple from the tree."
4. rattle — "That baby's rattle is very loud."
5. rumble — "We heard a loud rumble when the truck went by."
6. handle — "He held the spoon by its handle."
7. settle — "My mom sang a lullaby to settle the baby and help her sleep."
8. riddle — "No one in our class could solve the riddle."

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5 Check and Correct the Words

After the students are finished writing the last word, display the "Week 14, Day 4 Spelling Words" activity (WA4). Review that the students will check their writing by looking at each word they wrote and comparing it to the corresponding word in the word list.

> **You might say:**
>
> "When it's time to check your spelling words, start by looking at word number one on the board. On this list, word number one is *simple*. Find number one on your paper and check to see if you spelled *simple* the same way it's spelled on the board. If you made a mistake, cross out *simple* on your paper and write the correct spelling of *simple* next to it. Check each word the same way."

Have the students check their work and correct mistakes. As they work, circulate and observe. Support struggling students by reminding them to look at each word in the list and ask themselves if they spelled the word the same way. When the students are finished checking and correcting their work, collect the papers.

Explain that spelling familiar words from memory—using everything they know about words to spell the words correctly—helps writers know what to do when they spell words they have not written before.

CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students use the correct consonant-*l*-*e* spellings?
- Do the students omit letters?
- Are the students able to spell most words correctly?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 88 of the *Assessment Resource Book*. If many students struggle to spell the words, review the spelling steps (introduced in Step 2, Week 12) with the class and have them practice any missed words using the steps. You might also copy or print this week's spelling page and have the students practice the words using the spelling steps several times during independent word work.

If only a few students struggle, create a small group with those students and repeat the guiding from Step 3, Day 1. You might also copy or print this week's spelling page and the spelling steps and have the students use the spelling steps to practice the words at home during the week.

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6 Reflect on Spelling

Have the students reflect on the spelling test. Ask and briefly discuss:

Q *How did you do with remembering how to spell the words?*

Q *How did the spelling practice during Independent Work help you?*

Tell the students they will have more opportunities to practice spelling in the coming weeks.

EXTENSION

Connect Spelling to Writing

Review that one reason writers spell words correctly is to make sure readers can understand and enjoy their writing. Think aloud about how one of the words reminds you of something that happened to you that you could write about.

> **You might say:**
>
> "When I read the word *rattle*, it reminds me of the time when my baby sister lost her rattle. She would not stop crying. We looked for it all over the house. Then suddenly it was quiet. All we could hear was the rattle. My baby sister had found it next to her and picked it up herself for the first time! We were all very excited. I could write a story about that."

Ask and discuss:

Q *Which of these words reminds you of something that happened to you? What is a story you could write about that? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Encourage the students to use the spelling words and other words from the week's sort in their writing.

Independent Work Connections

For next week's Independent Work, we suggest the following:

- If you have not done so already, place additional copies of "Week 14, Day 2 Sort" (BLM1) in the word work area.
- Make additional copies of "Week 14, Day 3 'Build That Word' Tiles" (BLM2) as well as copies of "Week 14, Day 3 'Build That Word' Sentences" (BLM3) to place in the word work area.

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 15 OVERVIEW

Whole-class Instruction

Word Study 328

This week the students read and discuss words with the suffix *-ly*. They sort words with the suffixes *-er*, *-est*, and *-ly* as a class and in pairs. The week's spelling words are words with the suffixes *-er* and *-est*.

Independent Work Check-in 339

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 14, Day 2 Sort" (see "Independent Work Connections" on page 323)
- "Week 14, Day 3 'Build That Word' Tiles" and "Week 14, Day 3 'Build That Word' Sentences" (see "Independent Work Connections" on page 323)

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Week 15

RESOURCES

Extension

- "Connect Spelling to Writing"

Assessment Resource Book

- Week 15 assessment

Word Study Notebook

- Word Sorts
- Spelling Practice



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "Week 15, Day 3 Sort" (BLM1)
- (Optional) "Week 15 High-frequency Words" (BLM2)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the next several weeks.
- ✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.
- ✓ Prior to Day 2, familiarize yourself with the Day 2 Practice Words.
- ✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 15, Day 3 Sort" (BLM1). Make enough copies for each pair of students to have one.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 89 of the *Assessment Resource Book*.
- ✓ (Optional) If you plan to integrate the new high-frequency words in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 15 High-frequency Words" (BLM2). See "Independent Work Connections" on page 338.

Independent Work Check-in

- ✓ Familiarize yourself with the "Introduce New Materials" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 2 Practice Words		Day 3 Sort Words	
darker	fastest	bravely	only	brave	kind
deeper	loudest	brightly	quickly	bravely	kinder
deepest	smarter	clearly	reply	braver	kindest
faster	strongest	fairly	sadly	bravest	kindly
		friendly	safely	bright	slow
		kindly	slowly	brighter	slower
		neatly	softly	brightest	slowest
		nicely		brightly	slowly

Academic Focus

- Students spell words with the suffixes *-er* and *-est*.
- Students learn the suffix *-ly*.
- Students read and sort words with the suffix *-ly*.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study

Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student

Teacher Note

The students may work in partnerships already established, or you may assign new partners for the Word Study lessons. The partners you assign today will work together for the next five weeks of Word Study.

In this lesson, the students:

- Begin working with new partners
- Review the suffixes *-er* and *-est*
- Spell words with the suffixes *-er* and *-est*
- Handle materials responsibly

1 Get Ready to Spell

Randomly assign partners and have the students sit at tables with partners together. Review that last week, the students sorted words with the suffixes *-er* and *-est*. Explain that today the students will spell words with the suffixes *-er* and *-est*.

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2 Review the Suffixes *-er* and *-est*

Review that a *suffix* is a letter or group of letters that is added to the end of a base word to make a new word. Explain that noticing a suffix at the end of a word can help readers read and understand the word.

Write the words *louder* and *loudest* where everyone can see them. Read the words with the students; then ask and briefly discuss:

Q *What is the base word in these words?* (loud)

Then ask:



Q *What is the loudest noise you have ever heard? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share.

Review that the suffix *-er* means "more." When *e-r* is added to the base word *loud*, it makes the word *louder*, which means "more loud." Review that when *e-s-t* is added to the base word *loud*, it makes the word *loudest*, which means "most loud."

3 Guide the Students' Spelling

Distribute the wipe-off boards, markers, and tissues or cloths.

faster "Our cat is faster than our dog."

Say *faster*. Use *faster* in a sentence. Have the students say *faster*. Then ask:

Q *How many syllables are in* faster? *(two)*

Q *What is the base word in* faster? (fast)

Have the students write *fast*. Then ask:

Q *What is the suffix in* faster? (-er)

Have the students write the rest of *faster*.

Write *faster* where everyone can see it, and have the students check their writing and erase and correct mistakes.

deepest "Shay dove into the deepest part of the pool."

Say *deepest*. Use *deepest* in a sentence. Have the students say *deepest*. Then ask:

Q *How many syllables are in* deepest? *(two)*

Q *What is the base word in* deepest? (deep)

Q *What is the vowel sound in* deepest? *(long* e)

Q *How can you spell the long* e *sound in the middle of a word?* (e-e, e-a, e_e)

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Spelling Support

To support the students, you might point to the correct spelling on the "Spelling-Sound Chart."

Tell the students to think carefully about which spelling of the long *e* sound to use.

Have the students write *deep*. When most students are finished, call for their attention, and ask:

Q *Does* deep *look right to you the way you spelled it? If not, do you want to change how you spelled /long e/?*

Then ask:

Q *What is the suffix in* deepest*? (-est)*

Have the students write the rest of *deepest*.

Write *deepest* where everyone can see it, and have the students check their writing and erase and correct mistakes.

Repeat the procedure with the words *loudest*, *deeper*, *fastest*, *darker*, *stronger*, and *smarter*.

loudest	"She was the loudest singer in the choir."
deeper	"It is safe to dive in the deeper end of the pool."
fastest	"The fastest way to travel is by plane."
darker	"It is darker at midnight than at noon."
strongest	"Felipe is the strongest swimmer on the team."
smarter	"Every time I learn something new, I feel smarter."

4 Discuss and Reflect on Spelling Words

Direct the students' attention to the guided spelling words. Ask:

Q *What do you notice about these words? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "They end with *-er* or *-est*."
>
> "They all have two syllables."

Teacher Note

You may wish to post the *Word Study Notebook* page number for this week's spelling practice in the word work area for the students to refer to during Independent Work.

Remind the students that they will have a spelling test on Friday (or whichever day of the week you will teach the Day 4 lesson). Remind the students that in independent word work this week, they will practice the spelling words first before doing any other word work.

Ask and briefly discuss:

Q *How will you make sure that you do spelling practice when you go to independent word work?*

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Word Study
Introduce the Suffix *-ly*

Day 2

In this lesson, the students:

- Read words with the suffix *-ly*
- Listen respectfully to the thinking of others and share their own

Materials

- "Week 15, Day 2 Words" (WA1)

1 Gather and Review Base Words and Suffixes

Gather the class with partners sitting together, facing you. Remind the students that last week they read and spelled words with the suffixes *-er* and *-est*. Review that a *suffix* is a letter or group of letters that is added to the end of a base word to make a new word.

2 Introduce the Suffix *-ly*

Write the word *quickly* where everyone can see it. Underline *ly* and explain that *ly*, spelled *l-y*, is another suffix that the students will see often in their reading. Explain that the suffix *-ly* means "in a certain way." When *l-y* is added to the word *quick*, it makes the word *quickly*. If someone does something quickly, they do it in a quick or fast way.

Use *quickly* in a sentence. (For example, "We ran quickly back to the house when it started to rain.") Tell the students that noticing the suffix *-ly* at the end of a word can help readers read and understand the word.

Draw a dot between *quick* and *ly* and remind the students that the dot can help them see and read the syllables in a word. Have the students read *quickly*, first by syllables and then as a whole word.

Write the word *safely* where everyone can see it. Draw a dot between *safe* and *ly* and have the students read *safely*, first by syllables and then as a whole word. Ask:

Q *What do you do to cross the street safely?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I stop and look both ways before crossing."
>
> "I wait for the light to say it's safe to walk."

Point out that *safely* means "in a safe way."

Teacher Note

The suffix *-ly* is introduced in the vocabulary instruction of the *Making Meaning*® program from Center for the Collaborative Classroom. If you have taught the *-ly* lesson in the *Vocabulary Teaching Guide*, you may want to briefly review *-ly* and then continue to Step 3.

TEKS 3.C.iii
Student/Teacher Narrative
Step 2

3 Read the Words

Display the "Week 15, Day 2 Words" activity (WA1). Direct the students' attention to *nicely*. Draw a dot between *nice* and *ly* and have the students first read the syllables and then read the word.

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Suggested Vocabulary

clearly: in a way that is easy to understand
fairly: in a way that is fair
reply: answer

Repeat this procedure for the next thirteen words.

WA1

nicely	brightly	neatly	safely
quickly	clearly	friendly	only
kindly	bravely	softly	reply
sadly	slowly	fairly	

When you get to *only* and *reply*, have the students read both words with you. Then ask:

Q *What do you notice about these words?*

> **Students might say:**
> "*Only* ends with *l-y*, but *l-y* doesn't mean 'in a certain way.'"
> "*Reply* ends with *l-y*, but *l-y* is part of the word."
> "Both words end with *l-y*, but *l-y* doesn't mean 'in a certain way.'"

Explain that the letters *l-y* at the end of a word are not always the suffix that means "in a certain way." Point out that noticing *l-y* at the end of a word can help the students read the word even when the letters are not a suffix.

4 Discuss a Spelling Strategy

Explain that words ending with the suffix *-ly* can be challenging to spell. Tell the students that if they are writing a word ending with *l-y* and are not sure how to spell the word, thinking about the base word can help them. Say *sadly*; then ask:

Q *What is the base word in* sadly*? (*sad*)*

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Write *sad* where everyone can see it. Have the students read it aloud. Point out that *sad* ends with a consonant. Tell the students that to spell *sadly* they need only add *l-y*. Add *ly* to *sad*, and have the students read *sadly* aloud.

Repeat this procedure for *bravely*. Then tell the students that to add the suffix *l-y* to words that end with a consonant or final *e*, simply add *l-y*.

Say *happily*; then ask:

Q *What is the base word in* happily*? (*happy*)*

After a few moments, signal for the students' attention and have a few volunteers share. Then write *happy* where everyone can see it, and have the students read it aloud. Point out that the base word *happy* ends with the letter *y*. Tell the students that to spell *happily*, they must change the *y* to an *i* and then add *l-y*. Erase the final *y* in *happy*, write an *i*, and then add *ly*. Have the students read *happily* aloud. Point out that *happily* means "in a happy way."

Teacher Note

If time permits, you may wish to model this again using additional words, such as *hungry* and *sleepy*.

5 Wrap Up

Encourage the students to use what they know about the suffix *-ly* to help them when they are reading and writing on their own. Tell them that next week, they will read and sort more words with suffixes.

Word Study
Pair Sort (Open)

Day 3

In this lesson, the students:

- Read and sort words with the suffixes *-er*, *-est*, and *-ly*
- Work responsibly with a partner
- Handle materials responsibly

Materials

- "Week 15, Day 3 Sort" (WA2)
- Copy of "Week 15, Day 3 Sort" (BLM1) for each pair
- Scissors for each pair
- *Word Study Notebooks* (in student toolboxes)
- Pencils
- "Class Assessment Record" sheet (CA1)

1 Gather and Review the Suffix *-ly*

Have the students bring their pencils, pick up their independent work toolboxes, and gather with partners sitting together, facing you. Ask them to put their toolboxes on the floor next to them. Review that in the last lesson the students read words with the suffix *-ly*. Remind them that a *suffix* is a letter or group of letters that is added to the end of a base word to make a new word. Remind the students that noticing a suffix at the end of a word can help readers see the first part of the word and read the whole word.

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Use "Think, Pair, Share" to discuss:

Q *If you are treating someone kindly, what might you do or say?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class. If necessary, explain that *kindly* means "in a kind way."

> **Students might say:**
>
> "I say something nice to the person."
>
> "I share with the person."
>
> "I say 'I'm sorry' when I make a mistake."

Review that the suffix *-ly* means "in a certain way."

2 Introduce the Sort

Explain that today partners will work together to do an open sort. Some of the words have the suffix *-ly* and some of them have other suffixes.

Use "Think, Pair, Share" to discuss:

Q *What can be challenging about doing an open sort?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "It can be hard to think of groups to sort into."
>
> "You and your partner might not agree on where a word should get sorted."

Tell the students that you will check in with them later to see how they did.

Display the "Week 15, Day 3 Sort" activity (WA2). Have partners quietly read the words together.

brighter	kindly	slowest	bravely
slowly	brightest	slow	brave
kind	braver	bravest	slower
bright	kinder	kindest	brightly

When most pairs have finished reading, signal for the students' attention. Use "Think, Pair, Share" to discuss:

Q *What are some words you could group together?* [pause] *Turn to your partner.*

Teacher Note

In this lesson, the students do not read all the sort words as a class. The purpose of this is to encourage the students to read the words carefully with their partners. Base words are included in the sort to provide extra support for students who find it challenging to read the polysyllabic words.

Teacher Note

If the students have difficulty generating ideas, prompt their thinking by reviewing the "Ways We Have Sorted" chart and sharing some of your own ideas.

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After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

As volunteers share, ask follow-up questions such as:

- Q *What is alike about [*slowly *and* bravely*]?*
- Q *What other words could you group with [*kinder *and* kindest*]? Why does [*kindly*] go with [*kinder *and* kindest*]?*
- Q *What did you notice about [*brave *and* bright*] that made you think of grouping them together?*

Tell the students that the words can be sorted in many different ways. Remind the students that if they start to sort one way and find it does not make sense, they may try sorting another way.

3 Sort in Pairs

Distribute a copy of "Week 15, Day 3 Sort" (BLM1) and scissors to each pair. Have partners refer to the "Word Sort Steps" chart to cut apart and sort the words, and then record the sort in their *Word Study Notebooks*.

Circulate and observe as the students work, offering support as necessary.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to generate ideas and start sorting?
- Do their categories make sense?
- Are they able to name their categories?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 89 of the *Assessment Resource Book*.

Support any pairs who struggle by asking questions such as:

- Q *What is alike about these words? What other words might you group with them?*
- Q *Why did you decide to group these words together?*
- Q *How can you turn what you just told me into a name for the category?*

4 Reflect on Sorting

Ask:

- Q *How did open sorting go today?*

After a few moments, signal for the students' attention, and have a few volunteers share their thinking with the class. Then share your observations about what went well during the open sort.

Facilitation Tip

Continue to focus on **pacing class discussions** so they are lively and focused without dragging, losing the attention of your participants, or wandering off the topic. Class discussions should be long enough to allow time for thinking and short enough to sustain the students' attention. Good pacing requires careful observation of the class (not just the students who are responding) and the timely use of various pacing techniques.

Teacher Note

If your students need more support, you might use the "Week 15, Day 3 Sort" activity (WA2) to sort a few words as a class. Students may categorize by suffix, by base word, by vowel sound, by initial sounds/consonants, or they may find other ways to sort.

ELL Note

Check your English Language Learners' comprehension of the sort words and, if necessary, provide additional examples to clarify meaning.

Teacher Note

Have pairs who finish early find another way to sort the words. They do not need to record the second sort.

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Day 4 Word Study
Spelling Test

Materials

- Lined paper and a pencil for each student
- "Week 15, Day 4 Spelling Words" (WA3)

In this lesson, the students:

- Spell words with the suffixes *-er* and *-est*
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats today. Review that earlier this week, you guided the students as they wrote the spelling words. Ask and briefly discuss:

Q *How did you do with independent spelling practice this week?*

Review that if the students are not sure how to spell part of a word or are not sure they spelled a word correctly, they can ask themselves questions like the ones you ask during Guided Spelling. Asking themselves questions will help them remember what they know about the word. Ask and briefly discuss:

Q *What questions can you ask yourself if you are not sure how to spell part of a word?*

Q *What questions can you ask yourself once you finish writing a word?*

> **Students might say:**
>
> "I can ask myself how many syllables there are and spell the word one syllable at a time."
>
> "I can ask myself if there is more than one way to spell the vowel sound."
>
> "Does it look right?"

2 Review the Procedure for Spelling Tests

Distribute paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8.

Review the procedure for writing and checking the spelling words, using one of the words as an example.

> **You might say:**
>
> "The first spelling word is *faster*. I will say 'Number one: faster.' Then I will use the word *faster* in a sentence. I might say 'Cheetahs run faster than cats.' I'll say *faster* again. Then you will write *faster* next to the number one on your paper. I will give you a minute or two to write before I tell you the next word. Remember to think carefully as you write the word. After you have written all eight words, I will display the words and you will check and correct your work."

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Ask and briefly discuss:

Q *What questions do you have about the spelling test?*

3 Spelling Test

Begin the spelling test. Say "Number one: faster." Use *faster* in a sentence. Say *faster* again. Have the students write *faster*. Allow enough time for all the students to finish before moving on to the next word.

Repeat this procedure for the remaining spelling words.

1. faster — "Cheetahs run faster than cats."
2. deepest — "The deepest part of the pool is under the diving board."
3. loudest — "The loudest noise I have ever heard is thunder."
4. deeper — "We walked deeper and deeper into the lake until the water finally reached our waists."
5. fastest — "The fastest way to get there is to go down Main Street."
6. darker — "We closed the shades to make the room darker."
7. strongest — "My aunt is the strongest person I know."
8. smarter — "Every time I learn something new, I feel smarter."

4 Check and Correct the Words

After the students are finished writing the last word, display the "Week 15, Day 4 Spelling Words" activity (WA3). Explain that the students will check their work by looking at each word they wrote and comparing it to the corresponding word in the word list.

Have the students check their work and erase and correct mistakes. As they work, circulate and observe. Support struggling students by reminding them to look at each word in the word list and ask themselves if they spelled the word the same way. When the students are finished checking and correcting their work, collect the papers.

Explain that spelling familiar words from memory—using everything they know about words to spell the words correctly—helps writers know what to do when they spell words they have not written before.

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5 Reflect on Spelling

Have the students reflect on the spelling test. Ask and briefly discuss:

Q *How did you do with remembering how to spell the words?*

Q *How did the spelling practice during Independent Work help you?*

Tell the students they will have more opportunities to practice spelling in the coming weeks.

EXTENSION

Connect Spelling to Writing

Review that one reason writers spell words correctly is to make sure readers can understand and enjoy their writing. Think aloud about how one of the words reminds you of something that happened to you.

> **You might say:**
>
> "When I read the word *loudest*, it reminds me of the time when my friends and I had a contest to see who could whistle the loudest. None of us could whistle very well so it was hard. Finally, after a lot of practice, my friend whistled so loud that her dog came running! We all laughed. I could write a story about that."

Ask:

Q *Which of these words reminds you of something that happened to you? What story you could write about that? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Encourage the students to use the spelling words and other words from the week's sort in their writing.

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Make several copies of "Week 15, Day 3 Sort" (BLM1) to place in the word work area.
- Make several copies of "Week 15 High-frequency Words" (BLM2) and place them in the independent word work area. Your students can use these words to play any word games you have introduced, such as "Word Memory" and "Word Go Fish."

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 16 OVERVIEW

Whole-class Instruction

Word Study 344

This week the students discuss multiple meanings of the suffix *-er* and learn about the suffixes *-or* and *-ist*. They sort words as a class and in pairs. The week's spelling words are words with the suffix *-ly*.

Independent Work Check-in 354

This week we suggest you teach the "Share a Book" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 15, Day 3 Sort" (see "Independent Work Connections" on page 338)
- "Week 15 High-frequency Words" (see "Independent Work Connections" on page 338)

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Week 16

RESOURCES

Assessment Resource Book

- Week 16 assessment

Word Study Notebook

- Spelling Practice

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducible

- "Week 16, Day 3 Sort" (BLM1)

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DO AHEAD

Word Study

✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.

✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 16, Day 3 Sort" (BLM1). Make several copies to place in the word work area before the lesson.

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 90 of the *Assessment Resource Book*.

Independent Work Check-in

✓ Familiarize yourself with the "Share a Book" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 3 Sort Words	
bravely	*Challenge Words*	artist	largest
friendly	easily	brighter	lower
kindly	happily	clearest	player
neatly		darker	quicker
sadly		faster	sailor
safely		helper	slower
slowly		hunter	swimmer
softly		illustrator	teacher

Academic Focus

- Students spell words with the suffix *-ly*.
- Students learn the suffixes *-er*, *-ist*, and *-or*.
- Students read and sort words with the suffixes *-er*, *-ist*, and *-or*.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study
Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student

In this lesson, the students:

- Review the suffix *-ly*
- Spell words with the suffix *-ly*
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay at their seats. Explain that today the students will spell words with the suffix *-ly*.

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2 Review the Suffix *-ly*

Review that a *suffix* is a letter or group of letters that is added to the end of a base word to make a new word. Explain that noticing a suffix at the end of a word can help readers read and understand the word.

Write the word *softly* where everyone can see it and have the students read the word. Ask and briefly discuss:

Q *What is the base word in* softly*? (*soft*)*

Q *If you touch something softly, how do you touch it?*

Explain that *soft* can also mean "quiet" and that *talking softly* means "talking in a quiet way."

Repeat the procedure with the word *slowly*.

TEKS 3.C.iii
Student/Teacher Activity
Step 2

3 Guide the Students' Spelling

Distribute the wipe-off boards, markers, and tissues or cloths. Explain that this week the students will spell words with the suffix *-ly*.

kindly "She always treats her pets kindly."

Say *kindly*. Use *kindly* in a sentence. Have the students say *kindly*. Then ask:

Q *What is the base word in* kindly*? (*kind*)*

Have the students write *kind*. Then ask:

Q *What is the suffix in* kindly*? (*-ly*)*

Have the students write the rest of *kindly*.

Write *kindly* where everyone can see it, and have the students check their writing and erase and correct mistakes.

sadly "Wes sadly looked up at the scoreboard at the end of the game."

Say *sadly*. Use *sadly* in a sentence. Then ask:

Q *What is the base word in* sadly*? (*sad*)*

Have the students write *sad*. Then ask:

Q *What is the suffix in* sadly*? (*-ly*)*

Have the students write the rest of *sadly*.

Write *sadly* where everyone can see it, and have the students check their writing and erase and correct mistakes.

Repeat the procedure with the words *bravely*, *friendly*, *slowly*, *neatly*, *softly*, and *safely*.

bravely "She took the training wheels off her bike and bravely rode down the sidewalk."

friendly "We are friendly with new students in our class."

Teacher Note

Do not erase any of the guided spelling words you write, as you will refer to them in the reflection at the end of the lesson.

Spelling Support

Continue to support the students in writing words with vowel sounds that can be spelled in more than one way by referring to the "Spelling-Sound Chart."

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slowly "A turtle moves slowly."

neatly "We put our materials away neatly."

softly "The mother sings softly to her baby."

safely "The crossing guard helps us to safely cross the street."

You may wish to challenge your students with the words *happily* and *easily*. Guide the students as follows to change *y* to *i* before adding the suffix.

happily "I will happily help you with your homework."

Say *happily*. Use *happily* in a sentence. Then ask:

Q *What is the base word in* happily*? (*happy*)*

Have the students write *happy*.

Write *happy* where everyone can see it, and have the students check their writing and erase and correct mistakes. Say *happily* again. Then ask and briefly discuss:

Q *What is the suffix in* happily*? (*-ly*)*

Remind the students that when the base word ends with *y*, they must change the *y* to *i* before adding *l-y*. Have the students erase *y*, write *i*, and then add the suffix to write *happily*. When most students are finished, write *happily* where everyone can see it, and have the students check their writing and erase and correct mistakes.

Repeat the procedure with the word *easily*.

easily "With practice, you will soon be spelling easily."

4 Discuss and Reflect on Spelling Words

Direct the students' attention to the guided spelling words you have written. Ask:

Q *What do you notice about these words? Turn to a person sitting next to you.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "They end with *-ly*."
>
> "Most words have two syllables."

Explain that the students will have a spelling test on Friday (or whichever day of the week you will teach the Day 4 lesson). Remind them that it is important for them to practice these words in their *Word Study Notebooks* during the week so that they can do well on the test.

Teacher Note

You may wish to post the *Word Study Notebook* page number for this week's spelling practice in the word work area for the students to refer to during Independent Work.

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Word Study
Introduce the Suffixes *-er*, *-ist*, and *-or*

Day 2

In this lesson, the students:

- Read words with the suffixes *-er*, *-ist*, and *-or*
- Listen respectfully to the thinking of others and share their own

1 Gather and Review Suffixes

Gather the class with partners sitting together, facing you. Remind the students that in the last few weeks they have read and spelled words with the suffixes *-er*, *-est*, and *-ly*.

2 Introduce the Two Meanings of the Suffix *-er*

Write the word *small* where everyone can see it and have the students read it aloud.

Write the word *smaller* under *small* and have the students read it aloud. Review that the suffix *-er* means "more" and that when *e-r* is added to the base word *small*, it makes the word *smaller*, which means "more small, or littler." Tell the students that there is another meaning for *-er*.

Explain that the suffix *-er* can also mean "a person who." Write the word *farm* where everyone can see it, and have the students read it aloud.

Then write the word *farmer* under *farm* and have the students read it aloud. Draw a dot between the syllables *farm* and *er* and remind the students that the dot can help them see and read syllables in a word. Have the students read *farmer*, first by syllables and then as a whole word. Ask and briefly discuss:

Q *What does a farmer do?*

Write the word *teacher* where everyone can see it. Draw a dot between *teach* and *er* and have the students read *teacher*, first by syllables and then as a whole word.

Ask and briefly discuss:

Q *What does* teach *mean?*

Q *What does a teacher do?*

Repeat the procedure with the words *player* and *worker*.

Have the students brainstorm additional words that mean "a person who," and write the words where everyone can see them.

3 Discuss Multiple Meanings

Review that *-er* can mean either "more" or "a person who." Write the definitions of *-er* where everyone can see them.

Teacher Note

The suffix *-er* is introduced in the vocabulary instruction in the *Making Meaning*® program from Center for the Collaborative Classroom. If you have taught the *-er* lesson in the *Vocabulary Teaching Guide*, you may want to briefly review *-er* and then continue to Step 3.

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Write the word *slower* where everyone can see it. Draw a dot between *slow* and *er* and have the students read *slower*, first by syllables and then as a whole word. Use *slower* in a sentence. Ask and briefly discuss:

Q *Which meaning does the ending* -er *have in* slower? *Why do you think that?*

Write the word *helper*. Have the students read *helper*, first by syllables and then as a whole word. Use *helper* in a sentence. Then ask:

Q *Which meaning does the ending* -er *have in* helper? *Why do you think that?*

Repeat the procedure with the words *reader*, *brighter*, *kinder*, and *swimmer*. Use the word *swimmer* to point out that for a base word with a short vowel sound, two consonants are needed when adding *e-r*, just as they are when adding *i-n-g* or *e-d*.

Use "Think, Pair, Share" to discuss:



Q *How can you tell whether* -er *means "more" or "a person who"?* [pause] *Turn to your partner.*

After a few moments, signal for attention and have a few students share their thinking with the class.

> **Students might say:**
>
> "We can try each meaning of *-er* and decide which one makes sense."
>
> "If the base word means something you can do, *-er* means 'a person who.'"

Explain that when *-er* means "a person who," the base word is usually a *verb*—a word that shows action, and when *-er* means "more," the base word is usually an *adjective*—a word that describes a person, place, animal, or thing.

4 Introduce the Suffixes *-or* and *-ist*

Explain that the suffixes *-or* and *-ist* also mean "a person who." Write the word *sailor* where everyone can see it. Draw a dot between *sail* and *or* and remind the students that the dot can help them see and read the syllables in a word. Have the students read *sailor*, first by syllables and then as a whole word.

Explain that *sail* can mean "work on a ship or boat." Ask and briefly discuss:

Q *Would you want to be a sailor? Why or why not?*

Write *artist*. Draw a dot between *art* and *ist* and have the students read *artist*, first by syllables and then as a whole word. Ask and briefly discuss:

Q *What does an artist do?*

Teacher Note

For the words *artist* and *cartoonist*, you may wish to point out that the base words, *art* and *cartoon*, are nouns and not verbs.

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Repeat the procedure with the words *visitor* and *cartoonist*.

5 Reflect on the Class Discussion

Ask and briefly discuss:

Q *How did you do with talking and listening today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Then share your observations about what went well during the lesson today.

Word Study
Whole-class Sort (Closed)

Day 3

Materials

- "Week 16, Day 3 Sort" (WA1)
- Copies of "Week 16, Day 3 Sort" (BLM1) in the word work area

In this lesson, the students:

- Read and sort words with the suffixes *-er*, *-or*, *-ist*, and *-est*
- Listen respectfully to the thinking of others and share their own

1 Gather and Get Ready to Sort

Gather the class with the students sitting, facing you. Review that yesterday the students learned about the suffixes *-er*, *-or*, and *-ist*. Explain that today the students will work together to sort words with the suffixes *-er*, *-or*, *-ist*, and *-est*.

2 Read the Sort Words

Display the "Week 16, Day 3 Sort" activity (WA1). Have the students read the words together as a class.

player	largest	sailor	slower
darker	illustrator	faster	artist
swimmer	lower	hunter	teacher
quicker	helper	clearest	brighter

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

sailor: person who works on a sailboat

hunter: person who catches animals for food

clearest: most easily understood

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3 Introduce the Sort

Explain that the class will now sort the words by the meanings of the suffixes. Review the meanings of the suffixes *-er*, *-or*, *-ist*, and *-est* ("more," "a person who," and "most"). Create categories by writing the following as headings on the "Week 16, Day 3 Sort" activity (WA1): *more*, *most*, and *a person who*.

4 Sort by Meaning of Suffix

Point to the word *player* on the word list. Ask and briefly discuss:

Q *In the word* player, *what does the suffix* -er *mean? Why do you think that?*

Q *Which category does the word* player *belong in?*

Drag the word under the appropriate category. Repeat this procedure with the remaining words and then have the students read the sorted words by category.

WA1

more	most	a person who
slower	largest	player
faster	clearest	hunter
darker		helper
brighter		artist
quicker		swimmer
lower		teacher
		sailor
		illustrator

Tell the students that you have put copies of the sort in the "Word Sorts" bin in the word work area. When they go to independent word work, they will sort the words again and record their sorts in their *Word Study Notebooks*.

5 Reflect on Sorting

Ask and briefly discuss:

Q *How did sorting go today? What was easy? What was hard?*

Teacher Note

If the students need additional support reading the words, consider framing the word parts as the students read them.

ELL Note

Check your English Language Learners' comprehension of the sort words and, if necessary, provide additional examples to clarify meaning.

Facilitation Tip

Reflect on your experience over the past four weeks with **pacing class discussions**. Do the pacing techniques feel comfortable and natural for you? Do you find yourself using them throughout the school day? What effect has your focus on pacing had on your students' participation in discussions? We encourage you to continue to think about how to pace class discussions throughout the year.

Teacher Note

If you prefer, you might suggest to the students that they can do the sort in pairs if they wish. Ask and briefly discuss:

Q *How will you find someone to do the sort with if you want to work with a partner?*

Q *What can you say if someone asks you to be his or her partner and you don't want to do the sort at that time?*

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Word Study
Spelling Test

Day 4

In this lesson, the students:

- Spell words with the suffix *-ly*
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats today. Ask and briefly discuss:

Q *How did you do with independent spelling practice this week?*

2 Spelling Test

Distribute paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8. If necessary, review the procedure for writing and checking the spelling words.

Begin the test. Say "Number one: kindly." Use *kindly* in a sentence. (For example, "The vet always treats the animals kindly.") Say *kindly* again. Have the students write *kindly*. Allow enough time for all the students to finish before moving on to the next word.

Repeat this procedure for the remaining spelling words.

1.	kindly	"The vet always treats the animals kindly."
2.	sadly	"She looked at the broken toys sadly."
3.	bravely	"He walked bravely into the dark forest."
4.	friendly	"It is friendly to welcome new students to the school."
5.	slowly	"We trudged very slowly through the snow."
6.	neatly	"She wrote the note neatly, so it was easy to read."
7.	softly	"He spoke so softly that we could barely hear him."
8.	safely	"The pilot safely landed the airplane."

Materials

- Lined paper and a pencil for each student
- "Week 16, Day 4 Spelling Words" (WA2)
- "Class Assessment Record" sheet (CA1)

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3 Check and Correct the Words

After the students are finished writing the last word, display the "Week 16, Day 4 Spelling Words" activity (WA2). Explain that the students will check their work by looking at each word they wrote and comparing it to the corresponding word in the word list.

Have the students check their work and correct mistakes. As they work, circulate and observe.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify the base words and endings in the words?
- Are they able to spell the words?
- Do they notice when a word is spelled incorrectly?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 90 of the *Assessment Resource Book*. Support students who are struggling to check their work by reminding them to look at each word in the word list and ask themselves if they spelled the word the same way.

If many students struggle to spell the words, review the spelling steps (introduced in Step 2, Week 12) with the class and have them practice any missed words using the steps. You might also copy or print this week's spelling page and have the students practice the words using the spelling steps several times during independent word work.

If only a few students struggle, create a small group with those students and repeat the guiding from Step 3, Day 1. You might also copy or print this week's spelling page and the spelling steps and have the students use the spelling steps to practice the words at home during the week.

When the students are finished checking and correcting their work, collect the papers.

4 Reflect on Spelling

Have the students reflect on the spelling test. Ask and briefly discuss:

Q *What words were hard to spell this week? How did you figure out how to spell them?*

Q *If you have used any of the spelling words in your writing, which words did you use? What did you write about?*

Tell the students that they will learn more about base words and suffixes in the coming weeks.

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Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make additional copies of "Week 16, Day 3 Sort" (BLM1) to place in the word work area.

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Share a Book" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 17 OVERVIEW

Whole-class Instruction

Word Study 358

This week the students learn about the suffixes *-less* and *-ful* and discuss antonyms. They do an open pair sort using base words and the suffixes *-less* and *-ful*. The spelling words for the week are words with the suffixes *-er*, *-or*, and *-ist*. You may wish to assess your students' understanding of concepts taught in the previous nine weeks using the Word Study Progress Assessment. See the Word Study Progress Assessment Note at the end of the Day 4 lesson.

Independent Work Check-in 370

This week we suggest you teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 16, Day 3 Sort" (see "Independent Work Connection" on page 353)

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Week 17

RESOURCES

Assessment Resource Book

- Week 17 assessments
- Word Study Progress Assessment 2

Word Study Notebook

- Word Sorts
- Spelling Practice



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Word Study Progress Assessment 2" recording form (WS2)
- "Word Study Progress Assessment 2 Student Card" (SC2)
- "Word Study Progress Assessment 2 Class Record" sheet (CR2)

Reproducible

- "Week 17, Day 3 Sort" (BLM1)

Professional Development Media

- "Asking Facilitative Questions" (AV8)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.
- ✓ Prior to Day 2, familiarize yourself with the Day 2 Practice Words.
- ✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 17, Day 3 Sort" (BLM1). Make enough copies for each pair of students to have one.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 91 of the *Assessment Resource Book*.

Independent Work Check-in

- ✓ Familiarize yourself with the "Share Writing" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 2 Practice Words		Day 3 Sort Words	
artist	*Challenge Words*	careful	hopeless	care	helpful
harder	driver	careless	joyful	careful	helping
helper	swimmer	cheerful	lifeless	careless	helpless
hunter		fearful	thoughtful	caring	hope
quicker		fearless	thoughtless	fear	hoped
sailor		helpful	truthful	fearful	hopeful
slower		helpless	useful	fearless	hopeless
teacher		hopeful	useless	help	hoping

Academic Focus

- Students spell words with the suffixes *-er*, *-ist*, and *-or*.
- Students learn the suffixes *-ful* and *-less*.
- Students read and sort words with the suffixes *-ful* and *-less*.
- Students discuss antonyms.

Social Development Focus

- Students work in a responsible way.
- Students handle materials responsibly.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study
Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student

In this lesson, the students:

- Review the suffixes *-er*, *-or*, and *-ist*
- Spell words with the suffixes *-er*, *-or*, and *-ist*
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats. Explain that today the students will spell words with the suffixes *-er*, *-or*, and *-ist*.

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2 Review the Suffix *-er*

Review that the suffix *-er* can mean "more" or "a person who." Write the word *planner* where everyone can see it. Ask and briefly discuss:

Q *What is the base word in* planner*? (*plan*)*

Q *Does* planner *mean "more plans" or "a person who plans"? Why do you think that?*

3 Guide the Students' Spelling

Distribute the wipe-off boards, markers, and cloths or tissues.

hunter "The hunter is a character in 'Little Red Riding Hood.' "

Say *hunter*. Use *hunter* in a sentence. Have the students say *hunter*. Then ask:

Q *What is the base word in* hunter*? (*hunt*)*

Have the students write *hunt*. Then ask:

Q *What is the suffix in* hunter*? (*-er*)*

Have the students write the rest of *hunter*.

Write *hunter* where everyone can see it, and have the students check their writing and erase and correct mistakes.

harder "It is harder to climb a mountain than it is to climb a hill."

Say *harder*. Use *harder* in a sentence. Have the students say *harder*. Then ask:

Q *What is the base word in* harder*? (*hard*)*

Q *What vowel sound do you hear in* hard*? (/är/)*

Q *How do you spell /är/? (*a-r*)*

Have the students write *hard*.

Write *hard* where everyone can see it, and have the students check their writing and erase and correct mistakes. Then ask:

Q *What is the suffix in* harder*? (*-er*)*

Have the students write the rest of *harder*.

Write the rest of *harder* where everyone can see it, and have the students check their writing and erase and correct mistakes.

teacher "I am your teacher."

Say *teacher*. Use *teacher* in a sentence. Have the students say *teacher*. Then ask:

Q *What is the base word in* teacher*? (*teach*)*

Q *What is the vowel sound in* teach*? (long* e*)*

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Q *Is there more than one way to spell long* e*? (yes)*

Q *What ways can you spell long* e*?* (e-e, e-a, e_e)

Tell the students to think carefully about which spelling of long *e* to use.

Have the students write *teach*. Then ask:

Q *Does* teach *look right to you the way you spelled it? If not, do you want to change how you spelled long* e*?*

Write *teach* where everyone can see it, and have the students check their writing and erase and correct mistakes. Then ask:

Q *What is the suffix in* teacher*? (-er)*

Have the students write the rest of *teacher*.

Write the rest of *teacher* where everyone can see it, and have the students check their writing and erase and correct mistakes.

artist "The artist painted a beautiful picture."

Say *artist*. Use *artist* in a sentence. Have the students say *artist*. Then ask:

Q *What is the base word in* artist*? (art)*

Q *How do you spell the vowel sound in* art*? (a-r)*

Have the students write *art*.

Write *art* where everyone can see it, and have the students check their writing and erase and correct mistakes. Then ask:

Q *What is the suffix in* artist*? (-ist)*

Have the students write the rest of *artist*.

Write the rest of *artist* where everyone can see it, and have the students check their writing and erase and correct mistakes.

Repeat the procedure with the words *helper*, *sailor*, *slower*, and *quicker*.

You may wish to challenge the students with the words *swimmer* and *driver*.

swimmer "My brother is a very good swimmer."

Say *swimmer*. Use *swimmer* in a sentence. Then ask:

Q *What is the base word in* swimmer*? (swim)*

Q *What vowel sound do you hear in* swim*? (short* i*)*

Have the students write *swim*.

Write *swim* where everyone can see it, and have the students check their writing and erase and correct mistakes. Say *swimmer* again. Then ask:

Q *Is the vowel sound in* swim *short or long? (short)*

Q *What is the suffix in* swimmer*? (-er)*

Spelling Support

If necessary, continue to support the students in writing words with vowel sounds that can be spelled in more than one way. You might point to the correct spelling on the "Spelling-Sound Chart."

Spelling Support

For the word *sailor*, remind the students that the suffix *-or* also means "a person who." In *sailor*, the suffix is spelled *o-r*.

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Tell the students that before adding *e-r* to a base word with a short vowel sound, they must make sure there are two consonants before *e-r* just as they do for *i-n-g* and *e-d*. Explain that because *swim* has just one consonant at the end, they must add another *m* before adding *e-r*.

Have the students write the rest of *swimmer*. When most students are finished, call for their attention. Write the rest of *swimmer* where everyone can see it, and have the students check their writing and erase and correct mistakes.

driver "She is always a very careful driver."

Say *driver*. Use *driver* in a sentence. Then ask:

Q *What is the base word in* driver*? (*drive*)*

If necessary, tell the students that in *drive* the long *i* sound is spelled with final *e*. Have the students write *drive*. Then ask:

Q *What is the suffix in* driver*? (*-er*)*

Tell the students that in words with the final *e* spelling, the *e* is dropped before adding *e-r*. To spell *driver*, they must drop the final *e* and then add *e-r*.

Have the students write the rest of *driver*.

When most students are finished, call for their attention. Write *driver* where everyone can see it, and have the students check their writing and erase and correct mistakes.

4 Wrap Up

Explain that the students will have a spelling test on Friday (or whichever day of the week you will teach the Day 4 lesson). Remind the students that it is important for them to practice these words in their *Word Study Notebooks* during the week so that they can remember how to spell the words.

Ask and briefly discuss:

Q *How will you make sure to do spelling practice this week?*

Teacher Note

You may wish to post the *Word Study Notebook* page number for this week's spelling practice in the word work area for the students to refer to during Independent Work.

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Day 2

Word Study

Introduce the Suffixes *-less* and *-ful*

Materials

- "Week 17, Day 2 Words" (WA1)

In this lesson, the students:

- Learn the suffixes *-less* and *-ful*
- Read words with the suffixes *-less* and *-ful*
- Listen respectfully to the thinking of others and share their own

1 Gather and Review Base Words and Suffixes

Gather the class with partners sitting together, facing you. Explain that in this lesson you will ask partners to think and talk about some words. Ask and briefly discuss:

Q *What can you do to be respectful when you are working with your partner?*

Review that earlier the students read and spelled words with the suffixes *-er*, *-est*, and *-ly*. Then ask:

Q *What do you know about suffixes?*

Have a few volunteers share their ideas with the class.

> **Students might say:**
>
> "A suffix comes at the end of a word."
>
> "Suffixes make new words."
>
> "Sometimes you have to change *y* to *i* before you add a suffix."

Teacher Note

The suffixes *-less* and *-ful* are introduced in the vocabulary instruction in the *Making Meaning*® program from Center for the Collaborative Classroom. If you have taught the lesson in the *Vocabulary Teaching Guide*, you may want to briefly review *-less* and *-ful* and then continue to Step 4.

Facilitation Tip

Practice **asking facilitative questions** during class discussions to help the students build on one another's thinking and respond directly to one another, not just to you. After a student comments, ask the class questions such as:

Q *Do you agree or disagree with [Deborah]? Why?*

Q *What questions can you ask [Deborah] about what she said?*

Q *What can you add to what [Deborah] said?*

To see this Facilitation Tip in action, view "Asking Facilitative Questions" (AV8).

2 Discuss the Words *Fearless* and *Fearful*

Write *fearless* where everyone can see it, and read it aloud. Use "Think, Pair, Share" to discuss:

Q *What do you know about the word* fearless? [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Explain that the word *fearless* means "without fear." Someone who is fearless is not afraid. Use *fearless* in a sentence. (For example, "My mother is fearless because she is not afraid of anything.")

Write *fearful* where everyone can see it and read it aloud. Then use "Think, Pair, Share" to discuss:

Q *What do you know about the word* fearful? [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

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Explain that the word *fearful* means "full of fear" or "afraid." Someone who is fearful is afraid. Use *fearful* in a sentence. (For example, "I am fearful of skydiving because it is dangerous.")

3 Introduce the Suffixes *-less* and *-ful*

Explain that readers who know how words work can understand more of what they read. Knowing the meaning of the suffixes *-less* and *-ful* can help the students if they come to a word they do not know that has one of these suffixes.

Direct the students' attention to the two words you have written, *fearless* and *fearful*. Ask:

Q *What is the same about these words?*

Have a few volunteers share their thinking with the class. If necessary, point out that *fear* is the base word in the words *fearless* and *fearful*. Then ask and briefly discuss:

Q *What is different about these words?*

Underline *less* and *ful* and explain that *-less* and *-ful* are both suffixes.

Tell the students that in the word *fearless*, the suffix *-less* means "without" so *fearless* means "without fear" or "not afraid." Draw a dot between the syllables *fear* and *less* and remind the students that the dot can help them see and read the syllables in a word. Have the students read *fearless*, first by syllables and then as a whole word.

Explain that in the word *fearful* the suffix *-ful* means "full of" so *fearful* means "full of fear" or "afraid." Draw a dot between the syllables *fear* and *ful*. Have the students read *fearful*, first by syllables and then as a whole word.

Write the words *hopeless* and *hopeful* where everyone can see them. Ask:

Q *What is the same about these words? What is different?*

Have a few volunteers share. Explain that when you hope for something, you wish for it to happen or to be true. Use *hope* in a sentence. (For example, "I hope we have nice weather this weekend.") Then ask:

Q *Based on what you know about the suffixes* -less *and* -ful*, what do the words* hopeless *and* hopeful *mean? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share.

4 Discuss Antonyms

Direct the students' attention to the word pairs *fearless/fearful* and *hopeless/hopeful* and point out that if two words have the same base word and end with the suffixes *-less* and *-ful*, they may be *antonyms*, or words with opposite meanings.

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Write the word *painful* where everyone can see it. Ask:

Q *What do you know about the word* painful*? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "It has the suffix *-ful*."
>
> "It has two syllables."
>
> "It means that something hurts."

Review that *painful* means "full of pain." Then write *painless* next to *painful*, and ask:

Q *What do you think the word* painless *means? Why do you think that? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share. If necessary, explain that if something is *painless*, it does not hurt at all. Point out that *painless* and *painful* are *antonyms*, or words with opposite meanings.

5 Read Words with the Suffixes *-less* and *-ful*

Tell the students that they will read more words with the suffixes *-less* and *-ful*; you will show them a word and they will say the suffix and then read the word. Display the "Week 17, Day 2 Words" activity (WA1).

useful	useless	careful	joyful
careless	fearful	hopeless	cheerful
fearless	helpless	truthful	lifeless
thoughtful	hopeful	thoughtless	helpful

Suggested Vocabulary

useful: helpful
careless: doing things without thinking or planning
truthful: not lying

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

helpless: not able to do things without help
thoughtless: not thinking about other people's feelings
joyful: very happy
cheerful: happy
lifeless: dead

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Point to the first word and ask:

Q *What suffix do you see? (-ful)*

Draw a dot between *use* and *ful*. Have the students read the word, first by syllables and then as a whole word.

Repeat this procedure with several of the remaining words.

WA1

useful	useless	careful	joyful
careless	fearful	hopeless	cheerful
fearless	helpless	truthful	lifeless
thoughtful	hopeful	thoughtless	helpful

Decoding Support

If the students need additional support reading the words, consider framing the word parts as the students read them.

6 Reflect on Working with Partners

Ask and briefly discuss:

Q *What did you and your partner do to be respectful when you were talking about the words?*

Tell the students that in the next lesson, they will work with partners to sort words.

Word Study
Pair Sort (Open)

Day 3

In this lesson, the students:

- Read and sort words with the suffixes *-less* and *-ful*
- Work responsibly with a partner
- Handle materials responsibly

Materials

- "Week 17, Day 3 Sort" (WA2)
- Copy of "Week 17, Day 3 Sort" (BLM1) for each pair
- Scissors for each pair
- *Word Study Notebooks* (in student toolboxes)
- Pencils
- "Class Assessment Record" sheet (CA1)

1 Gather and Review the Suffixes *-less* and *-ful*

Have the students bring their pencils, pick up their independent work toolboxes, and gather with partners sitting together, facing you. Have

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them put their toolboxes on the floor next to them. Review that in the last lesson the students read words with the suffixes *-less* and *-ful*.

Use "Think, Pair, Share" to discuss:

Q *What do you remember about the suffixes* -less *and* -ful*?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "The suffix *-ful* means 'full of.'"
>
> "The suffix *-less* means 'without.'"
>
> "They make words into opposites."

If necessary, review that the suffix *-less* means "without" and the suffix *-ful* means "full of."

2 Introduce the Sort

Explain that today partners will work together to do an open sort. Some of the words have the suffixes *-less* and *-ful* and some of the words are from earlier sorts.

Use "Think, Pair, Share" to discuss:

Q *How does open sorting help you think carefully about words?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "It makes you look carefully at the word parts."
>
> "It makes you think about the meanings of the words."
>
> "It makes you figure out how the words are the same."

Display the "Week 17, Day 3 Sort" activity (WA2). Have pairs read the words together quietly.

hopeful	help	hoped	helpful
helping	hoping	fear	hope
careful	caring	careless	helpless
fearless	fearful	hopeless	care

Teacher Note

In this lesson, the students do not read all the word sort words as a class. The purpose of this is to encourage the students to read the words carefully with their partners. Base words are included in the sort to provide extra support for students who find it challenging to read the polysyllabic words.

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When most pairs have finished reading, signal for the students' attention. Use "Think, Pair, Share" to discuss:

Q *What are some words you could group together?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

As volunteers share, ask follow-up questions, such as:

Q *What is alike about [*careless *and* fearless*]?*

Q *What other words could you group with [*help *and* helpful*]? Why does [*helpless*] go with [*help *and* helpful*]?*

Q *What did you notice about [*care *and* hope*] that made you think of grouping them together?*

Tell the students that the words can be sorted in many different ways. Remind the students that if they start to sort one way and find it does not make sense, they may try sorting another way.

Teacher Note

If the students have difficulty generating ideas, prompt their thinking by reviewing the "Ways We Have Sorted" chart and sharing some of your own ideas.

3 Sort in Pairs

Distribute a copy of "Week 17, Day 3 Sort" (BLM1) and scissors to each pair. Have each pair refer to the steps on the "Word Sort Steps" chart to cut apart and sort the words and then record their sort in their *Word Study Notebooks*.

Circulate and observe as the students work, offering support as needed.

Teacher Note

If your students need more support, you might use the "Week 17, Day 3 Sort" activity (WA2) to sort a few words as a class. Students may categorize by suffix or base word, or they may find other ways to sort.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to generate ideas and start sorting?
- Do their categories make sense?
- Are they able to name their categories?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 91 of the *Assessment Resource Book*. Support any pairs who struggle by asking questions such as:

Q *What is alike about these words? What other words might you group with them?*

Q *Why did you decide to group these words together?*

Q *How can you turn what you just told me into a name for the category?*

Teacher Note

The pair sort allows you to observe and identify students who may need additional support. If you identify several students who are struggling, you might gather them at a different time during the day and repeat the sort as a group with your guidance.

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4 Reflect on Sorting

Ask:

Q *What is a word you sorted today that you would like to use in your writing? How would you use it? Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class. Share your observations about what went well during the open sort. Tell the students that in the next lesson they will take a spelling test with the words they have been practicing this week.

Day 4

Word Study

Spelling Test

Materials

- Lined paper and a pencil for each student
- "Week 17, Day 4 Spelling Words" (WA3)

In this lesson, the students:

- Spell words with *-er*, *-ist*, and *-or*
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats today. Ask and briefly discuss:

Q *How did you do with independent spelling practice this week?*

2 Spelling Test

Distribute paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8.

Begin the test. Say "Number one: hunter." Use *hunter* in a sentence. Say *hunter* again. Have the students write *hunter*. Allow enough time for all the students to finish before moving on to the next word.

Repeat this procedure for the remaining spelling words.

1. hunter — "The lion is a skillful hunter."
2. harder — "We can now spell harder words than earlier in the year."
3. teacher — "My teacher helped me learn math facts."
4. artist — "The artist drew a pretty vase with flowers."
5. helper — "I can be a helper by cleaning up after independent work."

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6. sailor "The sailor stayed on the ship for two weeks."
7. slower "Drivers have to go at a slower speed when it is snowing."
8. quicker "A rabbit is quicker than a turtle."

3 Check and Correct the Words

After the students are finished writing the last word, display the "Week 17, Day 4 Spelling Words" activity (WA3). Have the students check their work and correct mistakes. When the students are finished checking and correcting their work, collect the papers.

4 Reflect on Spelling

Have the students reflect on the spelling test. Ask and briefly discuss:

Q *Which words were hard to spell this week? What did you do to remember how to spell them?*

WORD STUDY ASSESSMENT NOTE

Administer Word Study Progress Assessment 2 after this lesson, using "Word Study Progress Assessment 2" recording form (WS2) and "Word Study Progress Assessment 2 Student Card" (SC2); see pages 110–111 of the *Assessment Resource Book*.

Support any students who struggle to read the words by repeating instruction for concepts that are challenging for them, individually or in a small group. Keep in mind that the best assessment of students' reading is to notice how they use what they have learned when reading connected text.

Teacher Note

You may wish to use "Word Study Progress Assessment 2 Class Record" sheet (CR2) to record the assessment results for the whole class. See page 112 of the *Assessment Resource Book*.

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make several copies of "Week 17, Day 3 Sort" (BLM1) to place in the word work area.

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 18 OVERVIEW

Whole-class Instruction

Word Study 374

This week the students review suffixes, including *-less* and *-ful*, and apply what they know to reading longer words. On Day 3, they read words as you transform them by adding and removing suffixes. "Build That Word" is included as an optional activity. The week's spelling words are words with the suffixes *-less* and *-ful*.

Independent Work Check-in 384

This week we suggest you teach the "Independent Work Observation" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 17, Day 3 Sort" (see "Independent Work Connection" on page 369)

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Week 18

RESOURCES

Extension

- "Play 'Build That Word'"

Assessment Resource Book

- Week 18 assessment

Word Study Notebook

- Spelling Practice



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducible

- (Optional) "Week 18 'Build That Word'" (BLM1)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.
- ✓ Prior to Day 2, familiarize yourself with the Day 2 Practice Words.
- ✓ Prior to Day 3, familiarize yourself with the Day 3 Practice Words and think of examples of their use.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 92 of the *Assessment Resource Book*.
- ✓ (Optional) Prior to Day 3, write down the morphemic transformation sequences on an index card to expedite your delivery of the lesson (see Step 3).
- ✓ (Optional) If you plan to integrate "Build That Word" in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 18 'Build That Word'" (BLM1). See "Independent Work Connection" on page 383.

Independent Work Check-in

- ✓ Familiarize yourself with the "Independent Work Observation" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 2 Practice Words		Day 3 Practice Words	
careful	*Challenge Words*	careful	helper	care	hoped
careless	beautiful	carefully	helplessly	cared	hopeful
fearful	penniless	fearless	hopelessly	careful	hopefully
fearless		gladly	joyfully	carefully	hopeless
helpful				careless	slow
helpless				fear	slowed
hopeful				feared	slower
hopeless				fearful	slowest
				fearfully	slowly
				fearless	use
				fearlessly	used
				help	useful
				helped	useless
				helpful	uselessly
				helpfully	user
				hope	

Academic Focus

- Students spell words with *-less* and *-ful*.
- Students review suffixes.
- Students use suffixes to read two- and three-syllable words.
- Students read morphemic transformations.

Social Development Focus

- Students work in a responsible way.
- Students handle materials responsibly.
- Students listen respectfully to the thinking of others and share their own.

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Word Study
Guided Spelling

Day 1

In this lesson, the students:

- Review the suffixes *-less* and *-ful*
- Spell words with the suffixes *-less* and *-ful*
- Handle materials responsibly

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student

1 Get Ready to Spell

Have the students stay in their seats. Explain that today the students will spell words with the suffixes *-less* and *-ful*.

2 Review the Suffixes *-less* and *-ful*

Write the words *joyful* and *joyless* where everyone can see them. Ask and briefly discuss:

Q *What is the base word in these words?* (joy)

Q *From what you know about* -ful *and* -less, *what do* joyful *and* joyless *mean?*

If necessary, review that the suffix *-less* means "without" and that *joyless* means "without happiness, or sad." Also review that the suffix *-ful* means "full of" and that *joyful* means "full of joy, or happy."

Teacher Note

If necessary, explain that *joy* means "happiness."

3 Guide the Students' Spelling

Distribute the wipe-off boards, markers, and tissues or cloths.

helpful "My sister is always very helpful around the house."

Say *helpful*. Use *helpful* in a sentence. Have the students say *helpful*. Then ask:

Q *What is the base word in* helpful? (help)

Have the students write *help*. Ask:

Q *What is the suffix in* helpful? (-ful)

Have the students write the rest of *helpful*.

Write *helpful* where everyone can see it, and have the students check their writing and erase and correct mistakes.

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Spelling Support

If necessary, continue to support the students in writing words with vowel sounds that can be spelled in more than one way. You might point to the correct spelling on the "Spelling-Sound Chart."

Repeat the procedure with the words *fearless*, *hopeless*, *hopeful*, *careful*, *fearful*, *helpless*, and *careless*. Support the students in spelling the base words as needed.

fearless	"My cat is fearless; she isn't scared of anything."
hopeless	"The girl felt hopeless when she lost her homework."
hopeful	"I am hopeful that the weather will be nice this weekend."
careful	"We must always be careful when crossing the street."
fearful	"My dog is fearful—he's even afraid of the cat!"
helpless	"Helpless babies need grown-ups to take care of them."
careless	"I was careless and accidentally broke a glass."

Spelling Support

You may have to tell the students the base word because of the change in pronunciation. *Beauty* is an irregular high-frequency word. You may wish to support your students by writing *beauty* where everyone can see it before you discuss the suffix.

You may wish to challenge the students with the words *beautiful* and *penniless*.

beautiful	"The sky was beautiful this morning at sunrise."

Say *beautiful*. Use *beautiful* in a sentence. Then ask:

Q *What is the base word in* beautiful*? (*beauty*)*

Have the students write *beauty*. Then ask:

Q *What is the suffix in* beautiful*? (*-ful*)*

Remind the students that when the base word ends with *y*, they must change the *y* to *i* before adding a suffix. Have the students erase *y* to write the rest of *beautiful*. When most students are finished, call for their attention and write *beautiful* where everyone can see it. Have the students check their writing and erase and correct mistakes.

Teacher Note

You may wish to support the students by asking:

Q *From what you know about the base word* penny *and the suffix* -less*, what do you think* penniless *means?*

If necessary, explain that *penniless* means "without money." If you are penniless, you do not have any money, not even a penny.

penniless	"The girl spent all her allowance on a toy and was penniless for the rest of the week."

Use the same procedure with the word *penniless*.

4 Wrap Up

Explain that the students will have a spelling test on Friday (or whichever day of the week you will teach the Day 4 lesson). Remind the students that it is important for them to practice these words in their *Word Study Notebooks* during the week so that they can remember how to spell the words.

Teacher Note

You may wish to post the *Word Study Notebook* page number for this week's spelling practice in the word work area for the students to refer to during Independent Work.

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Word Study
Syllabication

Day 2

In this lesson, the students:

- Read words with multiple suffixes
- Learn a strategy for finding the meanings of unfamiliar words
- Listen respectfully to the thinking of others and share their own

1 Gather and Review Suffixes

Gather the class with partners sitting together, facing you. Ask and briefly discuss:

Q *When we are talking as a class, why is it important to listen carefully to what your classmates say?*

> **Students might say:**
>
> "It helps you think more about the question."
>
> "Sometimes you agree or disagree."

Remind the students that noticing the parts of words can help readers read the words more easily. Explain that in the next few lessons, the students will use what they know about base words and suffixes to read long words and talk about the words in pairs and as a class.

2 Read Words with One Suffix

Tell the students that they will read words with suffixes; you will show them a word and they will say the suffix and then read the word. Display the "Week 18, Day 2 Words" activity (WA1).

Point to the word *careful* and ask:

Q *Which suffix do you see? (-ful)*

Draw a dot between *care* and *ful*. Have the students read *careful*, first by syllables and then as a whole word.

Repeat this procedure with *gladly*, *fearless*, and *helper*.

Materials

- "Week 18, Day 2 Words" (WA1)

ELL Note

If necessary, explain that *gladly* means "happily."

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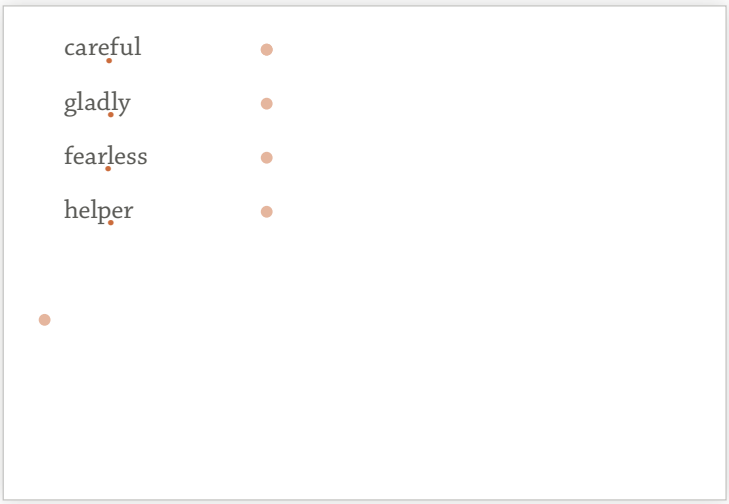

WA1

3 Discuss and Read Words with Multiple Suffixes

Explain that you will show another word and the students will talk with partners about which suffix they see. Click to reveal *hopelessly*.

Point to the word *hopelessly* and use "Think, Pair, Share" to discuss:

Q *Which suffix do you see?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

Draw a dot between *hope* and *less* and one between *less* and *ly*. Point out that *hopelessly* has two suffixes, *-less* and *-ly*. Have the students read *hopelessly*, first by syllables and then as a whole word. Remind the students that *-ly* means "in a certain way." Ask and briefly discuss:

Q *What do you think* hopelessly *might mean?*

Click to reveal *carefully*, and ask:

Q *Which suffixes do you see?* (-ful, -ly)

As the students share, draw a dot between *care* and *ful* and one between *ful* and *ly*. Have the students read *carefully*, first by syllables and then as a whole word. Ask and briefly discuss:

Q *What do you think* carefully *might mean?*

Then use the same procedure to have the students analyze *helplessly* and *joyfully*.

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WA1

careful
gladly
fearless
helper
hopelessly
carefully
helplessly
joyfully

4 Discuss Checking to See Whether a Word Makes Sense

Tell the students that if they read a long word like *carelessly* and are not sure what it means, they may be able to use what they know about suffixes to help them figure out the meaning.

Click to reveal the sentence "She read carelessly, skipping over words and not thinking about whether the story made sense." Read it aloud with the students. Then ask and briefly discuss:

Q *From what you know about suffixes, what do you think* carelessly *means?*

> **Students might say:**
> "She cared less."
> "I disagree with [Haruki]. I think it means she didn't care."
> "In addition to what [Savannah] said, *-ly* means 'act in a certain way.'"

Reread the sentence and ask:

Q *Does [act in a way like she did not care] make sense in this sentence?*

Have a few volunteers share their thinking with the class. Review that thinking about suffixes is a strategy the students can use to help them understand words they read. Then, thinking about whether the word they read makes sense in the sentence will help them check the meaning.

5 Reflect on Listening Carefully

Ask and briefly discuss:

Q *How did you do with listening carefully to one another today?*

Tell the students that in the next lesson, they will have more opportunities to read long words.

Facilitation Tip

Continue to **ask facilitative questions** to build accountability and participation during class discussions. Redirect students' comments to the class by asking:

Q *Do you agree or disagree with what [Ramon] just said? Why?*

Q *What can you add to what [Ramon] said?*

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Day 3

Word Study
Morphemic Transformations

Materials

- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Learn about morphemic transformations
- Listen respectfully to the thinking of others and share their own

ABOUT MORPHEMIC TRANSFORMATIONS

In morphemic transformations, the students read a series of words as you change the affixes (prefixes and suffixes) one at a time. The activity reinforces the students' understanding that many words are composed of base words and affixes, and that the addition of affixes can transform a word's meaning. The activity also demonstrates how pronunciation and spelling sometimes change with the addition of affixes. We suggest that you write the words for this activity where all the students can clearly see how you are changing a word each time they read it. Providing an example sentence for each word adds a layer of meaning and is particularly helpful for English Language Learners.

1 Gather and Review

Gather the class with partners sitting together, facing you. Remind the students that noticing the parts of long words can help readers read the words more easily. Explain that the students will use what they know about base words and suffixes to read long words today.

2 Introduce Morphemic Transformations

Explain that the students will read a base word first and then read a series of words that use the base word. For each word, the students will first read the syllables and then the whole word. Ask:

Q *Why is it fair to wait for the signal to read before we start reading the first word in a list or sentence? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "Everyone can read the word together."
>
> "We can all read the word to ourselves first before the class reads it."

Tell the students that when they wait for your signal and read together, all the students have a chance to think carefully about what they are reading.

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3 Read Morphemic Transformations

Write the word *help* where everyone can see it. Have the students read the word.

Add *ful*. Have the students read *helpful*, first by syllables and then as a whole word.

Use *helpful* in a sentence. (For example, "My sister is very helpful to me when I am doing my homework.") Then add *ly*. Have the students read *helpfully*, first by syllables and then as a whole word. Then use *helpfully* in a sentence. (For example, "He helpfully asked if he could clean up the book corner.")

Follow the same procedure for the following words, erasing parts as needed to make changes:

- *hope, hopeful, hopefully, hopeless, hoped*
- *use, useless, uselessly, useful, user, used*
- *care, careful, carefully, careless, cared*
- *fear, fearless, fearlessly, fearful, fearfully, feared*
- *slow, slower, slowly, slowest, slowed*
- *help, helpful, helpfully, helped*

CLASS ASSESSMENT NOTE

After this lesson, ask yourself:

- Are the students able to identify word parts?
- Are they able to read syllables and then read the word?
- Do the students understand how suffixes change the meanings of the words?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 92 of the *Assessment Resource Book*.

Teacher Note

If the students struggle to read the words, consider framing the syllables as they read them.

Teacher Note

Using the word in a sentence after the students read it clarifies the meaning and the way the word is used.

Keeping the sentences short and the transitions between words fairly quick and smooth will enhance students' engagement in the activity and allow you to work through many examples in one session.

4 Reflect on Reading

Ask and briefly discuss:

Q *How did you do with reading the words together today?*

Tell the students that in the next few weeks, they will have more opportunities to read long words.

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Day 4 Word Study
Spelling Test

Materials

- Lined paper and a pencil for each student
- "Week 18, Day 4 Spelling Words" (WA2)

In this lesson, the students:

- Spell words with *-less* and *-ful*
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats today. Explain that the students will take a spelling test.

2 Spelling Test

Distribute paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8.

Begin the test. Say "Number one: helpful." Use *helpful* in a sentence. Say *helpful* again. Have the students write *helpful*. Allow enough time for all the students to finish before moving on to the next word.

Repeat this procedure for the remaining spelling words.

1. helpful — "I try to be helpful by picking up my toys when I am done with them."
2. fearless — "She is fearless when she sees a snake; she stays calm and walks right by."
3. hopeless — "The team felt hopeless after losing another game."
4. hopeful — "I am hopeful that it will stop raining before recess."
5. careful — "You have to be careful when using scissors."
6. fearful — "I am fearful of spiders."
7. helpless — "I felt helpless when my foot got stuck in the mud."
8. careless — "She was careless with her toys, and many of them got broken."

3 Check and Correct the Words

After the students are finished writing the last word, display the "Week 18, Day 4 Spelling Words" activity (WA2). Have the students check their work and correct mistakes. When the students are finished checking and correcting their work, collect the papers.

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4 Reflect on Spelling

Have the students reflect on the spelling test. Ask and briefly discuss:

Q *How did you do with spelling this week? What might you do differently next week?*

Tell the students they will have more opportunities to practice spelling in the coming weeks.

EXTENSION

Play "Build That Word"

You may wish to have partners play "Build That Word" using base words and suffixes. Distribute "Week 18 'Build That Word'" (BLM1) and scissors to each pair and have partners cut the tiles apart.

Remind the students that to start a game of "Build That Word," you will say a word and they will build that word with the tiles. Explain that in today's game, the students will build words with suffixes.

Have each pair clear a space and make sure all of the tiles are visible. Say *hopefully* and use it in a sentence. Have the students say and build *hopefully*. After a few moments, ask:

Q *What word did you build?* (hopefully)

Write *hopefully* where everyone can see it. Have the students check and correct their work.

Repeat this procedure with the words *wishful*, *dancer*, *painlessly*, *kindly*, and *baked*.

Explain that "Build That Word" will be available for the students to play during independent word work. Refer to "Week 18 'Build That Word'" (BLM1) and explain that pairs of students will be able to do this activity. Ask and briefly discuss:

Q *If you and your partner decide to play "Build That Word," how will you decide who will read and who will make the words?*

Teacher Note

Prior to teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 18 'Build That Word'" (BLM1). Make enough copies for each pair of students to have one, plus extras to place in the word work area.

Teacher Note

If time allows, have the students think of other words they can build with the letter tiles.

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make additional copies of "Week 18 'Build That Word'" (BLM1) to place in the word work area.

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OVERVIEW Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Independent Work Observation" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 19 OVERVIEW

Whole-class Instruction

Word Study 388

This week, the students learn about the prefix *-un* and discuss synonyms. On Day 3, they do an open sort in pairs using words with prefixes and suffixes. An optional morphemic transformation activity is included as an extension. The week's spelling words are a review of affixes the students have learned.

Independent Work Check-in 398

This week we suggest you introduce new materials to an independent work area using the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 18 'Build That Word'" (see "Independent Work Connection" on page 383)

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Week 19

RESOURCES

Extension

- "Read Morphemic Transformations"

Assessment Resource Book

- Week 19 assessment
- Social skills assessment

Word Study Notebook

- Word Sorts
- Spelling Practice



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Social Skills Assessment Record" sheet (SS1)

Reproducible

- "Week 19, Day 3 Sort" (BLM1)

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DO AHEAD

Word Study

✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.

✓ Prior to Day 2, familiarize yourself with the Day 2 Practice Words.

✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 19, Day 3 Sort" (BLM1). Make enough copies for each pair of students to have one.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 93 of the *Assessment Resource Book*.

Independent Work Check-in

✓ Familiarize yourself with the "Introduce New Materials" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 2 Practice Words		Day 3 Sort Words	
cheerful	needle	under	unpacked	careful	hopeless
fairly	playful	undo	unsnap	careless	lock
friendless	purple	unfair	unsnapped	fair	pack
gladly	worker	unfriendly	until	fearful	unfair
		unhelpful	unwrap	fearless	unlock
		unlock	unwrapped	helpful	unpack
		unlocked	unzip	helpless	unzipped
		unpack	unzipped	hopeful	zipped

Academic Focus

- Students spell review words.
- Students learn the prefix *un-*.
- Students read and sort words with the prefix *un-*.
- Students discuss synonyms.

Social Development Focus

- Students work in a responsible way.
- Students handle materials responsibly.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study
Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student

In this lesson, the students:

- Review suffixes
- Spell words with taught spelling patterns
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats. Explain that today the students will spell words with spelling patterns they have learned.

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2 Review Suffixes

Review that a word can have more than one suffix. Remind the students that noticing the suffixes at the end of a word can help readers read and understand the word more easily.

Write the word *fearlessly* where everyone can see it. Ask:

Q *What is the base word in* fearlessly*? (*fear*)*

Q *What are the suffixes? (*-less, -ly*)*

Then ask:

Q *What do you think* fearlessly *means? Why do you think that? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. If necessary, explain that if you act fearlessly, you act in a way that is without fear. Use *fearlessly* in a sentence. (For example, "She fearlessly jumped off the diving board into the pool.")

3 Guide the Students' Spelling

Distribute the wipe-off boards, markers, and cloths or tissues. Explain that the spelling words this week use everything the students have learned over the past several weeks.

fairly	"The students played the game fairly."

Say *fairly*. Use *fairly* in a sentence. Have the students say *fairly*. Then ask:

Q *What is the base word in* fairly*? (*fair*)*

Have the students write *fair*.

Then ask:

Q *What is the suffix in* fairly*? (*-ly*)*

Have the students add *ly* to *fair*.

Write *fairly* where everyone can see it, and have the students check their writing and erase and correct mistakes.

Use the same procedure with the words *friendless*, *playful*, *cheerful*, *gladly*, *worker*, *purple*, and *needle*.

friendless	"The dragon was lonely because he was friendless."
playful	"The playful kitten chased the string."
cheerful	"*Cheerful* is a synonym for *happy*."
gladly	"The mother gladly read the book to the baby again."

Spelling Support

If necessary, continue to support the students in writing words with vowel sounds that can be spelled in more than one way and with unusual spellings. You might point to the correct spelling on the "Spelling-Sound Chart" or tell the students the spelling if a word is not on the word wall.

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worker	"The school gardener is a hard worker."
purple	"Janelle's sweater today is purple."
needle	"I used a needle to sew the button back on my shirt."

4 Wrap Up

Explain that the students will have a spelling test on Friday (or whichever day of the week you will teach the Day 4 lesson). Remind the students that when they go to independent word work, they will practice spelling these words in their *Word Study Notebooks* before choosing another activity.

Teacher Note

You may wish to post the *Word Study Notebook* page number for the spelling practice in the word work area for the students to refer to during Independent Work.

SOCIAL SKILLS ASSESSMENT NOTE

Over the course of this week, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1). Access and print a record sheet from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 118–119 of the *Assessment Resource Book*. Note that you will use the same record sheet to document each student's progress when you reassess social skill development in Week 29. For more information, see "Social Skills Assessment" in the Assessment Overview in the *Assessment Resource Book*.

Day 2

Word Study

Introduce the Prefix *un-*

Materials

- "Week 19, Day 2 Words" (WA1)

In this lesson, the students:

- Review suffixes
- Learn the prefix *un-*
- Read words with the prefix *un-*
- Discuss synonyms
- Listen respectfully to the thinking of others and share their own

1 Gather and Review Suffixes

Gather the class with partners sitting together, facing you. Review that the students have been reading and spelling words with suffixes. Ask:

Q *What do you know about suffixes?*

Have a few volunteers share their ideas with the class.

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Students might say:

"Suffixes come at the end of a word."

"Sometimes there is more than one suffix at the end of a word."

"They make new words."

2 Discuss the Words *Unzip* and *Unhappy*

Write the word *unzip* where everyone can see it and read it aloud. Ask:

Q *What do you know about the word* unzip*? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. If necessary, explain that the word *unzip* means "open something using a zipper." Use *unzip* in a sentence. (For example, "I will unzip my jacket if I get too warm.")

Then write the word *unhappy* where everyone can see it and read it aloud. Ask:

Q *What do you know about the word* unhappy*? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. If necessary, explain that the word *unhappy* means "sad." Use *unhappy* in a sentence. (For example, "I was very unhappy when I couldn't go to the zoo.")

Teacher Note

The prefix *un-* is introduced in the vocabulary instruction in the *Making Meaning*® program from Center for the Collaborative Classroom. If you have taught the lesson in the *Vocabulary Teaching Guide*, you may want to briefly review *un-* and then continue to Step 4.

TEKS 3.C.ix
Student/Teacher Activity
Step 2

3 Introduce the Prefix *un-*

Direct the students' attention to the two words you have written, *unzip* and *unhappy*. Ask and briefly discuss:

Q *What is the same about these words?*

Q *What do you think* un- *might mean?*

Underline *un* and explain that *un-* is a prefix. Tell the students that a *prefix* is a letter or group of letters that is added to the beginning of a base word to make a new word.

Tell the students that adding the prefix *un-* to the base word *zip* makes the word *unzip*. In the word *unzip*, the prefix *un-* means "the opposite of." Draw a dot between the syllables *un* and *zip* and remind the students that the dot can help them see and read the syllables in a word. Have the students read *unzip*, first by syllables and then as a whole word.

Tell the students that adding the prefix *un-* to the base word *happy* makes the word *unhappy*. Explain that in the word *unhappy*, the prefix *un-* means "the opposite of" or "not." Draw a dot between the syllables *un* and *happy* and have the students read the word, first by syllables and then as a whole word.

Point out that when the prefix *un-* is added to a word, it often makes an *antonym*—a word with the opposite meaning. *Happy* and *unhappy* are antonyms.

TEKS 3.C.i
Student/Teacher Narrative
Step 3

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4 Discuss Synonyms

Remind the students that *unhappy* means "sad." Explain that *unhappy* and *sad* are synonyms, and that *synonyms* are words that mean the same thing or almost the same thing. Remind the students that in a previous week they learned the word *joyful*, and that *joyful* means "happy." *Joyful* and *happy* are synonyms. Ask and briefly discuss:

Q *What other synonyms, or words that mean the same thing or almost the same thing, do you know?*

Add any word pairs the students suggest to your "Synonyms" chart, if you have started one, or begin a chart with the words the class discusses today.

Teacher Note

If the students struggle to answer the question, provide a few words that you have already worked with in Word Study, such as *fearful*, *fearless*, and *faster*, and ask the students for their synonyms. Ask:

Q *What is another word for [*fearful*]?*

5 Read the Words

Tell the students that they will read more words with the prefix *un-*. Display the "Week 19, Day 2 Words" activity (WA1).

unzip	unzipped	unsnap	unfriendly
unpacked	unwrapped	unlocked	unhelpful
unlock	unfair	unwrap	under
undo	unpack	unsnapped	until

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

undo: open or loosen something, like a button or knot

unsnap: open something that is fastened with a snap

Point to the first word and ask:

Q *What prefix do you see?* (un-)

Draw a dot between *un* and *zip*. Have the students read the word, first by syllables and then as a whole word.

Repeat this procedure with the next thirteen words. For *under* and *until*, have the students read both words with you. Then ask:

Q *What do you notice about these words?*

> **Students might say:**
>
> "*Under* starts with *u-n*, but *der* is not a base word."
>
> "*Until* starts with *u-n*, but *un* is part of the word."
>
> "Both words start with *u-n* but *un* doesn't mean 'not.'"

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Explain that the letters *u-n* at the beginning of a word are not always the prefix that means "not." Point out that noticing *u-n* at the beginning of a word can help the students read the word even when the letters are not a prefix.

WA1

unzip	unzipped	unsnap	unfriendly
unpacked	unwrapped	unlocked	unhelpful
unlock	unfair	unwrap	under
undo	unpack	unsnapped	until

6 Reflect on Reading

Ask and briefly discuss:

Q *How did you do with reading the words together today?*

Tell the students that in the next lesson, they will work with partners to sort words.

Word Study
Pair Sort (Open)

Day 3

In this lesson, the students:

- Read and sort words with prefixes and suffixes
- Work responsibly with a partner
- Handle materials responsibly

Materials

- "Week 19, Day 3 Sort" (WA2)
- Copy of "Week 19, Day 3 Sort" (BLM1) for each pair
- Scissors for each pair
- "Word Sort Steps" chart
- *Word Study Notebooks* (in student toolboxes)
- Pencils
- "Class Assessment Record" sheet (CA1)

1 Gather and Review

Have the students bring their pencils, pick up their independent work toolboxes, and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them. Review that in the last lesson the students read words with the prefix *un-*. Remind them

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that a *prefix* is a letter or group of letters that is added to the beginning of a base word to make a new word. Review that noticing a prefix at the beginning of a word can help readers see the parts of the word and read the whole word.

Use "Think, Pair, Share" to discuss:

Q *What do you remember about the prefix* un-*?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "It comes at the beginning of words."
>
> "It changes the meaning of words."
>
> "It can make words into opposites."

Review that in many words the prefix *un-* means "the opposite of" or "not."

2 Introduce the Sort

Explain that today partners will work together to do an open sort. Some of the words have the prefix *un-* and some are words from earlier sorts.

Use "Think, Pair, Share" to discuss:

Q *When you do an open sort, what do you do or notice?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "I look carefully at the word parts."
>
> "I think about the meanings of the words."
>
> "I notice how the words are the same."

Display the "Week 19, Day 3 Sort" activity (WA2). Have pairs read the words together quietly.

zipped	fearless	fearful	hopeless
helpless	unzipped	fair	helpful
hopeful	unlock	pack	lock
careful	unpack	careless	unfair

Teacher Note

In this lesson, the students do not read all the sort words as a class. The purpose of this is to encourage the students to read the words carefully with their partners. Base words are included in the sort to provide extra support for students who find it challenging to read the polysyllabic words.

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When most pairs have finished reading, signal for the students' attention. Use "Think, Pair, Share" to discuss:

Q *What are some words you could group together?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

As volunteers share, ask follow-up questions such as:

Q *What is alike about [*unzipped *and* unpack*]?*

Q *What other words could you group with [*fair *and* pack*]? Why does [*lock*] go with [*fair *and* pack*]?*

Q *What did you notice about [*fearless *and* hopeless*] that made you think of grouping them together?*

Tell the students that the words can be sorted in many different ways. Remind the students that if they start to sort one way and find it does not make sense, they may try sorting another way.

Teacher Note

If the students have difficulty generating ideas, prompt their thinking by reviewing the "Ways We Have Sorted" chart and sharing some of your own ideas.

3 Sort in Pairs

Distribute a copy of "Week 19, Day 3 Sort" (BLM1) and scissors to each pair of students. Have each pair refer to the steps on the "Word Sort Steps" chart to cut apart and sort the words and then record their sort in their *Word Study Notebooks*.

Circulate and observe as the students work, offering support as necessary.

Teacher Note

If your students need more support, you might use the "Week 19, Day 3 Sort" activity (WA2) to sort a few words as a class. Students may categorize by prefix, suffix, or base word, or they may find other ways to sort.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to generate ideas and start sorting?
- Do their categories make sense?
- Are they able to name their categories?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 93 of the *Assessment Resource Book*. Support any pairs who struggle by asking questions such as:

Q *What is alike about these words? What other words might you group with them?*

Q *Why did you decide to group these words together?*

Q *How can you turn what you just told me into a name for the category?*

Teacher Note

The pair sort allows you to observe and identify students who may need additional support. If you identify several students who are struggling, you might gather them at a different time during the day and repeat the sort as a group with your guidance.

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4 Reflect on Sorting

Ask:

Q *What is a word you sorted today that you would like to use in your writing? How would you use it? Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class. Share your observations about what went well during the open sort. Tell the students that in the next lesson, they will take a spelling test with the words they have been practicing this week.

Day 4

Word Study

Spelling Test

Materials

- Lined paper and a pencil for each student
- "Week 19, Day 4 Spelling Words" (WA3)

In this lesson, the students:

- Spell review words
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats today. Tell the students that they will have a spelling test.

2 Spelling Test

Distribute paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8.

Begin the test. Say "Number one: fairly." Use *fairly* in a sentence. Say *fairly* again. Have the students write *fairly*. Allow enough time for all the students to finish before moving on to the next word.

Repeat this procedure for the remaining spelling words.

1. fairly — "We play games fairly."
2. friendless — "When he started at a new school, the friendless boy wished he had someone to play with."
3. playful — "The playful puppies like to run in circles."
4. cheerful — "Mia had a cheerful smile on her face."
5. gladly — "Kenji will gladly help you with your homework."
6. worker — "Samara is a hard worker."
7. purple — "We ate purple grapes for a snack."
8. needle — "Dad fixed his shirt with a needle and thread."

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3 Check and Correct the Words

After the students are finished writing the last word, display the "Week 19, Day 4 Spelling Words" activity (WA3). Have the students check their work and correct mistakes.

4 Reflect on Spelling

Have the students reflect on the spelling test. Ask and briefly discuss:

Q *What is challenging about spelling words with suffixes? What is easy?*

Tell the students they will have more opportunities to practice spelling in the coming weeks.

EXTENSION

Read Morphemic Transformations

Write the word *kind* where everyone can see it. Have the students read it.

Add *un-* to the beginning of *kind*. Draw a dot between the syllables *un* and *kind*. Have the students read *unkind*, first by syllables and then as a whole word.

Use *unkind* in a sentence. (For example, "It was unkind of him not to help his sister.") Then add *ly*. Draw a dot between the syllables *kind* and *ly*. Have the students read *unkindly*.

Use *unkindly* in a sentence. (For example, "The older boys treated him unkindly.")

Follow the same procedure for the following words, erasing word parts as needed to make changes:

- *clear, clearly, clearer, unclear, cleared, clearest*
- *bright, brightly, brightest, brighter*
- *thought, thoughtful, thoughtfully, thoughtless*
- *pack, packed, unpacked, unpacking, packing*
- *help, helper, helpful, unhelpful, unhelpfully*

Teacher Note

If the students struggle to read the words, consider framing the syllables.

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make additional copies of "Week 19, Day 3 Sort" (BLM1) to place in the word work area.

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 20 OVERVIEW

Whole-class Instruction

Word Study 402

This week the students learn about the prefix *re-* and read words with the prefix. On Day 3, they do an open sort in pairs using base words and the prefixes *re-* and *un-*. The week's spelling words are words with the prefix *un-*.

Independent Work Check-in 412

This week we suggest you teach the "Self-selecting Work Areas" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 19, Day 3 Sort" (see "Independent Work Connection" on page 397)

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Week 20

RESOURCES

Extension

- "Connect Spelling to Writing"

Assessment Resource Book

- Week 20 assessment

Word Study Notebook

- Word Sorts
- Spelling Practice



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "Week 20, Day 3 Sort" (BLM1)
- (Optional) "Week 20 High-frequency Words" (BLM2)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.
- ✓ Prior to Day 2, decide how you will randomly assign partners to work together during the next several weeks.
- ✓ Prior to Day 2, familiarize yourself with the Day 2 Practice Words.
- ✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 20, Day 3 Sort" (BLM1). Make enough copies for each pair of students to have one.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 94 of the *Assessment Resource Book*.
- ✓ (Optional) If you plan to integrate the new high-frequency words in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 20 High-frequency Words" (BLM2). See "Independent Work Connections" on page 411.

Independent Work Check-in

- ✓ Familiarize yourself with the "Self-selecting Work Areas" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 2 Practice Words		Day 3 Sort Words	
undo	unpack	redo	repaint	lock	retell
unfair	unpacking	refill	reptile	packing	review
unlock	unsnap	reflect	reread	read	reviewer
unlocked	unzip	reheat	retell	reader	tell
		reload	retie	reheat	unfair
		remove	reuse	reheating	unlock
		rename	review	repack	unpack
		repack	rewrite	reread	unzip

Academic Focus

- Students spell words with the prefix *un-*.
- Students learn the prefix *re-*.
- Students read and sort words with the prefix *re-*.

Social Development Focus

- Students work in a responsible way.
- Students handle materials responsibly.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study
Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student

In this lesson, the students:

- Review the prefix *un-*
- Spell words with the prefix *un-*
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats. Review that last week, the students practiced spelling words with with different spelling patterns. Explain that today the students will spell words with the prefix *un-*.

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2 Review the Prefix *un-*

Write the word *unpleasant* on the board. Ask and briefly discuss:

Q *What is the prefix in* unpleasant*? What is the base word?* (un-, pleasant)

Then ask:

Q *What do you think* unpleasant *means? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Underline *un* and remind the students that *un-* is a prefix. Review that the prefix *un-* means "not" or "the opposite of" and that when *un-* is added to the base word *pleasant*, it makes the word *unpleasant*, which means "not nice or enjoyable." Use *unpleasant* in a sentence. (For example, "We left the kitchen because the smell of the burnt toast was unpleasant.")

Teacher Note

You may wish to explain that *pleasant* is a synonym of "enjoyable."

3 Guide the Students' Spelling

Distribute the wipe-off boards, markers, and tissues or cloths.

unzip	"You can unzip your coat if you get too warm."

Say *unzip*. Use *unzip* in a sentence. Have the students say *unzip*. Then ask:

TEKS 2.C.vii
Student/Teacher Narrative
Step 3
[words: unzip, unlock]

Q *What is the first syllable in* unzip*?* (un-)

Have the students write *un-*. Then ask:

Q *What is the second syllable in* unzip*?* (zip)

Have the students write the rest of *unzip*.

Write *unzip* where everyone can see it, and have the students check their writing and erase and correct mistakes.

Use the same procedure with the words *unlock*, *unlocked*, *unpack*, *unpacking*, *unfair*, *undo*, and *unsnap*.

unlock	"One time I lost my keys and I couldn't unlock the door to my house."
unlocked	"I unlocked my car door and drove away."
unpack	"The first thing I do when I get home from a trip is unpack my suitcase."
unpacking	"My friend thinks that unpacking suitcases is boring."
unfair	"It is unfair to cheat at sports."

Spelling Support

Support your students by providing guidance for sounds with multiple spellings, such as the sound of hard *c* (as in *cat*), and by identifying the high-frequency words *do* and *fair*.

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undo	"The knot was tied so tightly it was hard to undo."
unsnap	"We can snap our math cubes together and then we can unsnap them."

Teacher Note

You may wish to post the *Word Study Notebook* page number for the spelling practice in the word work area for the students to refer to during Independent Work.

4 Discuss and Reflect on Spelling

Remind the students that they will have a spelling test on Friday (or whichever day of the week you will teach the Day 4 lesson). Tell them that when they go to independent word work, they will practice spelling the words before choosing another activity.

Day 2

Word Study

Introduce the Prefix *re-*

Materials

- "Week 20, Day 2 Words" (WA1)

In this lesson, the students:

- Begin working with new partners
- Learn the prefix *re-*
- Read words with the prefix *re-*
- Listen respectfully to the thinking of others and share their own

Teacher Note

The students may work in partnerships already established, or you may assign new partners for the Word Study lessons. The partners you assign today will work together for the next five weeks of Word Study.

1 Gather and Review Prefixes

Randomly assign partners and gather the class with partners sitting together, facing you. Review that the students have been reading and spelling words with the prefix *un-*. Ask:

Q *What do you know about the prefix* un-*?*

Have a few volunteers share their ideas with the class.

> **Students might say:**
>
> "It comes at the beginning of a word."
>
> "It makes a new word."
>
> "It makes words into opposites."

2 Discuss the Words *Reread* and *Reuse*

Write the word *reread* where everyone can see it and read it aloud. Ask:

Q *What do you know about the word* reread*? Turn to your partner.*

TEKS 3.C.ii
Student/Teacher Activity
Step 2

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After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I see the word *read*."
>
> "Maybe the first part is a prefix."

If necessary, explain that the word *reread* means "read again." Use *reread* in a sentence. (For example, "I will reread the paragraph if I don't understand it.")

Then write the word *reuse* where everyone can see it and read the word. Ask:

Q *What do you know about the word* reuse*? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

If necessary, explain that the word *reuse* means "use again." Use *reuse* in a sentence. (For example, "I can reuse that bag to take my shopping home.")

3 Introduce the Prefix *re-*

Direct the students' attention to the two words you have written. Ask and briefly discuss:

Q *What is the same about these words?*

Q *What do you think* re- *might mean?*

TEKS 3.C.ii
TEKS 3.C.x
Student/Teacher Narrative
Step 3

Underline *re* and explain that *re-* is a prefix. Review that a *prefix* is a letter or group of letters that is added to the beginning of a base word to make a new word.

If necessary, explain that in the word *reread*, the prefix *re-* means "again." Draw a dot between the syllables *re* and *read* and remind the students that the dot can help them see and read the syllables in a word. Have the students read *reread*, first by syllables and then as a whole word.

Repeat the procedure with the word *reuse*.

4 Read the Words

Tell the students that they will read more words that begin with *re-*. Display the "Week 20, Day 2 Words" activity (WA1).

TEKS 3.C.ii
TEKS 3.C.x
Student/Teacher Activity
Step 4

retell	refill	remove	reheat
reread	review	repack	rename
reuse	rewrite	repaint	reflect
retie	redo	reload	reptile

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ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

review: look at something again

remove: take away

Point to the first word and ask:

Q *Which prefix do you see?* (re-)

Draw a dot between *re* and *tell*. Have the students read the word, first by syllables and then as a whole word.

Repeat this procedure with the next thirteen words. When you come to *reflect* and *reptile*, have the students read both words with you. Then ask:

Q *What do you notice about these words?*

> **Students might say:**
>
> "*Reflect* starts with *r-e*, but *flect* is not a base word."
>
> "*Reptile* starts with *r-e*, but *r-e* is part of the word."
>
> "Both words start with *r-e*, but *re* doesn't mean 'again.'"

Explain that the letters *r-e* at the beginning of a word are not always the prefix that means "again." Draw a dot at the syllable juncture in each word. Point out that noticing *r-e* at the beginning of a word can sometimes help the students read the word even when the letters are not a prefix.

retell	refill	remove	reheat
reread	review	repack	rename
reuse	rewrite	repaint	reflect
retie	redo	reload	reptile

WA1

Teacher Note

If the students need additional support reading the words, consider framing the word parts as the students read them.

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5 Reflect on Reading

Ask:

Q *What did you like about reading words today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

Tell the students that in the next few weeks, they will sort words with prefixes, like the ones they read today.

Word Study
Pair Sort (Open)

Day 3

In this lesson, the students:

- Read and sort words with prefixes and suffixes
- Work responsibly with a partner
- Handle materials responsibly

Materials

- "Week 20, Day 3 Sort" (WA2)
- Copy of "Week 20, Day 3 Sort" (BLM1) for each pair
- Scissors for each pair
- *Word Study Notebooks* (in student toolboxes)
- Pencils

1 Gather and Review Prefixes

Have the students bring their pencils, pick up their independent work toolboxes, and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them.

Review that in the last lesson the students read words with the prefix *re-* and that noticing a prefix at the beginning of a word can help readers see the first part of the word and read the whole word.

Use "Think, Pair, Share" to discuss:

Q *What do you remember about the prefix* re-*?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "It comes at the beginning of a word."
>
> "It changes the meaning of a word."
>
> "It means 'again.'"

Facilitation Tip

Reflect on your experiences over the past few weeks with **asking facilitative questions**. Does this technique feel comfortable and natural to you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students' listening and participation in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

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2 Introduce the Sort

Explain that today partners will work together to do an open sort. Some of the words have the prefix *re-* and some of them are words from earlier sorts. Ask:

Q *What can you and your partner do to share the work while you are sorting?*

Then use "Think, Pair, Share" to discuss:

Q *How does open sorting help you think carefully about words?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

Display the "Week 20, Day 3 Sort" activity (WA2). Have pairs read the words together quietly.

reread	lock	reader	unlock
unpack	packing	repack	tell
reheating	reheat	review	unzip
retell	reviewer	read	unfair

When most pairs have finished reading, signal for the students' attention. Use "Think, Pair, Share" to discuss:

Q *What are some words you could group together?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

As volunteers share, ask follow-up questions, such as:

Q *What is alike about [*reheat *and* reread*]?*

Q *What other words could you group with [*unzip *and* unlock*]? Why does [*unpack*] go with [*unzip *and* unlock*]?*

Q *What did you notice about [*reviewer *and* reader*] that made you think of grouping them together?*

Tell the students that the words can be sorted in many different ways. Remind the students that if they start to sort one way and find it does not make sense, they may try sorting another way.

3 Sort in Pairs

Distribute a copy of "Week 19, Day 3 Sort" (BLM1) and scissors to each pair of students. Have each pair refer to the steps on the "Word Sort Steps" chart to cut apart and sort the words and then record their sort in their *Word Study Notebooks*.

Teacher Note

In this lesson, the students do not read all the sort words as a class. The purpose of this is to encourage the students to read the words carefully with their partners. Base words are included in the sort to provide extra support for students who find it challenging to read the polysyllabic words.

ELL Note

You may wish to remind the students that *review* means "look at something again." A *reviewer* is a person who looks at something again.

Teacher Note

If the students have difficulty generating ideas, prompt their thinking by reviewing the "Ways We Have Sorted" chart and sharing some of your own ideas.

Teacher Note

If your students need more support, you might use the "Week 20, Day 3 Sort" activity (WA2) to sort a few words as a class. Students may categorize by prefix, suffix, or base word, or they may find other ways to sort.

Teacher Note

Have pairs who finish early find another way to sort the words. They need not record the second sort.

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4 Reflect on Sorting

Ask:

Q *How did open sorting go today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Share your observations about what went well during the open sort. Tell the students that in the next lesson, they will take a spelling test with the words they have been practicing this week.

Word Study
Spelling Test

Day 4

In this lesson, the students:

- Spell words with *un-*
- Handle materials responsibly

Materials

- Lined paper and a pencil for each student
- "Week 20, Day 4 Spelling Words" (WA3)
- "Class Assessment Record" sheet (CA1)

1 Get Ready to Spell

Have the students stay in their seats today. Tell the students that they will have a spelling test.

2 Spelling Test

Distribute paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8.

Begin the test. Say "Number one: unzip." Use *unzip* in a sentence. Say *unzip* again. Have the students write *unzip*. Allow enough time for all the students to finish before moving on to the next word.

Repeat this procedure for the remaining spelling words.

1. unzip — "Unzip your jacket and take it off."
2. unlock — "I unlock the door when I get to the classroom in the morning."
3. unlocked — "Victor unlocked the gate and went in."
4. unpack — "When you get to school, you unpack your backpack."
5. unpacking — "When I was unpacking my backpack, I found my missing pencil."

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6. unfair "He said it was unfair that Sayuri got twice as many cookies."
7. undo "Undo your shoelaces before trying to take off your shoes."
8. unsnap "I unsnap the dog's leash from its collar when I get home from a walk."

3 Check and Correct the Words

After the students are finished writing the last word, display the "Week 20, Day 4 Spelling Words" activity (WA3). Have the students check their work and correct mistakes.

Circulate and observe as the students work, offering support as necessary.

CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students stay focused during the spelling test?
- Do they spell most words correctly?
- Is there a pattern to the types of errors they make?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 94 of the *Assessment Resource Book*.

If many students struggle to spell the words, review the spelling steps (introduced in Step 2, Week 12) with the class and have them practice any missed words using the steps. You might also copy or print this week's spelling page and have the students practice the words using the spelling steps several times during independent word work.

If only a few students struggle, create a small group with those students and repeat the guiding from Step 3, Day 1. You might also copy or print this week's spelling page and the spelling steps and have the students use the spelling steps to practice the words at home during the week.

4 Reflect on Spelling

Without mentioning any students' names, share some observations about how the students are doing with spelling.

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EXTENSION

Connect Spelling to Writing

Review that one reason writers spell words correctly is to make sure readers can understand and enjoy their writing. Remind the students that sometimes you will ask them to think about how they might use the spelling words in their writing. Think aloud about how one of the words reminds you of something that happened to you.

> **You might say:**
>
> "When I read the word *unpack*, it reminds me of lunchtime today. I unpacked my backpack when I got to school, and I discovered that I had left my lunch at home."

Ask:

Q *Which of these words reminds you of something that happened to you? What is a story you could write about that? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Encourage the students to use the spelling words and other words from the week's sort in their writing.

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Make additional copies of "Week 20, Day 3 Sort" (BLM1) to place in the word work area.
- Make several copies of "Week 20 High-frequency Words" (BLM2) and place them in the independent word work area. The students can use these words to play any word games you have introduced, such as "Word Memory" and "Word Go Fish."

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OVERVIEW Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Self-selecting Work Areas" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 21 OVERVIEW

Whole-class Instruction

Word Study 416

This week the students begin to learn about open and closed syllables, the basis for polysyllabic decoding. The students have many opportunities to read open and closed syllables on Days 2 and 3. The week's spelling words are words with the prefix *re-*.

Independent Work Check-in 427

This week we suggest you teach the "Work Habits" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 20, Day 3 Sort" (see "Independent Work Connections" on page 411)
- "Week 20 High-frequency Words" (see "Independent Work Connections" on page 411)

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Week 21

RESOURCES

Assessment Resource Book

- Week 21 assessment

Word Study Notebook

- Spelling Practice

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducible

- (Optional) "Week 21, Day 4 'Build That Word'" (BLM1)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.
- ✓ Prior to Day 2, familiarize yourself with the Day 2 Syllables and Words.
- ✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 95 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, familiarize yourself with the Day 3 Syllables.
- ✓ (Optional) If you plan to integrate "Build That Word" in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 21, Day 4 'Build That Word'" (BLM1). See "Independent Work Connection" on page 426.

Independent Work Check-in

- ✓ Familiarize yourself with the "Work Habits" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 2 Syllables and Words		Day 3 Syllables	
reheat	*Challenge Words*	ba	pen	ba	po
reload	review	bacon	pilot	bat	pre
remake	rewrite	cat	pom-pom	co	prep
rename		con	pre	cot	pro
repack		dis	pro	me	prob
repaint		discuss	prob	met	ra
reread		final	problem	mo	rat
rethink		fit	re	mop	
		go	si		
		he	so		
		lem	subject		
		less	tub		
		li	un		
		mis	va		
		moment	we		
		mu			

Academic Focus

- Students spell words with the prefix *re-*.
- Students learn about open and closed syllables.
- Students read two-syllable words.

Social Development Focus

- Students work in a responsible way.
- Students handle materials responsibly.
- Students listen respectfully to the thinking of others and share their own.

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Word Study
Guided Spelling

Day 1

In this lesson, the students:

- Review the prefix *re-*
- Spell words with the prefix *re-*
- Handle materials responsibly

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student

1 Get Ready to Spell

Have the students stay at their seats. Explain that today the students will spell words with the prefix *re-*.

2 Review the Prefix *re-*

TEKS 3.C.ii
Student/Teacher Activity
Step 2

Write the word *redo* where everyone can see it. Ask and briefly discuss:

Q *What is the base word in this word? What do you think* redo *might mean?*

If necessary, review that the prefix *re-* means "again" and that *redo* means "do again." Use *redo* in a sentence. (For example, "I had to redo my homework because I lost it.")

3 Guide the Students' Spelling

Distribute the wipe-off boards, dry-erase markers, and cloths or tissues.

reread "I loved the book so much that I am going to reread it."

Say *reread*. Use *reread* in a sentence. Have the students say *reread*. Then ask:

Q *How many syllables are in* reread*? (two)*

Q *What is the first syllable in* reread*? (re-)*

Have the students write *re-*. Then ask:

Q *What is the second syllable in* reread*? (read)*

Have the students finish writing *reread*. Then ask:

Q *Does* reread *look right to you the way you spelled it? If not, do you want to change how you spelled it?*

Write *reread* where everyone can see it and have the students check their writing and erase and correct mistakes.

Repeat the procedure with the words *repack*, *repaint*, *reload*, *remake*, *rethink*, *reheat*, and *rename*.

repack "My book bag wouldn't zip up, so I had to repack it."

Teacher Note

Use this question only for words you are confident the students will recognize.

Spelling Support

Support the students by providing guidance for sounds with more than one spelling, such as long vowel sounds and the sound /k/.

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repaint "We need to repaint the fence because the old paint is peeling."

reload "When you get a new phone, you have to reload your music and contacts."

remake "My dog tore all the covers off the bed, so I had to remake it."

rethink "I had to rethink my plan about going to the beach when it rained on Saturday."

reheat "When I eat leftovers for dinner, I reheat them in the microwave."

rename "If I think of a better title for my story, I will rename it."

Teacher Note

You may wish to explain that *rethink* means "think about again."

You may wish to challenge the students with the words *review* and *rewrite*.

review "I will review my writing before I publish it."

Say *review*. Use *review* in a sentence. Have the students say *review*. Then ask:

Q *How many syllables are in* review*? (two)*

Q *What is the first syllable in* review*?* (re-)

Have the students write *re*.

Write *re* where everyone can see it and have the students check their writing and erase and correct mistakes. Then ask:

Q *What is the second syllable in* review*?* (view)

Point out that *view* is a high-frequency word with an unusual spelling and point to the word on the word wall or spell it for the students.

Have the students finish writing *review*.

Write *review* where everyone can see it and have the students check their writing and erase and correct mistakes.

rewrite "My teacher asked me to rewrite the sentence."

Say *rewrite*. Use *rewrite* in a sentence. Have the students say *rewrite*. Ask:

Q *What is the base word in* rewrite*? What is the prefix?* (write, re-)

Have the students write *rewrite*. When most students are finished, signal for their attention and ask:

Q *Does* rewrite *look right to you the way you spelled it? If not, do you want to change how you spelled it?*

Write *rewrite* where everyone can see it and have the students check their writing and erase and correct mistakes.

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4 Wrap Up

Remind the students that they will have a spelling test on Friday (or whichever day of the week you will teach the Day 4 lesson). Tell them that when they go to independent word work, they will practice spelling these words before they choose another activity.

Teacher Note

You may wish to post the *Word Study Notebook* page number for the spelling practice in the word work area for the students to refer to during Independent Work.

Word Study
Introduce Open and Closed Syllables

Day 2

In this lesson, the students:

- Learn about open and closed syllables
- Read open and closed syllables
- Listen respectfully to the thinking of others and share their own

Materials

- "Week 21, Day 2 Closed Syllables" (WA1)
- "Week 21, Day 2 Open Syllables" (WA2)
- "Class Assessment Record" sheet (CA1)

ABOUT OPEN AND CLOSED SYLLABLES

Syllables are the building blocks of the words students see every day. Understanding open and closed syllables (those that end in a vowel or a consonant) allows students to make a judgment about the probable vowel sound in a syllable. In a closed syllable, the vowel sound is usually short, and in an open syllable, the vowel sound is usually long. Providing guidelines for ways to break words into syllables gives students tools to analyze longer words. Open and closed syllables are introduced this week, practiced next week, and then applied throughout the remainder of the year.

1 Gather and Review Prefixes

Gather the class with partners sitting together, facing you.

Write *replay* where everyone can see it and read the word with the students. Ask and briefly discuss:

Q *From what you know about the prefix* re-, *what do you think* replay *means?*

Use the same procedure to review the prefix *un-*, using the word *unplug*.

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2 Introduce Closed Syllables

Display the "Week 21, Day 2 Closed Syllables" activity (WA1). Read the words with the students.

tub

cat

fit

Ask:

Q *Do you hear a long vowel sound or a short vowel sound in these words? (short vowel sound)*

Click to reveal the group of syllables and explain that these are syllables that often appear in longer words.

un	lem
less	pen
mis	con
dis	prob

Point to *un*. Have the students read *un*. Say that a guideline that the students can use to read syllables like *un* is that when there is a consonant at the end of the syllable, the vowel in the syllable usually has a short vowel sound. Have the students read the remaining syllables in this group.

Click to reveal the two-syllable words. Do not read them to the class.

problem

discuss

pom-pom

subject

Review that when there is a consonant at the end of a syllable, the vowel usually has a short vowel sound. Knowing about the vowel sound in a syllable will help the students read longer words when they come to them.

> **You might say:**
>
> "If you know that when there is a consonant at the end of a syllable the vowel usually has a short vowel sound, that can help you read longer words."

Explain that the students will read these longer words one syllable at a time. Draw a dot between *prob* and *lem*. Frame *prob* with your hands and have the students read it. Then frame *lem* and have the students

Teacher Note

The schwa sound in unstressed syllables is not formally introduced in this lesson. The vowel pronunciations in open and closed syllables are introduced as guidelines rather than rules, because of the variation in sound in unstressed and stressed syllables. Your students may notice that the vowel does not have exactly the same sound in the word as a whole as it does in an isolated syllable. If they do, we suggest that you acknowledge the fact and move on without prolonged discussion.

Teacher Note

Keeping the guideline as concise as possible will help the students remember it.

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read that syllable. Point to *problem* and have the students read the whole word. Use the same procedure for *discuss*, *pom-pom*, and *subject*.

> **You might say:**
> "Here is a longer word you might not recognize. We will use what we know to read the syllables and then put the syllables together to read the word. We will read the first syllable. [Frame *prob* and have the students read it.] Now we will read the second syllable. [Frame *lem* and have the students read it.] Now let's read the whole word."

WA1

tub	un	lem	problem
cat	less	pen	discuss
fit	mis	con	pom-pom
	dis	prob	subject

3 Introduce Open Syllables

Display the "Week 21, Day 2 Open Syllables" activity (WA2). Read the four words with the students.

we

go

so

he

Ask:

Q *Do you hear a long or short vowel sound in these words? (long vowel sound)*

Click to reveal the group of syllables and explain that these are syllables that often appear in longer words.

re	mu
pre	li
pro	ba
va	si

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Teacher Note

If the students struggle to read open syllables, you may wish to create another open syllable list and have the students practice.

ELL Note

You may wish to explain that *final* means "last" and that *moment* means a "very short time."

Point to *re*. Have the students read *re*. Explain that a guideline that the students can use to read syllables like *re* is that when there is a vowel at the end of a syllable, the vowel in the syllable usually has a long vowel sound. Have the students read the remaining syllables in this group.

Click to reveal the two-syllable words. Do not read them to the class.

final

bacon

pilot

moment

Review that when there is a vowel at the end of a syllable, the vowel usually has a long vowel sound. Knowing about the vowel sound will help the students read longer words when they come to them. Draw a dot between *fi* and *nal*. Frame the syllable *fi* and have the students read it. Frame *nal* and have the students read the syllable. Point to *final* and have the students read the word. Use the same procedure to have the students read the remaining words.

WA2

we	re	mu	final
go	pre	li	bacon
so	pro	ba	pilot
he	va	si	moment

CLASS ASSESSMENT NOTE

After the lesson, take time to ask yourself:

- Do the students understand the difference between open and closed syllables?
- Are the students able to read open and closed syllables in isolation?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 95 of the *Assessment Resource Book*. If many students are struggling with open and closed syllables, have the students read minimal word pairs such as *we/wet*, *so/sock*, *me/men*, *go/got*, *he/hem*, and *she/shed*. For each word, have the students identify whether there is a consonant at the end and whether the vowel has the long or short vowel sound.

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4 Wrap Up

Tell the students that reading longer words takes practice and that the students will work more on reading longer words in the next lesson and in the coming weeks. Explain that when the students go to independent word work, they will do any sort they wish from a previous week before choosing another activity.

Word Study
Review Open and Closed Syllables

Day 3

In this lesson, the students:

- Review open and closed syllables
- Read open and closed syllables
- Listen respectfully to the thinking of others and share their own

Materials

- "Week 21, Day 3 Syllables" (WA3)
- "Week 21, Day 3 Syllable Practice" (WA4)

Facilitation Tip

Continue to practice **asking facilitative questions** during class discussions to help the students respond directly to one another.

1 Gather and Review Open and Closed Syllables

Gather the class with partners sitting together, facing you. Tell the students that today they will read a list of syllables. Ask and briefly discuss:

Q *Why is it important to wait for my signal before reading syllables and words?*

2 Read the Syllables

Display the "Week 21, Day 3 Syllables" activity (WA3). Point to *met* and have the students read the word. Ask and briefly discuss:

Q *What do you remember about the vowel sound in a syllable with a consonant at the end?*

> **Students might say:**
>
> "In *met* there is a *t* at the end. The *e* has the short vowel sound."
>
> "The vowel in the syllable usually has a short sound."

Have the students read the remaining syllables. If necessary, support the students by having them identify whether there is a consonant at

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the end of the syllable and whether the vowel will have a short or long vowel sound.

met

rat

bat

cot

mop

prob

prep

Click to reveal the second column of syllables.

me

po

ba

mo

ra

co

pre

pro

Ask and briefly discuss:

Q *What do you remember about the vowel sound in a syllable with no consonant at the end?*

Have the students read each syllable. If necessary, have the students identify whether there is a consonant at the end of the syllable and whether the vowel will have a short or long vowel sound.

3 Syllable Practice

Display the "Week 21, Day 3 Syllable Practice" activity (WA4). Explain that these are the same syllables the students just read, but they are not in the same order. This time, as the students read each syllable, they will have to watch closely to see whether there is a consonant at the end to know whether the vowel has a short or long vowel sound.

Have the students read each syllable. If necessary, have the students identify whether there is a consonant at the end of the syllable and whether the vowel will have a short or long vowel sound.

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4 Reflect on Reading

Ask:

Q *How did you do with reading the syllables and words today?*

Q *What is easy about reading syllables? What is challenging?*

Tell the students that in the next few weeks they will have more opportunities to use what they know about syllables to read words.

Word Study
Spelling Test

Day 4

In this lesson, the students:

- Spell words with the prefix *re-*
- Handle materials responsibly

Materials

- "Week 21, Day 4 Spelling Words" (WA5)
- Lined paper and a pencil for each student

1 Get Ready to Spell

Have the students stay in their seats. Ask and briefly discuss:

Q *How did you do with independent spelling practice this week?*

2 Spelling Test

Distribute paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8.

Begin the test. Say "Number one: reread." Use *reread* in a sentence. Say *reread* again. Have the students write *reread*. Allow enough time for all the students to finish before moving on to the next word.

Repeat this procedure for the remaining spelling words.

1. reread — "I love to reread my favorite books."
2. repack — "The student had to repack his lunchbox after his snack fell out."
3. repaint — "I would like to repaint the walls in the classroom."
4. reload — "I had to reload my games and music when I got a new cell phone."

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5. remake "The girl had to remake her bed after the baby pulled the blankets off."
6. rethink "We had to rethink our plan to go to the park after it started to rain."
7. reheat "She is going to reheat leftovers for dinner."
8. rename "The town is going to rename the park in honor of the mayor."

3 Check and Correct the Words

After the students are finished writing the last word, display the "Week 21, Day 4 Spelling Words" activity (WA5). Have the students check their work and correct mistakes. When the students are finished checking and correcting their work, collect the papers.

4 Reflect on Spelling

Have the students reflect on the spelling test. Ask and briefly discuss:

Q *How did you do with spelling the words today?*

Q *How does learning spelling words help you in your writing?*

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make several copies of "Week 21, Day 4 'Build That Word' " (BLM1) to place in the word work area.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Work Habits" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 22 OVERVIEW

Whole-class Instruction

Word Study 432

This week the students continue to learn about open and closed syllables. They read and sort syllables, and they read polysyllabic words with teacher guidance. In spelling, the students review and write compound words.

Independent Work Check-in 441

This week we suggest you teach the "Independent Work Observation" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 21, Day 4 'Build That Word'" (see "Independent Work Connection" on page 426)

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Week 22

RESOURCES

Assessment Resource Book

- Week 22 assessment

Word Study Notebook

- Spelling Practice

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "Week 22, Day 2 Sort" (BLM1)
- (Optional) "Week 22, Day 4 'Build That Word'" (BLM2)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.
- ✓ Prior to Day 2, familiarize yourself with the Day 2 Practice Words and Day 2 Sort Syllables.
- ✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 22, Day 2 Sort" (BLM1). Make several copies to place in the word work area before the lesson.
- ✓ Prior to Day 3, familiarize yourself with the Day 3 Words.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 96 of the *Assessment Resource Book*.
- ✓ (Optional) If you plan to integrate "Build That Word" in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 22, Day 4 'Build That Word'" (BLM2).

Independent Work Check-in

- ✓ Familiarize yourself with the "Independent Work Observation" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 2 Practice Words		Day 2 Sort Syllables		Day 3 Words	
backpack	hillside	absent	pencil	al	fum	carpenter	passenger
bedtime	rainfall	discuss	problem	bo	me	excellent	splendid
farmland	snowball	escape	reptile	bu	mem	insect	wonderful
goldfish	sunshine	except	rescue	de	se	mistake	yesterday
		excite	survive	dem	semp		
		garden	thirteen	em	ul		
		insect	walrus	fli	va		
		mistake	yellow	flim	val		

Academic Focus

- Students spell compound words.
- Students divide words into syllables.
- Students read two- and three-syllable words.

Social Development Focus

- Students work in a responsible way.
- Students handle materials responsibly.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study
Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student

In this lesson, the students:

- Spell compound words
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay at their seats. Explain that this week the students will spell compound words.

2 Review Compound Words

Ask and briefly discuss:

Q *What do you remember about compound words?*

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If necessary, review that *compound words* are made up of two smaller words. Explain that knowing the two small words in a compound word can help in spelling the compound word.

3 Guide the Students' Spelling

Distribute the wipe-off boards, markers, and cloths or tissues.

bedtime "I brush my teeth every night at bedtime."

Say *bedtime*. Use *bedtime* in a sentence. Have the students say *bedtime*. Then ask:

Q *What is the first small word in* bedtime*? (*bed*)*

Have the students write *bed*. Then ask:

Q *What is the second small word in* bedtime*? (*time*)*

Have the students finish writing *bedtime*.

Write *bedtime* where everyone can see it and have the students check their writing and erase and correct mistakes. Repeat the procedure with the words *backpack*, *farmland*, *goldfish*, *hillside*, *rainfall*, *snowball*, and *sunshine*.

backpack "Tyreese carries his books in a backpack."

farmland "Fruits and vegetables are grown on farmland."

goldfish "My brother once had a pet goldfish."

hillside "I know a walking path that goes up a hillside."

rainfall "I got soaked in the heavy rainfall."

snowball "Lily made a perfect snowball after the storm."

sunshine "Plants need water and sunshine to grow."

4 Wrap Up

Remind the students that they will have a spelling test on Friday (or whichever day of the week you will teach the Day 4 lesson). Tell them that when they go to independent word work, they will practice spelling these words before they choose another activity.

Spelling Support

If necessary, remind the students not to leave a space between the smaller words when writing a compound word.

Spelling Support

Support your students by providing guidance for sounds with multiple spellings, such as long vowel sounds and the sounds /k/ and /l/.

Teacher Note

You may wish to post the *Word Study Notebook* page number for the spelling practice in the word work area for the students to refer to during Independent Work.

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Day 2

Word Study

Introduce Dividing Between Syllables

Materials

- "Week 22, Day 2 Words" (WA1)
- "Week 22, Day 2 Sort" (WA2)
- Copies of "Week 22, Day 2 Sort" (BLM1) in the word work area

In this lesson, the students:

- Learn about dividing words into syllables
- Read and sort two-syllable words
- Listen respectfully to the thinking of others and share their own

ABOUT READING TWO-SYLLABLE WORDS

To read polysyllabic words, students cannot use the familiar strategy of sounding out the word from left to right. The students have already read many two-syllable words with inflectional endings and affixes. Now they apply what they have learned to see other kinds of polysyllabic words in syllable, or word part, units. This challenging skill develops over time with a great deal of reading practice. As the students read more words, they develop automaticity with reading syllables. Dividing words into syllables is a preliminary step to building easy recognition of word parts. Throughout this lesson, you support the students in identifying syllables to accustom them to the procedure.

1 Gather and Review

Gather the class with partners sitting together, facing you.

Write *unhelpful* where everyone can see it, inserting a dot between the syllables *un*, *help*, and *ful*. Do not read the word for the students.

Have the students read *unhelpful*, first as you frame each syllable and then as a whole word. Point out that *unhelpful* has a prefix, *un-*, and a suffix, *-ful*. Review that each word part is a *syllable*, which has one vowel sound, and that many prefixes and suffixes are syllables. Review that recognizing syllables and putting the syllables together helps in reading longer words.

Explain that longer words can be divided into syllables even when they do not have prefixes or suffixes. Reading each syllable separately and then putting the syllables together helps in reading longer words.

Teacher Note

This is a key concept to communicate to your students. Repeating it several times is helpful.

2 Introduce Dividing Words Between Two Consonants

Display the "Week 22, Day 2 Words" activity (WA1). Point to the word *rescue* and read it for the students. Have the students clap on and say the syllables. Draw a dot between *res* and *cue*. Have the students read *rescue*.

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Suggested Vocabulary

rescue: save from danger
reptile: animal such as a snake or crocodile
survive: stay alive

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:
absent: not here
escape: get away from
discuss: talk about

Click to reveal the word *walrus* and read it for the students. Have the students clap on and say the syllables. Draw a dot between *wal* and *rus*. Have the students read *walrus*.

Ask:

Q *What do you notice about the letters before and after the dot? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Explain that there are several ways to divide words into syllables to make them easier to read. One way is to divide between two consonants that come between two vowels in a word.

Click to reveal the remaining words, one at a time, drawing a dot between the syllables of each word. Do not read the words for the students. Instead, have the students read each word first by syllables and then as a whole word. When you come to the word *except*, explain that for words that begin with *ex*, they will always keep the *x* with the *e* to make the first syllable. Repeat this guideline when you get to the word *excite*. If time allows, provide more examples of words that begin with *ex* for the students, such as *explode*, *explore*, *explain*, and *extra*.

WA1

rescue	reptile	survive	pencil
walrus	insect	mistake	garden
absent	thirteen	discuss	except
yellow	escape	problem	excite

Teacher Note

You may wish to explain that a *walrus* is an animal that looks a bit like a seal or a sea lion and that lives in the Arctic, a very cold place.

Teacher Note

If your students need more support, frame each syllable for them instead of relying only on the dot to show the syllable break.

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3 Sort the Syllables

Display the "Week 22, Day 2 Sort" activity (WA2). Ask and briefly discuss:

Q *What do you remember about a syllable that has a vowel at the end?*

If necessary, remind the students that in a syllable that has a vowel at the end, the vowel usually has the long vowel sound. Do not yet read the syllables aloud.

al	de	fli	fum
mem	se	flim	ul
bo	dem	va	me
val	em	bu	semp

Explain that this week, the students will sort syllables by vowel sound. One category will be syllables with a long vowel sound and the other will be syllables with the short vowel sound. Ask and briefly discuss:

Q *How will you tell whether the syllable has a long vowel sound or a short vowel sound?*

Create categories by writing *long vowel* and *short vowel* as headings on the chart. Point to *al* on the "Week 22, Day 2 Sort" activity (WA2) and ask:

Q *What vowel sound will be in this syllable? How do you know?*

As the students respond, drag and drop *al* under the appropriate category. Use the same procedure to sort the remaining syllables.

After all the syllables have been sorted, have the students read the syllables in each group together.

WA2

long vowel	short vowel
bo	al
de	mem
se	val
fli	dem
va	em
bu	flim
me	fum
	ul
	semp

Facilitation Tip

Continue to practice **asking facilitative questions** during class discussions to help the students respond directly to one another.

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Tell the students that you have put copies of the sort in the word work area for them to sort during Independent Work. Explain that when they go to independent word work, the students will repeat this week's sort before starting another activity.

4 Wrap Up

Tell the students that dividing words into syllables is challenging and that the students will practice more in the coming weeks.

Word Study
Read Longer Words

Day 3

In this lesson, the students:

- Apply knowledge of syllables to reading longer words
- Listen respectfully to the thinking of others and share their own

Materials

- "Week 22, Day 3 Words" (WA3)

1 Gather and Review Dividing Between Consonants

Gather the class with partners sitting together, facing you. Ask and briefly discuss:

Q *How did it go doing this week's sort in Independent Work?*

Display the "Week 22, Day 3 Words" activity (WA3). Point to and read aloud *mistake* and *insect*. Ask:

Q *Where did you divide these words into syllables yesterday?*

As the students respond, draw a dot between the syllables.

Review that when there are two consonants between vowels, the word is often divided between the consonants.

2 Read Longer Words

Explain that this guideline can be used for even longer words. Click to reveal the word *carpenter* on the "Week 22, Day 3 Words" activity (WA3). Remind the students that when two consonants come between two vowels in a word, the word is usually divided into syllables between the consonants.

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Ask:

Q *Where will you divide this word into syllables? Why do you think that? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share. Point out that there are two places in the word where two consonants come between two vowels. Write a small *v* above each vowel. Underline each consonant. Draw a dot between the syllables *car*, *pen*, and *ter*, just below the word. Frame each syllable and have the students read *carpenter*, first by syllables and then as a whole word.

Click to reveal the next word and use the same procedure to have the students read the words *splendid*, *yesterday*, *excellent*, *passenger*, and *wonderful*.

Teacher Note

You may wish to point out to the students that when there is a double consonant in a word (as in *excellent* and *passenger*), they only say the consonant sound once when they read the whole word. This concept was introduced with consonant-*l*-*e* syllables in Week 13.

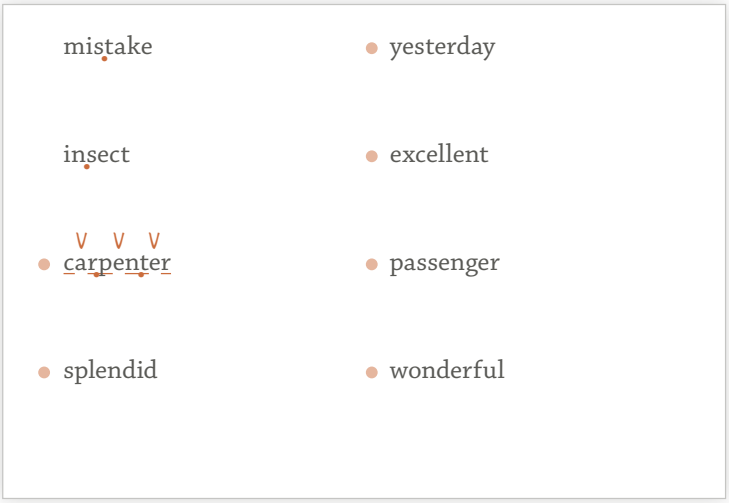
ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

carpenter: person who builds things using wood

splendid: very beautiful

WA3



3 Reflect on Reading

Ask:

Q *How can dividing words into syllables help you in your reading? Turn to your partner.*

After a few moments, signal for the students' attention and have a few students share their thinking with the class. Tell the students that in the next few weeks, they will have more opportunities to read long words.

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Word Study
Spelling Test

Day 4

In this lesson, the students:

- Spell compound words
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats. Ask and briefly discuss:

Q *How did you do with independent spelling practice this week?*

2 Spelling Test

Distribute paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8.

Begin the test. Say "Number one: bedtime." Use *bedtime* in a sentence. Say *bedtime* again. Have the students write *bedtime*. Allow enough time for all the students to finish before moving on to the next word.

Repeat this procedure for the remaining spelling words.

1. bedtime — "Some parents read their children stories at bedtime."
2. backpack — "You carry your books in a backpack."
3. farmland — "Fruits and vegetables are grown on farmland."
4. goldfish — "A goldfish is a popular pet."
5. hillside — "Our puppy rolled down the hillside."
6. rainfall — "Lots of water ran down the street in the heavy rainfall."
7. snowball — "We used a big snowball for the snowman's body."
8. sunshine — "Cats like to sleep in the sunshine."

3 Check and Correct the Words

After the students are finished writing the last word, display the "Week 22, Day 4 Spelling Words" activity (WA4). Have the students check their work and correct mistakes.

Materials

- "Week 22, Day 4 Spelling Words" (WA4)
- Lined paper and a pencil for each student
- "Class Assessment Record" sheet (CA1)

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CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students successfully spelling the compound words using the smaller words to help them?
- Do they apply the spelling strategies they are learning to their independent writing?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 96 of the *Assessment Resource Book*. Support students who are struggling with spelling words by guiding them through the Day 1 list a second time. Be sure to draw their attention to generalizations, such as that the sound /k/ (as in *kick*) at the end of a word after a short vowel sound is often spelled *c-k*.

4 Reflect on Spelling

Have the students reflect on the spelling test. Ask and briefly discuss:

Q *How did the spelling test go?*

Q *How does learning spelling words help you in your writing?*

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Make additional copies of "Week 22, Day 2 Sort" (BLM1) to place in the word work area before the lesson.
- Make several copies of "Week 22, Day 4 'Build That Word'" (BLM2). Place these in the word work area.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Independent Work Observation" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 23 OVERVIEW

Whole-class Instruction

Word Study 446

This week the students continue to learn about open and closed syllables. They learn about breaking words that have one consonant between two vowels into syllables, and they read polysyllabic words with teacher guidance. In spelling, the students practice breaking two-syllable words into syllables and then writing them.

Independent Work Check-in 457

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 22, Day 2 Sort" (see "Independent Work Connections" on page 440)
- "Week 22, Day 4 'Build That Word'" (see "Independent Work Connections" on page 440)

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Week 23

RESOURCES

Assessment Resource Book

- Week 23 assessment

Word Study Notebook

- Spelling Practice

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducible

- "Week 23, Day 3 Sort" (BLM1)

Professional Development Media

- "Responding Neutrally with Interest" (AV9)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.
- ✓ Prior to Day 2, familiarize yourself with the Day 2 Practice Syllables and Words.
- ✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 23, Day 3 Sort" (BLM1). Make several copies to place in the independent word work area before the lesson.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 97 of the *Assessment Resource Book*.

Independent Work Check-in

- ✓ Familiarize yourself with the "Introduce New Materials" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 2 Practice Syllables and Words		Day 3 Sort Words	
absent	*Challenge Words*	con	pro	confuse	refill
escape	except	de	re	decide	reread
insect	explode	decide	refill	lizard	ribbon
mistake		detail	reread	model	seldom
problem		hi	retell	moment	spider
reptile		moment	so	predict	travel
rescue		paper	student	prevent	until
thirteen		predict	we		
		prevent			

Academic Focus

- Students spell two-syllable words.
- Students divide words into syllables.
- Students read two- and three-syllable words.

Social Development Focus

- Students work in a responsible way.
- Students handle materials responsibly.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study
Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student

In this lesson, the students:

- Spell two-syllable words
- Handle materials responsibly

1 Review Dividing a Word into Syllables

Have the students stay at their seats. Review that last week, the students spelled compound words. Explain that today the students will spell words with two syllables. Review that when reading a longer word, it is helpful to divide the word into syllables and read each syllable. When spelling, it is also helpful to divide a word into syllables and spell each syllable.

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Say *reptile*; then ask:

Q *What are the syllables in* reptile*? (*rep, tile*)*

Explain that when writing *reptile*, thinking about how to spell each syllable helps you as you write the word.

> **You might say:**
>
> "The first syllable in *reptile* is *rep*. I will sound it out slowly, and then write *r-e-p*. The second syllable is *tile*. I know that *tile* is spelled with the final *e* spelling for *i*, so I will write *t-i-l-e*. Now I'll read the word to check the spelling: *reptile*."

Erase *reptile*.

2 Guide the Students' Spelling

Distribute the wipe-off boards, markers, and cloths or tissues.

reptile "The iguana is a reptile."

Say *reptile*. Use *reptile* in a sentence. Have the students say *reptile*. Then ask:

TEKS 2.C.vii
Student/Teacher Activity
Step 2
[words: reptile, insect]

Q *How many syllables are in* reptile*? (two)*

Q *What is the first syllable in* reptile*? (*rep*)*

Have the students write *rep*. Then ask:

Q *What is the second syllable in* reptile*? (*tile*)*

Q *What is the vowel sound in* tile*? (long* i*)*

Tell the students to think carefully about which spelling of the long *i* sound to use.

Have the students finish writing *reptile*.

Write *reptile* where everyone can see it and have the students check their writing and erase and correct mistakes.

insect "The ladybug is a colorful insect."

Say *insect*. Use *insect* in a sentence. Have the students say *insect*. Then ask:

Q *How many syllables are in* insect*? (two)*

Q *What is the first syllable in* insect*? (*in*)*

Have the students write *in*. Then ask:

Q *What is the second syllable in* insect*? (*sect*)*

Explain that in *sect*, the sound /k/ is spelled *c*. Have the students finish writing *insect*.

Write *insect* where everyone can see it and have the students check their writing and erase and correct mistakes.

Spelling Support

If necessary, continue to support the students in spelling vowels by pointing to the correct spelling on the "Spelling-Sound Chart."

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Then use the same procedure to guide the students in spelling the following words.

mistake	"Someone might call you the wrong name by mistake."
problem	"I lost my keys one time, and it was a problem."
escape	"We keep the class pet in its cage so it doesn't escape."
absent	"Tahlia was absent from school because she was sick and had to stay in bed."
rescue	"Firefighters rescue people every day."
thirteen	"Many eighth graders are thirteen years old."

You may wish to challenge your students with the words *explode* and *except*.

explode	"Fireworks explode with bright colors."
except	"All of my pets have been dogs, except one."

Spelling Support

We suggest that for spelling purposes you pronounce the vowel sound in unstressed, or unaccented, syllables clearly rather than saying the schwa sound (/ə/).

Spelling Support

Support the students by providing guidance for sounds with multiple spellings, such as long *a* (/ā/), long *u* (/ū/), long *e* (/ē/), *r*-controlled vowel (/ər/), and /k/.

3 Reflect on Working Responsibly

Have the students reflect on how they worked today. Ask and briefly discuss:

Q *What did you do to handle your materials in a responsible way?*

Remind the students that they will have a spelling test on Friday (or whichever day of the week you will teach the Day 4 lesson). Tell them that when they go to independent word work, they will practice spelling these words before they choose another activity.

Teacher Note

You may wish to post the *Word Study Notebook* page number for the spelling practice in the word work area for the students to refer to during Independent Work.

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Word Study
Divide Before or After a Single Consonant

Day 2

In this lesson, the students:

- Review open syllables
- Learn about dividing words before or after a single consonant
- Read two-syllable words
- Listen respectfully to the thinking of others and share their own

Materials

- "Week 23, Day 2 Syllables" (WA1)
- "Week 23, Day 2 Words" (WA2)

1 Gather and Review Dividing a Word into Syllables

Gather the class with partners sitting together, facing you. Remind the students that there are several ways to divide words into syllables to make them easier to read. The students have learned that one way is to divide between two consonants that come between two vowels in a word. Today they will learn another way to divide words.

2 Review Open Syllables

Display the "Week 23, Day 2 Syllables" activity (WA1) and have the students read the syllables *we*, *so*, and *hi*.

Ask:

Q *What do you remember about syllables with a vowel at the end?*

Have a few volunteers share. If necessary, review that when a syllable ends with a vowel, the vowel usually has a long vowel sound.

Click to reveal the remaining syllables, and have the students read them.

WA1

we	pro
so	re
hi	co
	de

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3 Introduce Dividing Before a Single Consonant

Display the "Week 23, Day 2 Words" activity (WA2). Point to the word *detail* and read it aloud.

Have the students say the syllables. Draw a dot between *de* and *tail*. Frame each syllable and have the students read *detail*, first by syllables and then as a whole word.

Click to reveal the word *retell*, and read it for the students. Have the students clap on and say the syllables. Draw a dot between *re* and *tell*. Frame each syllable and have the students read *retell*, first by syllables and then as a whole word.

Explain that a way to divide a word that has one consonant between two vowels is to try dividing the word before the consonant and try a long vowel sound in the first syllable.

Click to reveal the remaining words, one at a time, drawing a dot between the syllables. Do not read the words for the students; instead, frame each syllable and have the students read each word first by syllables and then as a whole word.

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

detail: small part; something that might not be noticed

predict: say what will happen next

prevent: stop something from happening

WA2

detail	moment	paper
retell	reread	student
predict	prevent	
decide	refill	

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4 Introduce Making a Match with a Real Word

Write the word *salad* where everyone can see it. Divide the word according to the above procedure by drawing a dot between *sa* and *lad*: *sa.lad*. Have the students read *salad*, first by syllables and then as a whole word. Ask:

Q *Is /sāləd/ a word? (no)*

Explain that when reading longer words, the students will sometimes try syllables that do not make a real word. When this happens, they can try dividing the word after the consonant and try a short vowel sound in the first syllable. Erase the dot after *sa* and place a dot between *sal* and *ad*: *sal.ad*. Have the students read the word again, first by syllables and then as a whole word. Then ask:

Q *Is /săləd/ a word? (yes)*

Write *cabin* where everyone can see it, and draw a dot between *ca* and *bin*. Have the students read *cabin*, first by syllables and then as a whole word. Ask:

Q *Is /cābən/ a word? (no)*

Erase the dot and write it between *cab* and *in*: *cab.in*. Have the students read the word, first by syllables and then as a whole word. Ask:

Q *Is /căbən/ a word? (yes)*

Use the same procedure to have the students read the words *siren*, *robin*, *music*, *motor*, and *dragon*.

Review that for words with one consonant between two vowels, the students can divide before the vowel and try saying a long vowel sound in the first syllable. If that does not make a word they recognize, they can try dividing after the vowel and try saying a short vowel sound in the first syllable. Tell the students that it is important to think about whether a word they read is a word they recognize. If it is not, they may need to try to pronounce the word a different way.

Remind the students that they have learned several ways to divide words into syllables—using prefixes and suffixes, dividing between consonants, and dividing before or after a single consonant.

Teacher Note

Note that by dividing the syllables in this way, the word should be read with a long *a* sound (/sāləd/). If the students read the word with a short *a* sound (/săləd/), ask:

Q *What do you know about syllables with a vowel at the end? (They have a long vowel sound.)*

ELL Note

Asking themselves if something is a word does not always help English Language Learners who have limited vocabulary. Provide definitions and context sentences as needed for additional support.

Teacher Note

You may wish to tell the students that a *cabin* is a small house and that a *siren* is a loud warning sound, such as on a fire truck.

5 Reflect

Ask:

Q *What did you like about reading words today? Turn to your partner.*

After a few moments, signal for attention and have a few students share their thinking with the class. Tell the students that in the next few weeks, they will have more opportunities to read long words.

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Day 3

Word Study

Whole-class Sort (Closed)

Materials

- "Week 23, Day 3 Sort" (WA3)
- "Class Assessment Record" sheet (CA1)
- Copies of "Week 23, Day 3 Sort" (BLM1) in the word work area

In this lesson, the students:

- Review dividing words into syllables
- Read and sort two-syllable words
- Listen respectfully to the thinking of others and share their own

1 Gather and Review Dividing Before or After a Consonant

Gather the class with partners sitting together, facing you. Review that dividing longer words into syllables can help readers read the words more easily.

Review that when dividing a longer word into syllables, the students can first divide the word before the consonant and try saying a long vowel sound in the first syllable. If the word does not sound right, they can divide it after the consonant and try saying a short vowel sound in the first syllable.

2 Read the Sort Words

Display the "Week 23, Day 3 Sort" activity (WA3). Point to *predict* and ask:

Q *Where will you try dividing first? What sound will the vowel in the first syllable have? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share. As they share, draw a dot between *pre* and *dict*. Have the students read *predict*. Ask:

Q *Is /prēdĭct/ a word? (yes)*

Point to *decīde* and ask:

Q *Where will you try dividing first? What sound will the vowel in the first syllable have?*

As a volunteer shares, draw a dot between *de* and *cide*; then have the students read *decide*.

Ask:

Q *Is /dēcide/ a word? (yes)*

Use the same procedure for the remaining words on the list. For *model*, *travel*, and *lizard*, guide the students to break before the consonant and try saying a long vowel sound; then break after the consonant and try saying a short vowel sound.

Teacher Note

All the words with an open first syllable in this list are recognizable with a long vowel sound in the first syllable, although some people may use a schwa sound there. The schwa is introduced in Week 24.

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Suggested Vocabulary

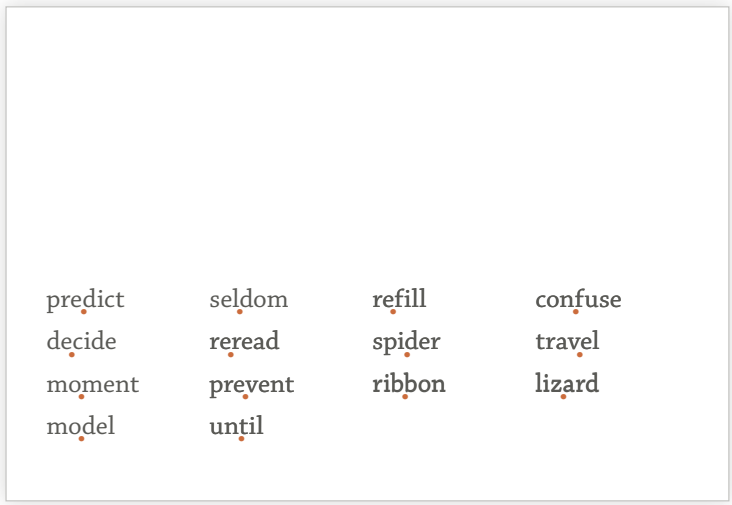
predict: say what will happen in the future
seldom: not very often
prevent: stop from happening
confuse: make a person unsure about something

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

moment: very short time
ribbon: long strip of cloth used to tie hair or tie a package

WA3



3 Introduce the Word Sort

Click the reset button on the CCC toolbar to clear the dots from the "Week 23, Day 3 Sort" activity (WA3). Explain that this week, the students will sort the words into two groups. One group will have two consonants between the vowels and the other will have just one consonant between the vowels. Write *one consonant* and *two consonants* as category headings on the chart, and have the students sort the first five words, using the procedure for whole-class sorting.

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WA3

one consonant	two consonants		
predict	seldom		
decide			
moment			
model			
		refill	confuse
	reread	spider	travel
	prevent	ribbon	lizard
	until		

Tell the students that you have placed copies of the sort in the word work area for them to sort during Independent Work. Explain that when they go to independent word work, they will repeat this week's sort before choosing another activity.

CLASS ASSESSMENT NOTE

After this lesson, ask yourself:

- Do the students recognize the two types of words: one consonant between two vowels and two consonants between two vowels?
- Are the students able to consistently try saying a long vowel sound in an open syllable first?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 97 of the *Assessment Resource Book*. If the students struggle to recognize open and closed syllables, support them by creating practice lists for them to read.

4 Reflect on Syllabication

Have the students reflect on syllabication. Ask and briefly discuss:

Q *What is easy about dividing words into syllables? What is hard?*

Facilitation Tip

We invite you to practice **responding neutrally with interest** during class discussions. To respond neutrally means to refrain from overtly praising (for example, "Great idea" or "Good job") or criticizing (for example, "That's wrong") the students' responses. While it may feel more natural to avoid criticism rather than praise, research shows that both kinds of responses encourage students to look to you, rather than to themselves, for validation. To see this Facilitation Tip in action, view "Responding Neutrally with Interest" (AV9).

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Word Study
Spelling Test

Day 4

In this lesson, the students:

- Spell two-syllable words
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats. Ask and briefly discuss:

Q *How did you do with independent spelling practice this week?*

2 Spelling Test

Distribute paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8.

Begin the test. Say "Number one: reptile." Use *reptile* in a sentence. Say *reptile* again. Have the students write *reptile*. Allow enough time for all the students to finish before moving on to the next word.

Repeat this procedure for the remaining spelling words.

1.	reptile	"Snakes are one kind of reptile."
2.	insect	"The honeybee is a helpful insect."
3.	mistake	"If I make a mistake, I erase the word and try again."
4.	problem	"We solved the math problem by working together."
5.	escape	"My sister's dog sometimes tries to escape from the yard."
6.	absent	"Joseph was absent because he had the flu."
7.	rescue	"Lifeguards watch carefully in case they have to rescue a swimmer."
8.	thirteen	"Nine plus four equals thirteen."

3 Check and Correct the Words

After the students are finished writing the last word, display the "Week 23, Day 4 Spelling Words" activity (WA4). Have the students check their work and correct mistakes. When the students are finished checking and correcting their work, collect the papers.

Materials

- "Week 23, Day 4 Spelling Words" (WA4)
- Lined paper and a pencil for each student

Spelling Support

We suggest that you pronounce the vowel sound in unstressed, or unaccented, syllables clearly rather than saying the schwa sound (/ə/).

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Explain that using everything they know about words to spell the words correctly helps writers know what to do when they spell words they have not written before.

4 Reflect on Spelling

Have the students reflect on the spelling test. Ask and briefly discuss:

Q *Which words were hard to spell this week? What did you do to remember how to spell them?*

Tell the students they will have more opportunities to practice spelling in the coming weeks.

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make additional copies of "Week 23, Day 3 Sort" (BLM1) to place in the word work area.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 24 OVERVIEW

Whole-class Instruction

Word Study 462

This week the students learn about the schwa sound and the different spellings for the sound. They learn about the suffixes *-ion*, *-sion*, and *-tion*, and they read and sort words with these suffixes. There is no spelling test this week; the spelling focus is on the different spellings for the schwa sound.

Independent Work Check-in 473

This week we suggest you teach the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 23, Day 3 Sort" (see "Independent Work Connection" on page 456)

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Week 24

RESOURCES

Assessment Resource Book

- Week 24 assessment

Word Study Notebook

- Word Sorts
- Spelling Practice



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducible

- "Week 24, Day 3 Sort" (BLM1)

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DO AHEAD

Word Study

✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.

✓ Prior to Day 2, familiarize yourself with the Day 2 Practice Words.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 24, Day 3 Sort" (BLM1). Make enough copies for each pair of students to have one.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 98 of the *Assessment Resource Book*.

✓ Prior to Day 4, familiarize yourself with the Day 4 Practice Words.

Independent Work Check-in

✓ Familiarize yourself with the "Conferring" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Practice Words		Day 2 Practice/ Day 3 Sort Words		Day 4 Practice Words	
about	below	action	invention	alive	divide
ago	mistake	confusion	motion	confuse	predict
around	prepare	connection	prediction	connect	protect
before	ribbon	discussion	prevention		
		division	question		
		fiction	revision		
		instruction	station		
		invasion	vacation		

Academic Focus

- Students learn about the schwa sound.
- Students learn about the suffixes *-tion*, *-sion*, and *-ion*.
- Students read and sort words with the suffixes *-tion*, *-sion*, and *-ion*.

Social Development Focus

- Students work in a responsible way.
- Students handle materials responsibly.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study
Introducing the Schwa Sound

Materials

- "Week 24, Day 1 Words" (WA1)

In this lesson, the students:

- Learn about the schwa sound
- Listen respectfully to the thinking of others and share their own

1 Review Syllables

Have the students stay in their seats. Review that last week, the students spelled two-syllable words. Ask and briefly discuss:

Q *What do you remember about spelling two-syllable words?*

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Students might say:

"You can spell one syllable and then spell the other one."

"Sometimes you know how to spell a syllable, and that helps you spell the word."

Remind the students that noticing syllables can help readers read, spell, and understand words.

2 Introduce the Schwa Sound

Display the "Week 24, Day 1 Words" activity (WA1) and read the displayed words with the students.

about

ago

around

Ask and briefly discuss:

Q *What vowel sound do you hear in the first syllable of these words? What do you notice?*

Point out that the letter *a* stands for the sound /ə/ in these words. Explain that there is a name for this sound. The /ə/ sound is called the *schwa sound*. Point to the schwa square on the "Spelling-Sound Chart" and explain that any of these letters (vowels) can stand for the schwa sound.

Click to reveal the next three words.

below

before

prepare

Have the students read *below*, first by syllables and then as a whole word. Point out that some people pronounce this word with a long *e* and long *o* (/bēlō/), and some people pronounce it /bəlō/. In this case, the *e* is read using the schwa sound /ə/, not the long *e* sound. Use the same procedure to explain the schwa sound in the first syllables of *before* and *prepare*. Point out that when a letter stands for the schwa sound, it is difficult to know which spelling to use. For words with the schwa sound, writers just have to remember the spelling.

Click to reveal the last two words and have the students read the words *mistake* and *ribbon*.

Teacher Note

There are no spelling practice words or a spelling test this week. Instead, instruction is focused on issues surrounding the schwa sound (/ə/, the unaccented vowel sound similar to short *u*) and its spellings.

Teacher Note

You may wish to explain that *prepare* means "get ready."

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WA1

about	below	mistake
ago	before	ribbon
around	prepare	

3 Reflect

Ask:

Q *What did you find out about the schwa sound today? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Day 2

Word Study

Introduce the Suffixes *-tion*, *-sion*, and *-ion*

Materials

- "Week 24, Day 2 Words" (WA2)

In this lesson, the students:

- Learn about the suffixes *-tion*, *-sion*, and *-ion*
- Read words with the suffixes *-tion*, *-sion*, and *-ion*
- Listen respectfully to the thinking of others and share their own

1 Gather and Review Dividing a Word into Syllables

Gather the class with partners sitting together, facing you. Review that the students have been learning about dividing words into syllables. Review that when dividing a longer word that has two vowels with one consonant between them, the students can first divide the word before the middle consonant and try saying the long vowel sound. If the word

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does not sound right, they can divide it after the consonant and try saying the short vowel sound.

Write *spider* where everyone can see it. Draw a dot between *spi* and *der*. Point out that in this word, the first syllable ends with a vowel. Review that when a syllable ends with a vowel, it is called an *open syllable*, and that the vowel sound is usually long. Have the students read *spider*, first by syllables and then as a whole word.

Write *gentle* where everyone can see it. Draw a dot between *gen* and *tle*. Point out that in this word, the first syllable ends with a consonant. Review that when a syllable ends with a consonant, it is called a *closed syllable*, and that the vowel sound in a closed syllable is usually short. Also review that the second syllable is a consonant-*l*-*e* syllable. Have the students read *gentle*, first by syllables and then as a whole word.

2 Review Prefixes and Suffixes

Review that the students have been reading and sorting words with more than one syllable. Review that a syllable may be a prefix or suffix—a letter or group of letters added to the beginning (a *prefix*) or end (a *suffix*) of a base word to make a new word.

Write *colorful* where everyone can see it. Draw a dot between *color* and *ful*, just below the word. Ask and briefly discuss:

Q *Based on what you know about the word* color *and the suffix* -ful, *what do you think* colorful *means?*

Repeat the procedure to review other prefixes and suffixes, using the words *unequal*, *lazier*, and *artist*.

Teacher Note

You may wish to write *lazy* where everyone can see it, and point out that when the base word ends with *y*, you need to change the *y* to *i* before adding the suffix.

3 Introduce *-tion*, *-sion*, and *-ion*

Explain that some suffixes are not easy to define, but they do give the reader information about words.

Display the "Week 24, Day 2 Words" activity (WA2) and read the displayed words for the students.

invention	**TEKS 3.C.vi**
discussion	**TEKS 3.C.vii**
confusion	**TEKS 3.C.viii**
station	**TEKS 3.C.xiv**
	TEKS 3.C.xv
	TEKS 3.C.xvi
	Student/Teacher Narrative
	Step 3

Suggested Vocabulary

confusion: feeling of not knowing what to do or not understanding something

Teacher Note

The suffixes *-tion* and *-ion* are introduced in an earlier week in the vocabulary instruction in the *Making Meaning*® program from Center for the Collaborative Classroom. If you have taught the lesson in the *Vocabulary Teaching Guide*, you may want to review *-tion* and *-ion* and simply introduce *-sion*.

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

station: place where buses and trains stop for people to get on or off

Ask:

Q *What do you notice about these words?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "They have *i-o-n* at the end."
>
> "Some end with /shən/."

Point to the word *invention*. Draw a dot between *invent* and *ion*, just below the word, and underline *ion*. Tell the students this is the suffix */ən/*. Cover the suffix *-ion*, and have the students read the base word. Explain that *invent* means "make something new for the first time." Use *invent* in a sentence. (For example, "Many people have tried to invent a way to see in the dark.")

Point to *invention* again and read the word with the students. Explain that the word *invention* means "something new that is made for the first time." Use *invention* in a sentence. (For example, "The light bulb was an important invention.") Explain that *invent* is the verb, or action word, that we use to tell what we do. *Invention* is the noun, or thing, that happens because of the action. Inventing something to see in the dark resulted in the invention of the light bulb. Explain that we make the noun *invention* by adding the suffix *-ion* to the verb *invent*.

Point to the *t* in *invention* and explain that when *-ion* is added after *t*, the syllable *-tion* is usually pronounced /shən/. Tell the students that the vowel sound in *-tion* is the schwa sound.

Repeat the procedure for the words *discussion* and *discuss*. Explain that the suffixes *-ion* and *-tion* can often be added to verbs to create nouns. Tell the students that the pronunciation of the base word often changes when the suffix *-ion* or *-tion* is added. Remind the students that *-tion* is usually pronounced /shən/.

Repeat the procedure for the words *confusion* and *confuse*. Point out that the final *e* in *confuse* was dropped when the suffix *-ion* was added. Also remind the students that the pronunciation of the base word often changes when the suffix *-ion* or *-tion* is added. Point out that *-sion* is often pronounced /zhən/.

Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses.

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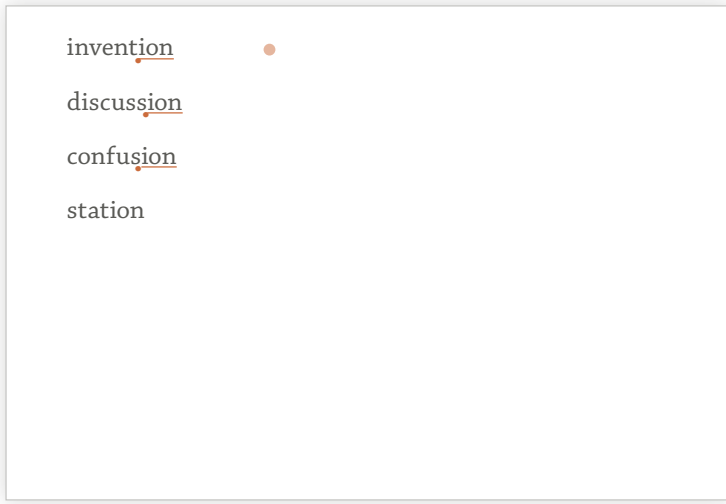

WA2

Point to the word *station*. Explain that some words that end with *-tion*, such as *station*, do not have base words, but *-ion* and *-tion* still show that the words are nouns, or words that name things.

Click the reset icon on the CCC toolbar to clear the dots and underlining from the "Week 24, Day 2 Words" activity (WA2).

4 Read the Words

Explain that now the students will read more words with the suffixes *-tion*, *-ion*, and *-sion*.

Click to reveal the remaining words on the "Week 24, Day 2 Words" activity (WA2).

fiction	connection
motion	instruction
vacation	question
prediction	division
action	revision
prevention	invasion

TEKS 3.C.viii
TEKS 3.C.xiv
TEKS 3.C.xv
TEKS 3.C.xvi
Student/Teacher Activity
Step 4

Point to *fiction*. Draw a dot between *fic* and *tion*. Have the students read *fiction*, first by syllables and then as a whole word.

Repeat this procedure for the remaining words, drawing a dot between syllables. When you get to the word *division*, read it for the students and point out that when the suffix *-ion* comes after one *s*, the *s* usually stands for the sound /zh/. Also point out that in the first syllable, *i* has the schwa sound and not a long vowel sound. Have the students read *division* and then the remaining words.

Teacher Note

If the students need additional support reading the words, consider framing the word parts as the students read them.

Reading by syllables is challenging, because there are many exceptions to the pronunciation guidelines students learn. Support the students as necessary by suggesting they try a different pronunciation if the first one does not produce a word they know.

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Suggested Vocabulary

motion: movement
prediction: statement about what will happen in the future
prevention: stopping something from happening
connection: joining two or more things
revision: change
invasion: taking over a place, usually by soldiers

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

instruction: something written or said that tells you how to do something

WA2

invention	fiction	connection
discussion	motion	instruction
confusion	vacation	question
station	prediction	division
	action	revision
	prevention	invasion

5 Reflect

Have the students reflect on their learning. Ask and briefly discuss:

Q *How can recognizing a suffix at the end of a word help you in your reading?*

> **Students might say:**
> "It can help you pronounce a word you don't know."
> "Sometimes it can help you know what a word means, if you can take off the suffix and see the base word."

Tell the students that they will talk more about the suffixes *-tion*, *-sion*, and *-ion* tomorrow.

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Word Study
Pair Sort (Open)

Day 3

In this lesson, the students:

- Read and sort words with the suffixes *-tion*, *-sion*, and *-ion*
- Work responsibly with a partner
- Handle materials responsibly

Materials

- "Week 24, Day 3 Sort" (WA3)
- Copy of "Week 24, Day 3 Sort" (BLM1) for each pair
- Scissors for each pair
- "Word Sort Steps" chart
- *Word Study Notebooks* (in student toolboxes)
- Pencils
- "Class Assessment Record" sheet (CA1)

1 Gather and Review *-tion*, *-sion*, and *-ion*

Have the students bring their pencils, pick up their independent work toolboxes, and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them. Review that in the last lesson the students read words with the suffixes *-tion*, *-sion*, and *-ion*, and that adding these suffixes to a verb or action word usually makes a noun, or thing that happens because of the action.

Write *direct* and *direction* where everyone can see them and have the students read the pair of words. Explain that *direct* means "tell which way to go." Use *direct* in a sentence. (For example, "The police officer will direct you to the post office; she will tell you which way to go.") Ask:

TEKS 3.C.vi
TEKS 3.C.vii
Student/Teacher Activity
Step 1

Q *What do you think the word* direction *means?*

Review that *-tion* is usually pronounced /shən/ and that *-sion* is often pronounced /zhən/.

2 Introduce the Sort

Explain that today partners will work together to do an open sort with words that have the suffixes *-tion*, *-sion*, and *-ion*. Ask and briefly discuss:

Q *What do you remember about sorting with a partner?*

Q *What will you do to work respectfully with your partner today?*

Then use "Think, Pair, Share" to discuss:

Q *How does open sorting help you think carefully about words?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "It makes you look carefully at the word parts."
>
> "It makes you think about the meanings of the words."
>
> "It makes you figure out how the words are the same."

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3 Sort in Pairs

Display the "Week 24, Day 3 Sort" activity (WA3) and read the words with the students.

invention	motion	question	prevention
discussion	revision	prediction	connection
station	vacation	division	confusion
fiction	invasion	action	instruction

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

motion: movement

revision: change made to something to fix it or make it better

invasion: going into a place and taking over

prevention: stopping something from happening

connection: joining two or more things together

confusion: the feeling of not understanding what is happening

instruction: something written or said that tells you how to do something

Ask:

Q *What is one way to sort these words? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share. Then distribute a copy of "Week 24, Day 3 Sort" (BLM1) and scissors to each pair. Have each pair refer to the steps on the "Word Sort Steps" chart to cut apart and sort the words and then record their sort in their *Word Study Notebooks*.

Teacher Note

If necessary, provide a few examples, such as by suffix or by number of syllables.

Teacher Note

Pair sorting allows you to observe and identify students who may need additional support. If your students need more support, you might use the "Week 24, Day 3 Sort" activity (WA3) to sort a few words as a class.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to create categories for sorting?
- Are they able to correctly sort the words into their categories?
- Are partners able to work together to sort the words?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 98 of the *Assessment Resource Book*.

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4 Reflect on Partner Work

Ask and briefly discuss:

Q *What did your partner do to be respectful when you were talking about the words?*

Tell the students that next week, they will work with partners again to sort words.

Word Study
More About the Schwa

Day 4

In this lesson, the students:

- Review the schwa sound
- Listen respectfully to the thinking of others and share their own

Materials

- "Week 24, Day 4 Words" (WA4)

1 Gather and Review the Schwa Sound

Gather the class with partners sitting together, facing you. Ask and briefly discuss:

Q *What do you remember about the schwa sound?*

Review that the schwa is the sound /ə/ and that the students hear this sound in many words with more than one syllable.

2 Read the Words

Write the words *about*, *around*, and *ago* where everyone can see them, and read the words aloud. Remind the students that they hear the schwa in the first syllable of each of these words. Display the "Week 24, Day 4 Words" activity (WA4) and read the first word, *alive*, with the students. Ask:

Q *Where do you hear the schwa sound in this word? Which letter stands for the schwa sound? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share. Use the same procedure to read and discuss the remaining words on the list. For *predict* and *protect*, your students may pronounce the first syllable with a long vowel sound. This is an opportunity to discuss again that words can be pronounced in different ways.

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WA4

alive	predict
divide	confuse
connect	protect

3 Reflect

Ask and briefly discuss:

Q *What might you tell someone at home about the schwa sound?*

Tell the students that next week they will talk more about the schwa sound.

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make several copies of "Week 24, Day 3 Sort" (BLM1) to place in the word work area.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 25 OVERVIEW

Whole-class Instruction

Word Study 478

This week the students apply all they have learned about reading syllables to reading longer words. They learn a three-step procedure for analyzing an unknown word: first, look for prefixes and suffixes; second, divide the rest of the word into syllables; and third, say the whole word to see if they recognize it. On Day 3, an open pair sort focuses their attention on syllables in words.

The students will be able to read the words in the lesson with teacher support and using established procedures. However, these words are too challenging for grade 2 students to be expected to spell. Beginning this week, spelling focuses on irregular high-frequency words. Have the students use the Word Bank in their *Word Study Notebooks* or the word wall to spell the words on Day 1.

Independent Work Check-in 487

This week we suggest you teach the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 24, Day 3 Sort" (see "Independent Work Connection" on page 472)

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Week 25

RESOURCES

Extension

- "Connect Spelling to Writing"

Assessment Resource Book

- Week 25 assessment

Word Study Notebook

- Word Sorts
- Spelling Practice
- (Optional) Word Bank



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "Week 25, Day 3 Sort" (BLM1)
- (Optional) "Week 25, Day 4 'Build That Word'" (BLM2)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.
- ✓ Prior to Day 2, decide how you will randomly assign partners to work together over the next several weeks.
- ✓ Prior to Day 3, familiarize yourself with the Day 3 Sort Words.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 25, Day 3 Sort" (BLM1). Make enough copies for each pair of students to have one.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 99 of the *Assessment Resource Book*.
- ✓ (Optional) If you plan to integrate "Build That Word" in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 25, Day 4 'Build That Word'" (BLM2). Make several copies to place in the word work area before the lesson. See "Independent Work Connections" on page 486.

Independent Work Check-in

- ✓ Familiarize yourself with the "Conferring" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 3 Sort Words	
almost	idea	cleverly	over
away	never	complicate	paper
ever	over	computer	proper
father	under	later	reread
		level	river
		limited	spider
		moment	vacation
		never	vanishes

Academic Focus

- Students spell words with irregular spellings.
- Students read and sort two- and three-syllable words.

Social Development Focus

- Students work in a responsible way.
- Students handle materials responsibly.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study
Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student
- (Optional) *Word Study Notebooks*

Spelling Support

Spelling instruction in Weeks 25–30 focuses on high-frequency words. To support the students in spelling these words, you might have them refer to the Word Bank at the end of their *Word Study Notebooks* or to the word wall.

In this lesson, the students:

- Spell words with irregular spellings
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats. Review that last week, the students talked about the schwa sound. Ask and briefly discuss:

Q *What do you know about the schwa sound?*

If necessary, review that the schwa sound can be spelled in different ways. Explain that this week the students will spell high-frequency words. Explain that *high-frequency words* are words that are helpful to

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remember because the students will use them often in their writing and see them often in their reading. Explain that some of these words use different spellings for the schwa sound.

2 Guide the Students' Spelling

Explain that for the next few weeks, the students will spell words with unusual spellings. Distribute the wipe-off boards, markers, and cloths or tissues.

father "Anouk's father visited our class to tell us what it is like to be a doctor."

Say *father*. Use *father* in a sentence. Have the students say *father* and write *father*.

Write *father* where everyone can see it and have the students check their writing and erase and correct mistakes.

Then use the same procedure to have the students write *almost*, *idea*, *over*, *under*, and *away*.

almost "We were almost ready for recess when it started to rain."

idea "I have a great idea!"

over "The clock is on the wall over the door."

under "The little boy hid under the bed."

away "When the dog barked, the cat ran away."

Tell the students that they will write two words that rhyme and have similar spellings.

ever "Have you ever seen an anteater?"

never "I have never seen an anteater."

Say *ever*. Use *ever* in a sentence. Have the students say *ever*. Explain that in *ever*, the sound /ər/ is spelled *e-r*. Have the students write *ever*.

Write *ever* where everyone can see it and have the students check their writing and erase and correct mistakes.

Say *never*. Tell the students that *never* rhymes with *ever* and most of the word is spelled the same way. Have the students say *never*. Ask:

Q *What sound do you hear at the beginning of* never*? (/n/)*

Have the students write *never*.

Write *never* where everyone can see it and have the students check their writing and erase and correct mistakes.

Teacher Note

If you plan to have the students use their Word Banks, have them turn to that section in their *Word Study Notebooks*.

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3 Reflect

Have the students reflect on their spelling. Ask and briefly discuss:

Q *Which word was hardest to spell? What will you do to remember how to spell it the next time you write it?*

Remind the students that they will have a spelling test on Friday (or whichever day of the week you will teach the Day 4 lesson). Tell them that when they go to independent word work, they will practice spelling these words before choosing another activity.

Teacher Note

You may wish to post the *Word Study Notebook* page number for the spelling practice in the word work area for the students to refer to during Independent Work.

Day 2 Word Study

Syllabication

In this lesson, the students:

- Begin working with new partners
- Review and practice strategies for reading longer words
- Listen respectfully to the thinking of others and share their own

1 Gather and Review Reading Strategies

Randomly assign partners and gather the class with partners sitting together, facing you. Review that students have learned two strategies for reading longer words and that one strategy is to look for prefixes or suffixes in the word. Ask:

Q *What do you know about prefixes and suffixes?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "A suffix comes at the end of a word."
>
> "A prefix comes at the beginning of a word."
>
> "They make new words."

Write *unbutton* where everyone can see it. Have the students read *unbutton*, first as you frame each syllable and then as a whole word. Ask:



Q *What does* unbutton *mean? How do you know? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Teacher Note

The students may work in partnerships already established, or you may assign new partners for the Word Study lessons. The partners you assign today will work together for the next six weeks of Word Study.

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Students might say:

"It means to take the button out of the buttonhole. That's how you open a shirt."

"The prefix *un-* means 'the opposite of' so it means the opposite of *button*."

Repeat the procedure with the following words that have prefixes or suffixes the students have learned: *revisit*, *smoothly*, and *brightest*.

Review that noticing the prefixes and suffixes in words can help the students read and understand the meanings of longer words.

Review that another strategy for reading longer words is to divide the words into syllables. Review that when dividing a longer word into syllables, the students can divide a word between two consonants. If there is just one consonant between two vowels, they can try dividing the word before the consonant and try a long vowel sound in the first syllable. If that does not sound like a word, they can try dividing after the consonant and try a short vowel sound in the first syllable.

Write *wagon* where everyone can see it. Draw a dot between *wa* and *gon*, just below the word. Have the students read *wagon*, first by syllables and then as a whole word. Ask:

Q *Is /wāgən/ a word? (no)*

Erase the dot and draw another dot between *wag* and *on*. Have the students read *wagon*, first by syllables and then as a whole word. Ask and briefly discuss:

Q *Is /wăgən/ a word? (yes)*

Q *What sound do you hear in the second syllable? What do you know about that sound?*

If necessary, remind the students that sometimes a vowel stands for the schwa sound.

2 Introduce a Word-analysis Strategy

Explain that when the students come to a longer word they do not recognize, it is helpful to always follow the same process: first, look for prefixes and suffixes; second, divide the rest of the word into syllables; and third, say the whole word to see if they recognize it.

Write the word *unfriendly* where everyone can see it. Model the process of looking for affixes.

You might say:

"If I'm not sure what this word is, I will first look for a prefix or a suffix in the word. I see the prefix *un-*, so I'll draw a dot between *un* and *f*. I also see the suffix *-ly*, so I'll draw a dot between *d* and *ly*. Now I see that the base word in this longer word is *friend*. I will try to read the word: *un-friend-ly*; *unfriendly*. I recognize that. It means 'not very nice' as in 'The dog was unfriendly. It growled at me.' "

Facilitation Tip

Reflect on your experience over the past three weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to use this practice and reflect on students' responses as you facilitate class discussions in the future.

Teacher Note

Note that by dividing syllables in this way, the word should be read with a long *a* sound (/wāgən/). If the students read the word with a short *a* sound (/wăgən/), ask:

Q *What do you know about syllables with a vowel at the end? (They have a long vowel sound.)*

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Use the same procedure to model analyzing and reading the word *unwashed*. Tell the students they can use this strategy when they come to words they are not sure of in their reading.

3 Reflect on Reading

Ask:

Q *What might you tell someone at home about how to read longer words? Turn to your partner.*

After a few moments, signal for attention and have a few students share their thinking with the class. Tell the students that in the next few weeks, they will have more opportunities to read longer words.

Day 3

Word Study

Pair Sort (Open)

Materials

- "Week 25, Day 3 Sort" (WA1)
- Copy of "Week 25, Day 3 Sort" (BLM1) for each pair
- Scissors for each pair
- *Word Study Notebooks* (in student toolboxes)
- Pencils
- "Word Sort Steps" chart
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Read and sort two- and three-syllable words
- Work responsibly with a partner
- Handle materials responsibly

1 Gather and Review a Word-analysis Strategy

Have the students bring their pencils, pick up their independent work toolboxes, and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them. Review that looking for prefixes and suffixes in words and dividing words into syllables, if needed, can help readers read and understand longer words.

Review that a helpful process for reading longer words is to: first, look for prefixes and suffixes in the word; second, divide the rest of the word into syllables, if needed; and third, say the whole word to see if you recognize it.

2 Sort in Pairs

Explain that today partners will work together to do an open sort with longer words. Ask and briefly discuss:

Q *What can you do if you come to a longer word you don't know?*

Q *What can you do if you and your partner have different ideas about how to divide a word into syllables?*

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Students might say:

"We can count the consonants between the vowels and then divide between two consonants."

"If there is just one consonant, we can try dividing one way and then try the other way if we don't recognize the word."

"We can try both our ideas and see if we recognize the word."

"If you forget to look for the prefixes, your partner can remind you."

Then ask:

Q *How does open sorting help you think carefully about words?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

Students might say:

"It makes you look carefully at the word parts."

"It makes you think about the meanings of the words."

"It makes you figure out how the words are the same."

Display the "Week 25, Day 3 Sort" activity (WA1) and read the words with the students.

proper	never	over	reread
vanishes	river	later	spider
limited	cleverly	vacation	paper
level	complicate	moment	computer

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

proper: right way to do something

vanishes: disappears

limited: not a lot

cleverly: in a smart way

complicate: make something difficult

Ask:

Q *What is a way to group these words? Which words can you put together?*

Teacher Note

If necessary, support the students by framing syllables or drawing dots between them.

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Students might say:

"We can put words that end with *e-r* together."

"We can put words with two syllables together."

"We can put words with a suffix in one group."

Distribute a copy of "Week 25, Day 3 Sort" (BLM1) and scissors to each pair of students. Have each pair refer to the steps on the "Word Sort Steps" chart to cut apart and sort the words and then record their sorts in their *Word Study Notebooks*.

Teacher Note

Pair sorting allows you to observe and identify students who may need additional support. If the students need more support, you might use the "Week 25, Day 3 Sort" activity (WA1) to sort a few of the words as a class.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to recognize affixes?
- Are they able to divide words between consonants?
- Do they try dividing before a single consonant and then after?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 99 of the *Assessment Resource Book*. Notice whether the students can read the words and sort them into categories. Support any students who struggle by guiding them to identify affixes and syllable breaks.

Reading words by syllables is challenging. If your students continue to struggle, identify their points of confusion and reteach needed content. You may wish to select polysyllabic words from the students' content-area reading and guide the students through reading them using the established process: look for suffixes and prefixes, divide the word into syllables, if needed, say the whole word to see if you recognize it.

3 Reflect on Partner Work

Ask:

Q *What did you do to work well with your partner today?*

Have a few volunteers share their thinking with the class.

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Word Study
Spelling Test

Day 4

In this lesson, the students:

- Spell words with irregular spellings
- Handle materials responsibly

Materials

- "Week 25, Day 4 Spelling Words" (WA2)
- Lined paper and a pencil for each student

1 Get Ready to Spell

Have the students stay in their seats. Ask and briefly discuss:

Q *How did you do with spelling practice this week?*

2 Spelling Test

Distribute paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8.

Begin the test. Say "Number one: father." Use *father* in a sentence. Say *father* again. Have the students write *father*. Allow enough time for all the students to finish before moving on to the next word.

1.	father	"My father watches the TV news every night."
2.	almost	"I am almost ready to say the next spelling word."
3.	idea	"Jaime had an idea for a project about spiders."
4.	over	"An airplane flew over the playground."
5.	under	"The pencil rolled under the bookcase."
6.	away	"When you are sick, you stay away from your friends."
7.	ever	"Have you ever gone to the beach?"
8.	never	"No, I have never gone to the beach."

3 Check and Correct the Words

After the students are finished writing the last word, display the "Week 25, Day 4 Spelling Words" activity (WA2). Have the students check their work and correct mistakes. As they work, circulate and observe. When the students are finished checking and correcting their work, collect the papers.

4 Wrap Up

Tell the students they will have more opportunities to practice spelling in the coming weeks.

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EXTENSION

Connect Spelling to Writing

Review that one reason writers spell words correctly is to make sure readers can understand and enjoy their writing. Think aloud about how one of the words reminds you of something that happened to you.

> **You might say:**
>
> "When I read the word *away*, it reminds me of the time my dog got out of the yard and ran away. We put up posters with our phone number, and someone found him and called us. I could write about that."

Ask:

Q *Which of these words reminds you of something that happened to you? What is a story you could write about that? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Encourage the students to use the spelling words and other words from the week's sort in their writing.

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Make additional copies of "Week 25, Day 3 Sort" (BLM1) to place in the word work area.
- Make several copies of "Week 25, Day 4 'Build That Word'" (BLM2) and place them in the word work area.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 26 OVERVIEW

Whole-class Instruction

Word Study 492

This week the students learn about the suffixes *-ment* and *-ness* and do an open sort in pairs. The spelling words this week are again high-frequency words.

Independent Work Check-in 502

This week we suggest you teach the "Share a Book" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week, you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 25, Day 3 Sort" (see "Independent Work Connections" on page 486)
- "Week 25, 'Build That Word' Tiles" and "Week 25, 'Build That Word' Word List" (see "Independent Work Connections" on page 486)

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Week 26

RESOURCES

Extension

- "Connect Spelling to Writing"

Assessment Resource Book

- Week 26 assessment

Word Study Notebook

- Word Sorts
- Spelling Practice
- (Optional) Word Bank

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducible

- "Week 26, Day 3 Sort" (BLM1)

Professional Development Media

- "Asking Questions Once and Using Wait-time" (AV11)

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DO AHEAD

Word Study

- ✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.
- ✓ Prior to Day 2, familiarize yourself with the Day 2 Practice/Day 3 Sort Words.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 26, Day 3 Sort" (BLM1). Make enough copies for each pair of students to have one.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 100 of the *Assessment Resource Book*.

Independent Work Check-in

- ✓ Familiarize yourself with the "Share a Book" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 2 Practice/ Day 3 Sort Words	
answer	color	agreement	happiness
because	letter	amazement	improvement
better	mother	announcement	punishment
brother	other	appointment	sadness
		brightness	softness
		darkness	soreness
		excitement	tidiness
		gladness	treatment

Academic Focus

- Students spell high-frequency words.
- Students learn about the suffixes *-ment* and *-ness*.
- Students read and sort words with the suffixes *-ment* and *-ness*.

Social Development Focus

- Students work in a responsible way.
- Students handle materials responsibly.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study
Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student
- (Optional) *Word Study Notebooks*

Spelling Support

Spelling this week continues to focus on high-frequency words. To support the students' spelling, you might have them refer to the word list in their *Word Study Notebooks* or to the word wall.

In this lesson, the students:

- Spell high-frequency words
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats. Explain that today the students will spell words with unusual spellings.

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2 Guide the Students' Spelling

Remind the students that they will spell words with unusual spellings—words or parts that cannot be sounded out. Distribute the wipe-off boards, markers, and cloths or tissues. Tell the students that this week they will spell four words that use the *e-r* spelling for /ər/ at the end of a word.

better "I like oranges better than apples."

Say *better*. Use *better* in a sentence. Have the students say *better*. Then ask:

Q *How many syllables are in* better*? (two)*

Q *What is the first syllable in* better*?* (bet)

Q *What is the second syllable in* better*? (/ər/)*

Tell the students that there are two *t*s in *better* and that /ər/ is spelled *e-r*. Have the students write *better*.

Write *better* where everyone can see it and have the students check their writing and erase and correct mistakes.

letter "My grandmother sent me a letter."

Say *letter*. Use *letter* in a sentence. Tell the students that *letter* rhymes with *better* and most of the word is spelled the same way. Have the students say *letter*. Then ask:

Q *What sound do you hear at the beginning of* letter*? (/l/)*

Have the students write *letter*.

Write *letter* where everyone can see it and have the students check their writing and erase and correct mistakes.

other "One book is thick, and the other is thin."

Say *other*. Use *other* in a sentence. Have the students say *other* and write *other*.

Write *other* where everyone can see it and have the students check their work.

mother "My mother calls me on the phone on Sunday mornings."

Say *mother*. Use *mother* in a sentence. Tell the students that *mother* rhymes with *other* and is spelled almost the same way. Have the students say *mother*. Ask:

Q *What sound do you hear at the beginning of* mother*? (/m/)*

Have the students write *mother*.

Write *mother* where everyone can see it and have the students check their writing and erase and correct mistakes.

Teacher Note

If you plan to have the students use their Word Banks, have them turn to that section of their *Word Study Notebooks*.

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brother "Johanna walks to school with her brother."

Say *brother*. Use *brother* in a sentence. Tell the students that *brother* rhymes with *other* and *mother* and is spelled almost the same way. Have the students say *brother*. Ask:

Q *What sounds do you hear at the beginning of* brother*? (/br/)*

Have the students write *brother*.

Write *brother* where everyone can see it and have the students check their writing and erase and correct mistakes.

because "You will need to wear a jacket because it is cold."

Say *because*. Use *because* in a sentence. Have the students say *because* and write *because*.

Write *because* where everyone can see it and have the students check their work.

answer "Sam figured out the answer to the math problem."

color "My favorite color is blue."

Repeat the above procedure with *answer* and *color*.

Teacher Note

You may wish to post the *Word Study Notebook* page number for the spelling practice in the word work area for the students to refer to during Independent Work.

3 Wrap Up

Remind the students they will have a spelling test on Friday (or whichever day of the week you will teach the Day 4 lesson). Tell them that when they go to independent word work, they will practice spelling these words before choosing another activity.

Day 2

Word Study

Introduce the Suffixes *-ment* and *-ness*

Materials

- "Week 26, Day 2 Words" (WA1)

In this lesson, the students:

- Learn about the suffixes *-ment* and *-ness*
- Read words with the suffixes *-ment* and *-ness*
- Listen respectfully to the thinking of others and share their own

1 Gather and Review Dividing a Word into Syllables

Gather the class with partners sitting together facing you. Review that the students have been learning about dividing words into syllables. Remind the students that when dividing a longer word into

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syllables, they can look for consonants between vowels. If there are two consonants, they can divide between the consonants. If there is just one consonant, the students can first try dividing the word before the consonant and try a long vowel sound in the first syllable. If they do not recognize the word, they can try dividing after the consonant and try a short vowel sound in the first syllable.

Write *details* where everyone can see it. Ask:

Q *Where can we divide this word into syllables?*

As the students respond, draw a dot between *de* and *tails*. Point out that the first syllable in this word ends with a vowel. Review that when a syllable ends with a vowel, it is called an *open syllable*, and that the vowel sound is usually long. Have the students read *details*, first by syllables and then as a whole word.

Write *explain* where everyone can see it. Draw a dot between *ex* and *plain*. Point out that the first syllable in this word ends with a consonant. Review that when a syllable ends with a consonant, it is called a *closed syllable*, and that the vowel sound in a closed syllable is usually short. Remind the students that in words that begin with *ex*, they will always keep the *x* with the *e* to make the first syllable.

Have the students read *explain* first by syllables and then as a whole word.

2 Review Prefixes and Suffixes

Review that the students have been reading and sorting words with more than one syllable. Review that a syllable may be a prefix or suffix—a letter or group of letters added to the beginning (a *prefix*) or end (a *suffix*) of a base word to make a new word.

Write *replay* where everyone can see it. Draw a dot between *re* and *play*. Ask:

Q *Based on what you know about the word* play *and the prefix* re-*, what do you think* replay *means?*

Repeat the procedure to review other prefixes and suffixes that have meaning, using the words *uncover*, *homeless*, and *smoothly*.

Review that some suffixes, such as *-tion*, *-sion*, and *-ion*, show that a word is a noun, or the name of something.

Write *illustrate* where everyone can see it and read it for the students. Have the students say the word. Tell the students that *illustrate* is a verb, or action word, that means "draw a picture." Erase the final *e* and add *ion* to change *illustrate* to *illustration*, and say the word. Ask and briefly discuss:

Q *If* illustrate *means "draw a picture," what might* illustration *mean?*

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Use each word in a sentence. (For example, "I will illustrate the story I wrote. This is my favorite illustration in this book.")

Repeat the procedure with the words *division*, *discussion*, and *prediction* to review the suffixes *-sion* and *-ion*.

3 Introduce the Suffixes *-ment* and *-ness*

Teacher Note

If you are teaching the *Making Meaning*® program from Center for the Collaborative Classroom, the suffixes *-ment* and *-ness* are introduced in the *Vocabulary Teaching Guide*. If you have taught the vocabulary lesson, you may want to review *-ment* and *-ness* and simply move on to Step 4.

Write *agreement* where everyone can see it but do not read it aloud. Draw a dot between *agree* and *ment* and then underline *ment*. Explain that the suffix *-ment* is another ending that shows that a word is a noun, or the name of something.

Cover *ment* with your hand and have the students read the base word. Explain that *agree* means "think the same way about something." Use *agree* in a sentence. (For example, "I agree with you that we should stay inside for recess because it is raining.") Uncover *ment* and read *agreement* with the students, first by syllables and then as a whole word. Explain that an *agreement* is something that two or more people make when they think the same way about something. Use *agreement* in a sentence. (For example, "The agreement we made is to stay inside for recess.") Explain that *agree* is the action word, or verb, and that *agreement* is the noun, or thing, that happens because of the action. Agreeing on staying in for recess results in an agreement to stay inside. Explain that the noun *agreement* is made by adding the suffix *-ment* to the verb *agree*.

Repeat the procedure with the words *amaze* and *amazement*.

Teacher Note

If necessary, tell the students that weak means "not strong.".

Write *weakness* where everyone can see it. Draw a dot between *weak* and *ness* and then underline *ness*. Explain that the suffix *-ness* is another ending that shows that a word is a noun. Cover *ness* with your hand and have the students read the base word. Use *weak* in a sentence. (For example, "I felt weak after I had the flu.") Point to *weakness* and read the word with the students. Explain that *weakness* is the feeling we have when we are weak. Use *weakness* in a sentence. (For example, "The weakness after the flu lasted for several days.") Explain that *weak* is a describing word that tells how a person feels. *Weakness* is the noun that names the feeling. Being weak is the same as feeling weakness.

Repeat the procedure with the words *silly* and *silliness*, pointing out how to change the *y* to *i* to add *ness*.

4 Read Words with the Suffixes *-ment* and *-ness*

Teacher Note

For polysyllabic words, if necessary, support the students by framing syllables or drawing dots between them if the students cannot read the base word. For *tidiness* and *happiness*, remind the students that when adding a suffix to a word that ends in *y*, the *y* is changed to *i* before the suffix is added.

Remind the students that one way to read longer words is to look for suffixes and prefixes and then, if needed, divide the rest of the word into syllables.

Display the "Week 26, Day 2 Words" activity (WA1), and point to the word *sadness*. Ask:

Q *What is the suffix in this word? What is the base word?*

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Draw a dot between *sad* and *ness*. Have the students read *sadness* by covering the suffix and having them read the base word and then the whole word. Repeat this procedure with the remaining words.

Suggested Vocabulary

tidiness: being tidy, or clean and neat

announcement: important news that is written or said

treatment: giving medicine or care to someone sick or hurt

ELL Vocabulary

English Language Learners may benefit from hearing additional words defined, including:

amazement: feeling of being very surprised

excitement: feeling of being very happy or interested

improvement: something that makes a person, place, or thing better than it was before

punishment: what someone might have to do if they are in trouble or did something wrong

soreness: pain

WA1

sadness	improvement
happiness	softness
agreement	tidiness
brightness	announcement
appointment	gladness
amazement	treatment
darkness	punishment
excitement	soreness

5 Reflect on Reading Together

Have the students reflect on how they participated today. Ask and briefly discuss:

Q *How did you do with reading the words today?*

Tell the students that discussing and reading words together as a class gives everyone a chance to practice.

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Day 3

Word Study

Pair Sort (Open)

Materials

- "Week 26, Day 3 Sort" (WA2)
- Copy of "Week 26, Day 3 Sort" (BLM1) for each pair
- Scissors for each pair
- *Word Study Notebooks* (in student toolboxes)
- Pencils
- "Word Sort Steps" chart
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Read and sort words with the suffixes *-ment* and *-ness*
- Work responsibly with a partner
- Handle materials responsibly

1 Gather and Review the Suffixes *-ment* and *-ness*

Have the students bring their pencils, pick up their independent work toolboxes and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them. Review that in the last lesson the students read words with the suffixes *-ment* and *-ness* and that these suffixes usually show that the word is a noun.

Write *excitement* and *enjoyment* where everyone can see them and, in each, have the students first identify the base word and then read the whole word. Use each word in a sentence. (For example, "The crowd felt excitement as they watched the game." and "I listen to music for my own enjoyment.") Then write *smoothness*, *cleverness*, and *gentleness* and have the students read each word, first by syllables and then as a whole word. Use each word in a sentence. (For example, "I felt the smoothness of the rock as I turned it in my hand." "The student's cleverness helped her solve a tricky problem." "Visitors to the farm noticed the gentleness of the cows.")

2 Introduce the Sort

Display the "Week 26, Day 3 Sort" activity (WA2) and explain that pairs will do an open sort with the words they read yesterday. Read the words with the students.

sadness	appointment	improvement	gladness
happiness	amazement	softness	treatment
agreement	darkness	tidiness	punishment
brightness	excitement	announcement	soreness

Ask:

Q *Which words in this sort can you group together? Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

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Students might say:

"We can group words with the suffix *-ness* in one group and words with *-ment* in another."

"We can sort by number of syllables."

"We can put all the words that show feelings in one group."

3 Sort in Pairs

Distribute a copy of "Week 26, Day 3 Sort" (BLM1) and scissors to each pair. Have each pair use the steps on the "Word Sort Steps" chart to cut apart and sort the words and then record their sort in their *Word Study Notebooks*.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to analyze the words?
- Can they create categories for sorting?
- Are partners able to work together to sort the words?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 100 of the *Assessment Resource Book*.

Have pairs who finish early find another way to sort the words. They need not record the second sort.

4 Reflect on Partner Work

Ask and briefly discuss:

Q *What did you and your partner do to work responsibly today?*

Tell the students that next week they will work with partners again to sort words.

Teacher Note

Pair sorting allows you to observe and identify students who may need additional support. If the students need more support, you might use the "Week 26, Day 3 Sort" activity (WA2) to sort a few words as a class.

Facilitation Tip

We invite you to **ask the question once**, and then **use wait-time** to give the students time to think before calling on anyone to respond. If the students are confused by a question or need to hear it again, encourage them to ask you to repeat or rephrase the question. This builds student responsibility for focusing on the discussion and helps the students develop the habit of listening the first time. To see this Facilitation Tip in action, view "Asking Questions Once and Using Wait-time" (AV11).

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Day 4 Word Study
Spelling Test

Materials

- "Week 26, Day 4 Spelling Words" (WA3)
- Lined paper and a pencil for each student

In this lesson, the students:

- Spell high-frequency words
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats. Ask and briefly discuss:

Q *How did you do with spelling practice this week?*

2 Spelling Test

Distribute paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8.

Begin the test. Say "Number one: better." Use *better* in a sentence. Say *better* again. Have the students write *better*. Allow enough time for all the students to finish before moving on to the next word.

Repeat this procedure for the remaining spelling words.

1.	better	"I like yellow better than blue."
2.	letter	"We wrote a letter to Davon after he moved away."
3.	other	"One pencil is blue, and the other is black."
4.	mother	"My mother reads to me at bedtime."
5.	brother	"My brother Alex likes to skateboard."
6.	because	"We are staying inside because it is raining."
7.	answer	"Miriam gave the answer to the question."
8.	color	"Which color is your favorite?"

3 Check and Correct the Words

After the students are finished writing the last word, display the "Week 26, Day 4 Spelling Words" activity (WA3). Have the students check their work and correct mistakes.

4 Wrap Up

Tell the students they will have more opportunities to practice spelling in the coming weeks.

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EXTENSION

Connect Spelling to Writing

Review that one reason writers spell words correctly is to make sure readers can understand and enjoy their writing. Think aloud about how one of the words reminds you of something that happened to you.

> **You might say:**
>
> "When I read the word *brother*, it reminds me of the time my brother and I went to a basketball game together. It was really exciting. I can write about that."

Ask:

Q *Which of these words reminds you of something that happened to you? What is a story you could write about that? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Encourage the students to use the spelling words and other words from the week's sort in their writing.

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make additional copies of "Week 26, Day 3 Sort" (BLM1) to place in the word work area.

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OVERVIEW Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Share a Book" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 27 OVERVIEW

Whole-class Instruction

Word Study 506

This week the students continue to read polysyllabic words using the three-step procedure: first, look for prefixes and suffixes; second, divide the rest of the word into syllables; and third, say the whole word to see if they recognize it. The spelling words this week are high-frequency irregular words. You may wish to assess your students' understanding of concepts taught in the previous ten weeks using the Word Study Progress Assessment. See the Word Study Progress Assessment Note at the end of the Day 4 lesson.

Independent Work Check-in 514

This week we suggest you teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week, you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 26, Day 3 Sort" (see "Independent Work Connection" on page 501)

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Week 27

RESOURCES

Assessment Resource Book

- Week 27 assessment
- Word Study Progress Assessment 3

Word Study Notebook

- Word Sorts
- Spelling Practice
- (Optional) Word Bank

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Word Study Progress Assessment 3" recording form (WS3)
- "Word Study Progress Assessment 3 Student Card" (SC3)
- "Word Study Progress Assessment 3 Class Record" sheet (CR3)

Reproducible

- "Week 27, Day 3 Sort" (BLM1)

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DO AHEAD

Word Study

✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.

✓ Prior to Day 2, familiarize yourself with the Day 2 Practice/Day 3 Sort Words.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 27, Day 3 Sort" (BLM1). Make enough copies for each pair of students to have one.

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 101 of the *Assessment Resource Book*.

Independent Work Check-in

✓ Familiarize yourself with the "Share Writing" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 2 Practice/ Day 3 Sort Words	
climb	friend	connection	forgiveness
comb	kind	continue	important
done	mind	discover	introduce
find	one	excitement	introduction
		experiment	invention
		explained	memorize
		fantastic	recognize
		forgetful	unwelcome

Academic Focus

- Students spell high-frequency words with irregular spellings.
- Students read and sort two-, three-, and four-syllable words.

Social Development Focus

- Students work in a responsible way.
- Students handle materials responsibly.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study
Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student
- (Optional) *Word Study Notebooks*

Spelling Support

Continue to support the students by allowing them to refer to the Word Bank at the end of their *Word Study Notebooks* or to the word wall.

In this lesson, the students:

- Spell high-frequency words with irregular spellings
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats today.

2 Guide the Students' Spelling

Distribute the wipe-off boards, markers, and cloths or tissues.

Tell the students that this week some of the words they will spell are rhyming words.

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one "You may choose one or two books."

Say *one*. Use *one* in a sentence. Have the students say and write *one*.

Write *one* where everyone can see it and have the students check their writing and erase and correct mistakes.

done "When you are done reading, tell me about the book."

Say *done*. Use *done* in a sentence. Tell the students that *done* rhymes with *one* and that it is spelled almost the same way. Have the students say *done*. Ask:

Q *What sound do you hear at the beginning of* done*? (/d/)*

Have the students write *done*.

Write *done* where everyone can see it and have the students check their writing and erase and correct mistakes.

Use the same procedure to guide the students in spelling the following words:

find "I hope you find the book you lost."

kind "The kind woman told me how to get to the park."

mind "Picture the park in your mind."

Tell the students that the next two words they will spell have a silent letter at the end—a silent *b*. Explain that there are not many words with a silent *b* at the end.

climb "I can climb this hill easily."

comb "I brush and comb my hair every morning."

Write the word *climb* where everyone can see it. Say *climb* and use it in a sentence. Then have the students say *climb* and copy it. Repeat the procedure with *comb*.

friend "My best friend visited me yesterday."

Tell the students that the last word they will spell is *friend*. Use *friend* in a sentence. Then have the students say *friend* and write *friend*.

Write *friend* where everyone can see it and have the students check their writing and erase and correct mistakes.

3 Wrap Up

Remind the students they will have a spelling test on Friday (or whichever day of the week you will teach the Day 4 lesson). Tell them that when they go to independent word work, they will practice spelling these words before choosing another activity.

Teacher Note

You may wish to post the *Word Study Notebook* page number for the spelling practice in the word work area for the students to refer to during Independent Work.

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Day 2 Word Study
Syllabication

Materials
- "Week 27, Day 2 Words" (WA1)

In this lesson, the students:
- Review and practice strategies for reading longer words
- Read two-, three-, and four-syllable words
- Listen respectfully to the thinking of others and share their own

ABOUT READING POLYSYLLABIC WORDS

Learning to read polysyllabic words is a step toward fluent reading in more complex texts. The intention of these syllabication lessons is to give students tools to read and understand polysyllabic words when they encounter them in their reading. The tools we provide include learning to recognize affixes and base words and understanding basic guidelines for dividing words into syllables. The lessons are not intended to teach syllabication "rules" to apply rigidly.

Students may use a variety of strategies to decode longer words. The process the students learn is: first, look for prefixes and suffixes; second, divide the rest of the word into syllables, if needed; and third, say the whole word to see if they recognize it. Throughout the past several weeks, the students have had guidance for breaking words into syllables; however, the students may divide words into smaller parts in different ways. Keep in mind that the purpose of dividing words into smaller parts is to put the parts together to make a word they recognize. We do not recommend requiring students to identify dictionary syllable breaks at this time.

1 Gather and Review Word-reading Strategies

Gather the class with partners sitting together, facing you. Review that the students have learned strategies for reading longer words.

Review that when the students come to a longer word they do not recognize, it is helpful to always follow the same process: first, look for prefixes and suffixes; second, divide the rest of the word into syllables, if needed; and third, say the whole word to see if they recognize it.

Write *replanted* where everyone can see it. Ask:

Q *How can we divide this word into parts so that it is easier to read? Turn to your partner.*

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After a few moments, signal for the students' attention and have a few volunteers share.

> **Students might say:**
>
> "I see *e-d* at the end of the word."
>
> "I see *r-e* at the beginning of the word. Lots of words start with *r-e*."
>
> "The word *plant* is in the middle."

As the students share, draw dots between the syllables. Have the students read *replanted*, first by syllables and then as a whole word. Review that when *p* and *l* come next to each other, they stay together. Tell the students that there are other pairs of consonants that stay together in syllables. As you say each of the following consonant blends, write it where everyone can see it: *dr*, *gr*, *st*, *sp*, *sl*, *cl*.

Repeat the word analysis procedure with the word *important*.

2 Read the Words

Display the "Week 27, Day 2 Words" activity (WA1). Work with the students to read the words using the same procedure.

Tell the students they can use these strategies when they come to words they are not sure of in their reading.

Suggested Vocabulary

discover: see or figure out for the first time

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

introduction: words written or said that give information about something new

experiment: follow a set of steps to see what happens

forgiveness: deciding not to feel upset or angry with someone

introduce: tell others about something or someone for the first time

recognize: see something and remember seeing it before

memorize: learn something so that you remember it perfectly

Teacher Note

There are additional consonant blends that stay in syllables as a unit, but these are the most common. The students are unlikely to remember more than a few of them. This explanation simply introduces the concept to the students.

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WA1

forgetful	fantastic
important	experiment
introduction	explained
connection	forgiveness
unwelcome	introduce
continue	recognize
discover	invention
excitement	memorize

3 Reflect on Reading

Ask:

Q *What did you like about reading the words today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class. Tell the students that in the next few weeks they will have more opportunities to read long words.

Day 3

Word Study

Pair Sort (Open)

Materials

- "Week 27, Day 3 Sort" (WA2)
- Copy of "Week 27, Day 3 Sort" (BLM1) for each pair
- Scissors for each pair
- *Word Study Notebooks* (in student toolboxes)
- Pencils
- "Word Sort Steps" chart

In this lesson, the students:

- Read and sort two-, three-, and four-syllable words
- Work responsibly with a partner
- Handle materials responsibly

1 Gather and Review a Word-analysis Strategy

Have the students bring their pencils, pick up their independent work toolboxes, and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them. Review that in the last lesson, the students read a list of longer words. Ask:

Q *What do you remember about reading longer words? Turn to your partner.*

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Students might say:

"You look for prefixes."

"Sometimes you see parts of the word you know."

"You can try dividing a word into syllables."

After a few moments, signal for the students' attention, and have a few volunteers share. Review that one strategy for reading longer words is to first look for a prefix or suffix and then divide the rest of the word into syllables, if needed. Review that to divide words into syllables, first look for consonants between vowels. If there are two consonants, try dividing between them. If there is just one consonant, the students can divide the word before the consonant and try saying a long vowel sound in the first syllable. If they do not recognize the word, they can divide after the consonant and try saying a short vowel sound in the first syllable.

2 Sort in Pairs

Explain that today partners will work together to do an open sort with words that have two-, three-, or four-syllables. Ask:

Q *How does open sorting help you think carefully about words? Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

Students might say:

"It makes you look carefully at the word parts."

"It makes you think about the meanings of the words."

"It makes you figure out how the words are the same."

Display the "Week 27, Day 3 Sort" activity (WA2) and read the words with the students.

forgetful	unwelcome	fantastic	introduce
important	continue	experiment	recognize
introduction	discover	explained	invention
connection	excitement	forgiveness	memorize

Distribute a copy of "Week 27, Day 3 Sort" (BLM1) and scissors to each pair of students. Have each pair refer to the steps on the "Word Sort Steps" chart to cut apart and sort the words and then record their sort in their *Word Study Notebooks*.

Teacher Note

Pair sorting allows you to observe and identify students who may need additional support. Support students who struggle to read the words by framing the syllables and having the students read each word first by syllables and then as a whole word.

If your students need more support, you might use the "Week 27, Day 3 Sort" activity (WA2) to sort a few words as a class.

3 Reflect on Sorting

Have the students reflect on sorting. Ask and briefly discuss:

Q *What did you like about sorting with your partner?*

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Have a few volunteers share their thinking with the class. Tell the students that next week, they will learn more about reading longer words.

Day 4 Word Study

Spelling Test

Materials

- "Week 27, Day 4 Spelling Words" (WA3)
- Lined paper and a pencil for each student
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Spell high-frequency words with irregular spellings
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats. Ask and briefly discuss:

Q *How did you do with spelling practice this week?*

2 Spelling Test

Distribute paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8.

Begin the test. Say "Number one: one." Use *one* in a sentence. Say *one* again. Have the students write *one*. Allow enough time for all the students to finish before moving on to the next word.

Repeat this procedure for the remaining spelling words.

1.	one	"There is one clock on the classroom wall."
2.	done	"When we are done spelling, we will go to independent work."
3.	find	"You can find many books in a library."
4.	kind	"It was kind of her to take time to help."
5.	mind	"I can make pictures in mind when I read interesting stories."
6.	friend	"A friend is someone who likes to spend time with you."
7.	climb	"The worker can climb a ladder to get onto the roof."
8.	comb	"The students will comb their hair carefully on class picture day."

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3 Check and Correct the Words

After the students are finished writing the last word, display the "Week 27, Day 4 Spelling Words" activity (WA3). Have the students check their work and correct mistakes.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to memorize eight irregular words per week?
- Do they notice when they spell a word incorrectly?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 101 of the *Assessment Resource Book*. If your students are struggling to remember eight words, consider giving them only five or six in the coming weeks.

4 Reflect on Spelling

Have the students reflect on the spelling test. Ask and briefly discuss:

Q *How did you do with spelling the words this week?*

Tell the students they will have more opportunities to practice spelling in the coming weeks.

WORD STUDY ASSESSMENT NOTE

Administer Word Study Progress Assessment 3 after this lesson, using "Word Study Progress Assessment 3" recording form (WS3) and "Word Study Progress Assessment 3 Student Card" (SC3); see pages 113–114 of the *Assessment Resource Book*.

Support any students who struggle to read the words by repeating instruction for concepts that are challenging for them, individually or in a small group. Keep in mind that the best assessment of students' reading is to notice how they use what they have learned when reading connected text.

Teacher Note

You may wish to use "Word Study Progress Assessment 3 Class Record" sheet (CR3) to record the assessment results for the whole class. See page 115 of the *Assessment Resource Book*.

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make several copies of "Week 27, Day 3 Sort" (BLM1) to place in the word work area.

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OVERVIEW Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you continue to teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 28 OVERVIEW

Whole-class Instruction

Word Study 518

This week the students continue to use read polysyllabic words using the three-step procedure: first, look for prefixes and suffixes; second, divide the rest of the word into syllables if necessary; and third, say the whole word to see if they recognize it. On Day 3, the students read morphemic transformations. The spelling words this week are again high-frequency irregular words.

Independent Work Check-in 527

This week we suggest you continue to teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 27, Day 3 Sort" (see "Independent Work Connection" on page 513)

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Week 28

RESOURCES

Assessment Resource Book

- Week 28 assessment

Word Study Notebook

- Spelling Practice
- (Optional) Word Bank

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducible

- "Week 28, Day 2 Sort" (BLM1)

Professional Development Media

- "Asking Questions Once and Using Wait-time" (AV11)

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DO AHEAD

Word Study

✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.

✓ Prior to Day 2, familiarize yourself with the Day 2 Practice Words.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 28, Day 2 Sort" (BLM1). Make several copies to place in the word work area before the lesson.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 102 of the *Assessment Resource Book*.

✓ Prior to Day 3, identify content words from your social studies or science curriculum that you can use for word analysis examples (see Step 1).

✓ Prior to Day 3, familiarize yourself with the Day 3 Practice Words.

✓ (Optional) Prior to Day 3, write down the transformation sequences on a self-stick note or scratch paper to expedite the lesson (see Step 3).

Independent Work Check-in

✓ Familiarize yourself with the "Share Writing" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 2 Practice and Sort Words		Day 3 Practice Words	
become	some	adorable	impossible	believable	reuse
both	someone	agreeable	invisible	believe	rewash
come	something	believable	moveable	break	unbelievable
does	sometimes	bendable	payable	breakable	unbreakable
		breakable	possible	comfort	uncomfortable
		changeable	terrible	comfortable	use
		comfortable	understandable	impossible	visible
		edible	usable	invisible	wash
		excitable	visible	possible	washable
		horrible		reusable	

Academic Focus

- Students spell high-frequency words with irregular spellings.
- Students learn the suffixes *-able* and *-ible*.
- Student read polysyllabic words.

Social Development Focus

- Students work in a responsible way.
- Students handle materials responsibly.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study
Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student
- (Optional) *Word Study Notebooks*

In this lesson, the students:

- Spell high-frequency words with irregular spellings
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats today.

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2 Guide the Students' Spelling

Remind the students that they will spell words with unusual spellings—words or parts that cannot be sounded out. Distribute the wipe-off boards, markers, and cloths or tissues.

some	"We will write some words now."

Say *some* and use it in a sentence. Have the students say *some* and write *some*.

Write *some* where everyone can see it and have the students check their writing and erase and correct mistakes.

Remind the students that a *compound word* is made up of two smaller words put together to make a longer word. Tell the students that the next three words they will spell are compound words that have *some* as the first small word.

something	"I found something at the library that you will like."
sometimes	"I sometimes like to read mystery books."
someone	"Someone told me about a new mystery book."

Say *something*. Use *something* in a sentence. Then have the students say *something* and write *something*.

Write *something* where everyone can see it and have the students check their writing and erase and correct mistakes.

Repeat the procedure with *sometimes* and *someone*.

In the same way, guide the students in the spelling of each of the following words by saying the word, using it in a sentence, and then having the students say, write, and check it.

come	"Alberto will come to the library with me."
become	"If you practice, you will become an excellent swimmer."
does	"Kaly does her homework every afternoon."
both	"Both Alberto and Kaly love to swim."

3 Wrap Up

Remind the students that they will have a spelling test on Friday (or whichever day of the week you will teach the Day 4 lesson). Tell them that when they go to independent word work, they will practice spelling these words before choosing another activity.

Spelling Support

Continue to support the students by allowing them to refer to the Word Bank at the end of their *Word Study Notebooks* or to the word wall.

Teacher Note

You may wish to post the *Word Study Notebook* page number for the spelling practice in the word work area for the students to refer to during Independent Work.

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Day 2

Word Study

Introduce the Suffixes *-able* and *-ible*

Materials

- "Week 28, Day 2 Words" (WA1)
- Copies of "Week 28, Day 2 Sort" (BLM1) in the word work area

In this lesson, the students:

- Learn about the suffixes *-able* and *-ible*
- Read words with the suffixes *-able* and *-ible*
- Listen respectfully to the thinking of others and share their own

1 Gather and Review Prefixes and Suffixes

Gather the class with the students sitting, facing you. Review that the students have been reading words with more than one syllable. Review that a syllable may be a prefix or a suffix—a letter or group of letters that is added to the beginning (a *prefix*) or end (a *suffix*) of a base word to make a new word. Prefixes and suffixes often have their own meanings, and suffixes can show that a word is a *noun* (the name of something).

Write *rewash* where everyone can see it. Have the students read *rewash*; then ask:

Q *What do you think* rewash *might mean?*

Use the same procedure with the words *helpful*, *sadness*, and *unkind* to review the suffixes *-ful* and *-ness* and the prefix *un-*.

2 Introduce the Suffixes *-able* and *-ible*

Display the "Week 28, Day 2 Words" activity (WA1) and read the displayed words aloud.

moveable

bendable

visible

edible

Suggested Vocabulary

visible: able to be seen

Ask:

Q *What do you notice about these words?*

Teacher Note

If you are teaching the *Making Meaning*® program from Center for the Collaborative Classroom, the suffixes *-able* and *-ible* are introduced in the *Vocabulary Teaching Guide*. If you have taught the vocabulary lesson, you may want to review *-able* and *-ible* and simply move on to Step 3.

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Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "They all have three syllables."
>
> "They all end with *-ble*."
>
> "The spelling is different, but they sound the same."

Point to the word *moveable*. Read the word for the students. Underline *able*, and tell the students this is the suffix *-able*. Explain that in *moveable*, *move* is the base word and *able* is the suffix.

Use *move* in a sentence. (For example, "We can move the shelves under the window; they are not fastened to the wall.")

Explain that if something is moveable, it can be moved. Use *moveable* in your example. (For example, "We can move the shelves; the shelves are moveable.")

Tell the students that adding the suffix *-able* usually shows that a word is an adjective, or a describing word. *Moveable* is an adjective; it describes or tells about the shelves.

Point to the word *bendable*. Read the word for the students. Underline *able* and ask:

Q *What is the base word in* bendable*? (*bend*)*

Use *bend* in a sentence. (For example, "The ruler will bend; it is made of soft plastic.")

Explain that if something is bendable, it can be bent. Use *bendable* in your example. (For example, "The ruler will bend; it is bendable.")

Review that adding the suffix *-able* usually shows that a word is an adjective, or a describing word. *Bendable* is an adjective; it describes or tells about the ruler.

Point to the words *visible* and *edible* and read them for the students. Underline *ible* and use each word in an example.

> **You might say:**
>
> "*Visible* means 'able to be seen.' We can see the tree through the window. It is visible. *Edible* means 'able to be eaten.' Apples are edible. They can be eaten."

Explain that some words that end with *-ible*, such as *visible* and *edible*, may not have base words the student can recognize, but the suffix still shows that the word is an adjective, or a describing word.

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3 Read Words with the Suffixes *-able* and *-ible*

Explain that now the students will read words with the suffixes *-able* and *-ible*.

Direct the students' attention to the "Week 28, Day 2 Words" activity (WA1). Click to reveal the remaining words.

Point to *breakable*. Draw a dot between *break* and *able*. Have the students read the word, first the base word and suffix and then the whole word.

Repeat this procedure for the remaining words.

Teacher Note

For *horrible*, *usable*, *excitable*, *terrible*, *believable*, and *adorable*, identify the base words for the students (*horror*, *use*, *excite*, *believe*, *terror*, and *adore*).

Suggested Vocabulary

excitable: able to get excited easily
agreeable: nice or pleasant
payable: able to be paid

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

visible: easy to see
edible: safe to eat
invisible: impossible to see
adorable: able to be loved; very cute

Teacher Note

If the students need additional support, frame the base words by syllable as the students read the words.

WA1

moveable	breakable	understandable
bendable	comfortable	invisible
visible	horrible	changeable
edible	usable	agreeable
	excitable	adorable
	possible	payable
	believable	impossible
	terrible	

4 Wrap Up

Tell the students that they will sort these words when they go to independent word work and that you have put copies of the sort in the word work area. They can sort with a partner or individually.

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Word Study
Morphemic Transformations

Day 3

In this lesson, the students:

- Review morphemic transformations
- Read words with morphemic transformations
- Listen respectfully to the thinking of others and share their own

Materials

- "Class Assessment Record" sheet (CA1)
- (Optional) Transformation sequence on scratch paper or a self-stick note, prepared ahead

1 Gather and Review a Word-analysis Strategy

Gather the class with partners sitting together, facing you. Remind the students that they have learned a few strategies for reading and understanding longer words. Ask and briefly discuss:

Q *What can you try when you come to a word you don't know in your reading?*

> **Students might say:**
>
> "I can see if I know what the base word is. That will help me understand the word."
>
> "I can look for prefixes like *re-* and *un-*."
>
> "I can look for ending parts I know, like *-ful* and *-ment*."
>
> "If it is a longer word, I can try reading the syllables and putting them together to make the word."

Review that when the students come to a word they do not know, they can first try looking for prefixes and suffixes and then read the rest of the word by syllables. Then they can reread the whole sentence or look at the illustrations to see whether the word makes sense in what they are reading.

Model using these strategies to analyze and read words from your social studies or science curriculum. For example, you might write the word *erosion* where everyone can see it. Draw a dot or dots between the base word and any affixes, and then divide the base word into syllables, if needed. Point out and pronounce any unusual spellings. Then have the students read the word, first by syllables then as a whole word. Ask:

Q *Is [*erosion*] a word you recognize?*

Use the word in a sentence to clarify its meaning. Repeat the procedure for two or three more words you selected.

2 Review Morphemic Transformations

Tell the students they will now read more words with prefixes and suffixes. Explain that they will start by reading a base word. You will

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Facilitation Tip

Continue to practice **asking questions once** without repeating or rewording them. Notice the effect this has on the students' attentiveness during class discussions. (AV11).

make new words by adding and changing prefixes and suffixes, and they will read the prefixes, base words, and suffixes and then the new words. Ask:

Q *Why is it fair to wait for the signal to read? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Remind the students that when they wait for your signal and read together, everyone has a chance to think carefully about what they are reading.

3 Read Morphemic Transformations

Tell the students that they will read a series of words that can be made from a base word. Write the word *use* where everyone can see it. Have the students read it aloud.

Add *re* to the beginning of *use*. Draw a dot between *re* and *use*, just below the word. Have the students read *reuse*.

Use *reuse* in a sentence. (For example, "We like to reuse our shopping bags.")

Teacher Note

If necessary, have the students read by syllables before reading the whole word.

Erase *e* and add *able*. Draw a dot between *s* and *able*, just below the word. Have the students read *reusable*.

Use *reusable* in a sentence. (For example, "I bring my snack to school in a reusable container.")

Follow the same procedure for the following words, erasing word parts as needed to make changes:

- *comfort*, *comfortable*, *uncomfortable*
- *believe*, *believable*, *unbelievable*
- *break*, *breakable*, *unbreakable*
- *visible*, *invisible*
- *possible*, *impossible*
- *wash*, *rewash*, *washable*

CLASS ASSESSMENT NOTE

After this lesson, ask yourself:

- Are the students able to easily recognize prefixes and suffixes?
- Do they use the affixes to understand word meanings?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 102 of the *Assessment Resource Book*.

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4 Reflect on Reading

Ask:

Q *What did you like about reading words today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class. Tell the students that in the next few weeks, they will have more opportunities to read long words.

Word Study
Spelling Test

Day 4

In this lesson, the students:

- Spell high-frequency words with irregular spellings
- Handle materials responsibly

Materials

- "Week 28, Day 4 Spelling Words" (WA2)
- Lined paper and a pencil for each student

1 Get Ready to Spell

Have the students stay in their seats today.

2 Spelling Test

Distribute paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8.

Begin the test. Say "Number one: some." Use *some* in a sentence. Say *some* again. Have the students write *some*. Allow enough time for all the students to finish before moving on to the next word.

Repeat this procedure for the remaining spelling words.

1. some — "We chose some new books when we went to the library."
2. something — "I bought something at the grocery store last week."
3. sometimes — "When it is raining, we sometimes go to the cafeteria for recess."
4. someone — "Someone knocked at the door and Scottie went to open it."
5. come — "I come to school on time."

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6. become "A caterpillar can become a butterfly."
7. does "Does anyone have a purple marker?"
8. both "Both Angelica and Sean have purple markers."

3 Check and Correct the Words

After the students are finished writing the last word, display the "Week 28, Day 4 Spelling Words" activity (WA2). Have the students check their work and correct mistakes.

4 Reflect on Spelling

Have the students reflect on the spelling test. Ask and briefly discuss:

Q *How does spelling practice help you in your writing?*

Tell the students they will have more opportunities to practice spelling in the coming weeks.

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make additional copies of "Week 28, Day 2 Sort" (BLM1) to place in the word work area.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you continue to teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 29 OVERVIEW

Whole-class Instruction

Word Study 532

This week the students review prefixes and suffixes and use what they know about affixes and syllabication to read and understand longer words. On Day 3, they do an open sort using several common base words and a variety of affixes. The spelling words this week are contractions.

Independent Work Check-in 539

This week we suggest you continue to teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 28, Day 2 Sort" (see "Independent Work Connection" on page 526)

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Week 29

RESOURCES

Assessment Resource Book

- Week 29 assessment
- Social skills assessment

Word Study Notebook

- Word Sorts
- Spelling Practice
- (Optional) Word Bank

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Social Skills Assessment Record" sheet (SS1)

Reproducible

- "Week 29, Day 3 Sort" (BLM1)

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DO AHEAD

Word Study

✓ Prior to Day 1, familiarize yourself with the Day 1 Spelling Words.

✓ Prior to Day 2, familiarize yourself with the Day 2 Practice/Day 3 Sort Words.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 29, Day 3 Sort" (BLM1). Make enough copies for each pair of students to have one.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 103 of the *Assessment Resource Book*.

Independent Work Check-in

✓ Familiarize yourself with the "Share Writing" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Day 1 Spelling Words		Day 2 Practice/ Day 3 Sort Words	
can't	I'm	enjoyable	predict
doesn't	isn't	forget	predictable
don't	we'll	forgetful	successful
I'll	won't	forgetfully	successfully
		hopefully	unenjoyable
		hopefulness	unpredictable
		hopelessness	unsuccessfully
		importantly	

Academic Focus

- Students spell contractions.
- Students read polysyllabic words.
- Students sort polysyllabic words.

Social Development Focus

- Students work in a responsible way.
- Students handle materials responsibly.
- Students listen respectfully to the thinking of others and share their own.

Day 1 Word Study
Guided Spelling

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student
- (Optional) *Word Study Notebooks*

Spelling Support

Continue to support the students by allowing them to refer to the Word Bank at the end of their *Word Study Notebooks* or to the word wall.

In this lesson, the students:

- Spell contractions
- Handle materials responsibly

1 Get Ready to Spell

Have the students stay in their seats today.

2 Guide the Students' Spelling

Remind the students that they have been spelling words with unusual spellings—words or parts that cannot be sounded out. Tell the students that this week they will spell *contractions*, words that use an apostrophe to take the place of letters to make a shorter word from two words. Distribute the wipe-off boards, markers, and cloths or tissues.

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One at a time, say each word that follows, use it in a sentence, and point out the two words that form the contraction. Then have the students say and write the word.

I'm	"I'm standing in front of you right now."
I'll	"I'll sit at my desk later."
we'll	"We'll go to lunch in a little while."
can't	"I can't reach the top shelf without standing on something."
won't	"We won't go outside if it rains."
don't	"Most four-year-olds don't know how to read."
isn't	"It isn't raining yet, so we may go outside."
doesn't	"The singer doesn't know the words to the song yet."

3 Wrap Up

Remind the students that they will have a spelling test on Friday (or whichever day of the week you will teach the Day 4 lesson). Tell them that when they go to independent word work, they will practice spelling these words before choosing another activity.

SOCIAL SKILLS ASSESSMENT

Over the course of this week, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1). Access and print a record sheet from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 118–119 of the *Assessment Resource Book*. For more information, see "Social Skills Assessment" in the Assessment Overview of the *Assessment Resource Book*.

Teacher Note

You may wish to post the *Word Study Notebook* page number for the spelling practice in the word work area for the students to refer to during Independent Work.

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Day 2 Word Study
Review Reading Longer Words

Materials
- "Week 29, Day 2 Words" (WA1)

In this lesson, the students:
- Review reading words with affixes
- Read words with multiple affixes
- Listen respectfully to the thinking of others and share their own

1 Gather and Review Prefixes and Suffixes

Gather the class with partners sitting together, facing you. Remind the students that this year they have learned many prefixes and suffixes. Ask and briefly discuss:

Q *What do you know about prefixes and suffixes?*

Q *Why is it important to know about prefixes and suffixes?*

Facilitation Tip
Reflect on your experience over the past two weeks with **asking questions once** without repeating or rewording the. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students' attentiveness and responsiveness in discussion? We encourage you to continue to use and reflect on this technique as you facilitate class discussions in the future.

2 Review the Affixes *-able*, *-ible*, and *-un*

Review that last week the students learned the suffixes *-able* and *-ible*, which mean "able to be." Write *readable* where everyone can see it and read it aloud. Ask and briefly discuss:

Q *Based on what you know about the suffix* -able, *what do you think* readable *means?*

If necessary, explain that if something is readable, they can read and understand it. Write *unreadable* below *readable*. Ask:

Q *What do you think* unreadable *means? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share. Explain that today the students will read words with different prefixes and suffixes.

3 Read the Words

Display the "Week 29, Day 2 Words" activity (WA1). Point to *successful* and read it aloud. Ask:

Q *What is the base word in* successful*? What is the suffix? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share. Explain that to be successful means to do or finish something you wanted to do. Use the word in a sentence. (For example, "We were successful in taking care of our class guinea pig all year.") Click to reveal *successfully* and have the students read the word. Use the word in a sentence. (For example, "We took care of the guinea pig successfully.") Click to reveal *unsuccessfully* and have the students read

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the word. Use it in a sentence. (For example, "I tried unsuccessfully to teach the guinea pig a trick. I couldn't do it.")

Use the same procedure for each group of words on the list.

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

enjoyable: fun to do

predict: say what you think will happen

successful	unenjoyable	important	unpredictable
successfully	forget	importantly	hopefully
unsuccessfully	forgetful	predict	hopefulness
enjoyable	forgetfully	predictable	hopelessness

4 Wrap Up

Tell the students that in the next lesson they will sort the words they read today.

Word Study
Pair Sort (Open)

Day 3

In this lesson, the students:

- Sort words with multiple affixes
- Work responsibly in pairs

Materials:

- "Week 29, Day 3 Sort" (WA2)
- Copy of "Week 29, Day 3 Sort" (BLM1) for each pair
- Scissors for each pair
- *Word Study Notebooks* (in student toolboxes)
- Pencils
- "Class Assessment Record" sheet (CA1)

1 Gather and Review Words

Have the students bring their pencils, pick up their independent work toolboxes, and gather with partners sitting together, facing you. Have them put their toolboxes on the floor next to them. Remind the students that in the last lesson they read words with prefixes and suffixes. Tell the students that today partners will work together to sort these same words.

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2 Review the Words

Display the "Week 29, Day 3 Sort" activity (WA2) and read the words with the students, first the base word and affixes and then the whole word.

successful	enjoyable	importantly	forgetful
forgetfully	hopefulness	predict	successfully
hopefully	unenjoyable	unpredictable	hopelessness
unsuccessfully	forget	predictable	

Explain that one way they could sort the words is by base word. Ask:

Q *What is another way to sort these words? Which words can you group together? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share.

3 Sort in Pairs

Distribute a copy of "Week 29, Day 3 Sort" (BLM1) and scissors to each pair of students. Have each pair refer to the steps on the "Word Sort Steps" chart to cut apart and sort the words and then record their sort in their *Word Study Notebooks*. Circulate and observe as the students work.

Teacher Note

If your students need support, you might use the "Week 29, Day 3 Sort" activity (WA2) to sort a few words as a class.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to read the words?
- Are the pairs able to come to agreement on how they will sort?
- Are they able to sort the words into established categories?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 103 of the *Assessment Resource Book*.

4 Reflect on Partner Work

Ask and briefly discuss:

Q *What did you do to work well with your partner today?*

Have a few volunteers share their thinking.

Tell the students that next week they will talk about how Word Study has helped them learn to read longer words this year.

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Word Study
Spelling Test

Day 4

In this lesson, the students:

- Spell contractions
- Handle materials responsibly

Materials

- "Week 29, Day 4 Spelling Words" (WA3)
- Lined paper and a pencil for each student

1 Get Ready to Spell

Have the students stay in their seats today.

2 Spelling Test

Distribute paper and pencils to the students. Have them write their names at the top and number the first eight lines 1 to 8.

Begin the test. Say "Number one: I'm." Use *I'm* in a sentence. Say *I'm* again. Have the students write *I'm*. Allow enough time for all the students to finish before moving on to the next word.

Repeat this procedure for the remaining spelling words.

1.	I'm	"I'm going to ring the chimes when it is cleanup time."
2.	I'll	"I'll wait for you to put away your pencils and scissors."
3.	we'll	"We'll talk more about reading longer words next week."
4.	can't	"Celine can't open the door. It is locked."
5.	won't	"We won't come to school on Saturday."
6.	don't	"You don't stay inside on sunny days."
7.	isn't	"It isn't time for lunch yet."
8.	doesn't	"Ramon doesn't like to play football."

3 Check and Correct the Words

After the students are finished writing the last word, display the "Week 29, Day 4 Spelling Words" activity (WA3).

Have the students check their work and correct mistakes.

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4 Reflect on Spelling

Have the students reflect on spelling. Ask:

Q *What is challenging about spelling contractions?*

Have a few volunteers share their thinking with the class. Tell the students that this is the last week of spelling tests this year.

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make several copies of "Week 29, Day 3 Sort" (BLM1) to place in the word work area.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you continue to teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 30 OVERVIEW

Whole-class Instruction

Word Study 544

This week, the students hear and discuss the book *Max's Words*, analyze words from the story, and identify word categories the character Max uses in making his own word collection. On Day 3, the students create word collections by searching their *Word Study Notebooks* for words that belong in categories from the story. They end the year by making calligrams for words they like.

Independent Work Check-in 555

Because this is the last week of the program, we suggest that on the day of the week you do not teach Small-group Reading you observe how the students use the independent work routines, procedures, and work habits, and record your observations on the "Independent Work Observation Class Assessment Record" sheet. Then facilitate a class discussion about what has gone well and what the students have enjoyed about working independently this year.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week, you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might incorporate into independent work areas this week:

Word Work:

- "Week 29, Day 3 Sort" (see "Independent Work Connection" on page 538)
- Magazines and newspapers (see "Independent Work Connection" on page 554)

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Week 30

RESOURCES



Read-aloud

- *Max's Words*

Assessment Resource Book

- Week 30 assessments

Word Study Notebook

- Word Sorts

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Independent Work Observation Class Assessment Record" sheet (CA1)

Reproducibles

- "Word Collection" (BLM1)
- "Calligrams" (BLM2)

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DO AHEAD

Word Study

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Word Collection" (BLM1). Make enough copies for each pair of students to have one.

✓ Prior to Day 3, familiarize yourself with the Day 3 Practice Words.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 104 of the *Assessment Resource Book*.

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Calligrams" (BLM2). Make enough copies for each student to have one.

✓ Prior to Day 4, you may want to practice drawing a calligram (see Step 2).

Independent Work Check-in

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Independent Work Observation Class Assessment Record" sheet (CA1); see page 122 of the *Assessment Resource Book*.

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Study (20)	Word Study (20)		Word Study (20)	Word Study (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Word Study

Max's Words

by Kate Banks,

illustrated by Boris Kulikov

Max wants to start a collection like his brothers' stamps and coins, and he hits upon the idea of collecting words.

Day 3
Practice Words

collection	newspapers
continued	quicker
crocodile	reminded
different	scrambled
hundred	slithered

Academic Focus

- Students categorize Word Study words.
- Students apply what they have learned to read polysyllabic words.
- Students review Word Study words.
- Students listen to and discuss a story.
- Students create calligrams.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students handle materials responsibly.

Day 1 Word Study

Read-aloud

Materials

- *Max's Words*
- "Max's Word Collection" (WA1)

In this lesson, the students:

- Listen to and discuss a story
- Participate responsibly

1 Gather and Get Ready to Read

Gather the class with partners sitting together, facing you. Explain that this is the last week of Word Study lessons this year. This week the

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students will talk and think about what they have learned about words and about words they like.

Explain that the students will hear a story read aloud. They will talk about the story and think about the words in it. Ask and briefly discuss:

Q *What will you do to listen respectfully to the story?*

2 Read *Max's Words* Aloud and Discuss

Show the cover of *Max's Words* and read the title and the author's name aloud. Ask and briefly discuss:

Q *What do you think this story might be about?*

Read pages 1–9 aloud slowly and clearly, showing the illustrations as you read, and stopping as described below. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading the sentence, and continuing. (For example, "'Everyone admired it'—*admired* means 'looked at with enjoyment'—'Everyone admired it.'")

Suggested Vocabulary

admired: looked at with enjoyment (p. 4)
arranging: putting in order (p. 20)
scrambled for: hurried to get (p. 26)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:
collected: gathered together (p. 4)

Stop after:

p. 9 "And he spread them across his desk."

Ask:

Q *Why does Max want to collect words?*

> **Students might say:**
> "He wants to collect words because he wants to have a collection like his brothers."
> "His brothers won't share their coins and stamps, so Max has to make his own collection."
> "Max's brothers get attention for their collections, and Max wants a collection, too."

Explain that in the story, Max will pick several different categories for his words and that you will keep a list of the kinds of words Max collects. Display the "Max's Word Collection" activity (WA1) and write *small words* on it.

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Teacher Note

The words on pages 10 and 11 are written as *calligrams*: the words are drawn in a way that shows their meaning. The students may enjoy looking closely at the illustrations on this page.

Continue reading, stopping after:

p. 11 "Park, baseball, dogs, hugs"

Ask:

Q *First, Max collects small words. What kinds of words does he collect next?*

Add *bigger words* and *words that make him feel good* to the "Max's Word Collection" activity (WA1) as the students share those answers.

Continue reading, stopping after:

p. 13 "Iguana"

Ask:

Q *What other kinds of words does Max collect?*

Add *words of things he liked to eat*, *words that were spoken to him*, *his favorite colors*, and *words he did not know* as the students share these answers.

WA1

Max's Word Collection

small words

bigger words

words that make him feel good

words of things he liked to eat

words that were spoken to him

his favorite colors

words he did not know

Continue reading, stopping after:

p. 19 "'Let's see,' said Max."

Ask:

Q *What has happened in the story so far? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Continue reading to the end of the story. Then ask:

Q *What happens in the rest of the story? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Teacher's Note

Your students may not know how to interpret pages 30–31. You may choose to point out the smiles on the boys' faces to support comprehension.

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Then ask and briefly discuss:

Q *Do you think* Max's Words *has a happy ending? Why do you think that?*

> **Students might say:**
>
> "The book has a happy ending because Max and his brothers have fun writing stories together."
>
> "The book has a happy ending because Max gets a coin and a stamp like he wanted."

If the students struggle to answer this question, ask additional questions, such as:

Q *Did Max create a collection?*

Q *How do you think he feels about his collection? What in the story makes you think that?*

Q *Did he get the coins and stamps he wanted?*

Q *What makes Max's collection different from the others?*

3 Reflect on *Max's Words*

Ask and briefly discuss:

Q *What did you like about* Max's Words*?*

Tell the students that in the next lesson they will think more about *Max's Words* and about words they have studied this year.

Teacher Note

You may wish to show the students specific pages in the book to support their understanding of the text. For example, you might show pages 28–29, on which Max gives away words.

Teacher Note

Save the completed "Max's Word Collection" activity (WA1) to use on Day 2.

Word Study
Review Word Study

Day 2

In this lesson, the students:

- Review Word Study words
- Categorize Word Study words
- Listen respectfully to the thinking of others and share their own

Materials

- "Max's Word Collection" (WA1) from Day 1
- "Word Collection" (WA2)
- *Word Study Notebooks* (in student toolboxes)
- Pencils
- Copy of "Word Collection" (BLM1) for each pair

1 Review *Max's Words*

Have the students bring their pencils, pick up their independent work toolboxes, and sit at tables with partners together. Show the cover of *Max's Words* and review that in the last lesson, the students heard this story and talked about the book. Ask and briefly discuss:

Q *What do you remember about the story* Max's Words*?*

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Explain that partners will work together today to sort words. Ask and briefly discuss:

Q *What can you and your partner do to work well together today?*

2 Sort Words

Display the saved "Max's Word Collection" activity (WA1) from Day 1 and review the categories Max used to collect words by reading the entries aloud.

Explain that partners will work together today to create their own word collections. Then display the "Word Collection" activity (WA2). Explain that the chart shows the categories from the book and two more categories: "words for things you find outside" and "words that are fun to say." Explain that you will sort some of the words the class studied this year by writing them under the appropriate category headings on the chart.

> **You might say:**
>
> "We have studied hundreds of words this year in Word Study. We've sorted these words in different ways. Today we will sort some of the same words into different categories, starting with the categories Max uses in the book."

WA2

small	bigger	feel good
eat	spoken	colors
did not know	find outside	fun to say

Explain that you will begin by looking for words that fit into Max's first category "small words." Borrow a student's *Word Study Notebook* and page through the book. As you come to small words (such as *my*, *cry*, *see*, *zip*), write them under the category heading "small."

Ask the students to take their *Word Study Notebooks* from their toolboxes and look for small words that can be added to the chart. After a moment, ask:

Q *What words did you find that we can add to the "small words" category?*

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Have two or three students share their thinking with the class; add the words the students suggest to the chart.

Tell the students that you will work on one more category as a class, and then partners will look for words together. Explain that this time the students will look for words that belong in the "words that make you feel good" category. Ask:

Q *What words in your notebook belong in the "words that make you feel good" category?*

Give the students a few moments to look through their notebooks, and then have a few volunteers share. Add the words they suggest to the chart.

Explain that the students will now work in pairs to look for words that belong in Max's categories.

Distribute a copy of "Word Collection" (BLM1) to each pair of students. Read the category headings with the students. Have each pair choose words from their *Word Study Notebooks* and record them under the appropriate category heading. Tell the students that it is fine if they do not agree on every word they collect. What is important is that they explain their thinking to each other. Explain that they will record all the words either partner can explain.

3 Reflect on Words

Refer to the "Word Collection" activity (WA2) and ask:

Q *What is a word you wrote under the category name "feel good"?*

Have several students share their ideas, and record the words on the chart. Then ask:

Q *What is a word you wrote under the category name "fun to say"?*

Have several students share their ideas, and record the words on the chart. Ask:

Q *What do you notice about the words in the two categories we just talked about?*

Tell the students that in the next lesson they will talk more about words in the book *Max's Words* and about ways to read longer words.

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Day 3

Word Study

Review Reading Longer Words

Materials

- "Words from *Max's Words*" (WA3)
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Read words from *Max's Words*
- Apply what they have learned to read polysyllabic words
- Listen respectfully to the thinking of others and share their own

1 Gather and Get Ready to Read

Gather the class with partners sitting together, facing you. Remind the students that in the last lesson they talked about collecting different kinds of words and partners looked in their *Word Study Notebooks* for words that fit in different categories. Explain that today the students will use what they have learned about reading longer words to read words from *Max's Words*. Point out that it would not have been possible for you to read the book aloud to the class if you had not been able to read these longer words.

2 Read the Words

Display the "Words from *Max's Words*" activity (WA3). Point to *quicker*. Without reading it aloud, ask:

Q *Think of the spellings, prefixes, and suffixes we have studied this year. What have you learned this year that helps you read this word? What is the word?*

> **You might say:**
>
> "In this first word, I see *e-r* at the end, and we learned that *e-r* stands for /ər/. I will cover the ending and read the base word, *quick*. The word is *quicker*. I know that *e-r* can mean 'more' or it can mean 'a person who.' 'I'm pretty sure the *-er* in quicker means 'more' and that the word *quicker* means 'more quick,' so I'm going to try it in a sentence. 'A car is quicker than a bicycle.' That definitely sounds right, so *quicker* must mean 'more quick' or 'faster.'"

Click to reveal the next word, and repeat the process. Have the students analyze and read each word as you reveal it.

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WA3

quicker	collection
hundred	different
scrambled	slithered
newspapers	crocodile
reminded	continued

CLASS ASSESSMENT NOTE

After the lesson, ask yourself:

- Are the students able to read the words?
- Are they able to use strategies they have learned to analyze the words?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 104 of the *Assessment Resource Book*.

3 Reflect on Words

Ask:

Q *If you wanted to help a younger student read the word [*collection*], what might you say to help him? Turn to your partner.*

After a few moments, signal for the students' attention and have a few students share their thinking.

Tell the students that in the next lesson they will think and talk more about the words in *Max's Words*.

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Day 4

Word Study
Create Calligrams

Materials

- *Max's Words*
- "Calligrams" (WA4)
- Copy of "Calligrams" (BLM2) for each student
- Crayons, markers, or colored pencils

In this lesson, the students:

- Explore words
- Create calligrams
- Handle materials responsibly

1 Introduce Calligrams

Have the students stay at their desks. Display the "Calligrams" activity (WA4) and ask:

Q *What do you notice about these words?*

Have a few volunteers share their thinking with the class. Explain that words written this way are called *calligrams*. Ask:

Q *What do you think a calligram might be?*

Have a few volunteers share their thinking with the class.



WA4

Explain that a *calligram* is a word that is drawn in a way that shows its meaning. Refer to each illustration and ask:

Q *Why do you think this is a calligram?*

> **Students might say:**
>
> "It's a calligram because the word is *baseball* and it's written like a baseball bat."
>
> "That's a calligram because the word is *hug* and the *h* and *g* have arms that are hugging each other."
>
> "The word is *hungry* and it looks like there is a bite taken out of it, like somebody got hungry."

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2 Model How to Draw Calligrams

Tell the students that today they will draw their own calligrams. Explain that it is easiest to make a calligram from a word that makes a picture in their minds.

Ask the students to picture what comes to mind when they hear the word *birthday*. Write the word *birthday* and a few student responses where everyone can see them.

Ask the students to share other words that make pictures in their minds. For each word, record a few student suggestions for images. After generating a list of 7–10 words, model drawing the word *birthday* as a calligram.



3 Draw Calligrams

Explain that students can select one of the words from the list of ideas the class generated, or they may select their own words. Explain that each student will get a sheet to draw their calligrams. Distribute "Calligrams" (BLM2) to each student. Discuss the two examples and point out the four spaces. Tell the students that they will use these spaces to experiment with drawing calligrams.

When students have created a draft they like, they can turn the paper over and draw their favorite calligram in color on the other side of the paper.

4 Reflect on Word Study

Explain that this is the final Word Study lesson for the year. Ask:

Q *What have you liked most about reading words this year? Turn to someone sitting next to you.*

Teacher Note

You might choose to display the students' final calligrams on a bulletin board or bind them together in a class book.

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After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Independent Work Connection

For this week's Independent Work, we suggest the following:

- Provide magazines and newspapers in the word work area. Have the students choose and cut out words they like and glue them to sheets of paper to make collections. You may wish to have the students share their collections and explain why they chose these words.

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Independent Work OVERVIEW

This is the last week in the *Being a Reader* program. The students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

Because this is the last week of the program, we suggest that on the day of the week you do not teach Small-group Reading, you observe how the students use the independent work routines, procedures, and work habits, and record your observations on the "Independent Work Observation Class Assessment Record" sheet (CA1); see page 122 of the *Assessment Resource Book*. Then facilitate a class discussion about what has gone well and what the students have enjoyed about working independently this year.

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Appendix A

MINI-LESSONS

Teaching a Procedure for Gathering

Mini-lesson 1

DO AHEAD

✓ Plan a space in the classroom, such as a rug area, for the whole class to gather. If a rug area is not available, plan how the students will sit in their chairs facing you. Keep in mind that the space should allow for students to easily turn to their partners and talk. The students should sit close enough to see the lesson materials.

In this lesson, the students:

- Learn and practice the procedure for gathering
- Gather in a responsible way

1 Learn and Practice the Procedure for Gathering

Explain that at the beginning of many lessons, the students will gather together. Direct their attention to the gathering area. Model where you will sit and explain where you would like the students to sit. Before asking the students to move, state your expectations for how to gather in an orderly way.

> **You might say:**
>
> "I expect you to walk quietly and quickly to the gathering area without bumping into one another, and I expect you to sit down and wait quietly until everyone else is seated."

Have the students practice gathering. As they practice, comment on what you observe without mentioning any of the students' names.

> **You might say:**
>
> "I notice people are sitting toward the front of the rug so that others can sit behind them."

If necessary, have the students return to their seats and practice the procedure until they are able to gather in an orderly way.

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2 Reflect on Gathering

Tell the students that when they work *responsibly*, they act in ways that help them learn and work well with their classmates. Tell the students that one way to work responsibly is to gather in a calm and orderly way. Without mentioning any of the students' names, offer your own observations.

> **You might say:**
> "I noticed students taking seats in the gathering area and waiting there quietly until everyone else was seated."

Teacher Note
When you focus on describing appropriate behavior, the students learn what it means to work responsibly, and they develop the intrinsic motivation to do so.

Ask and discuss:

Q *What might we want to work on doing better the next time we gather?*

Tell the students that this is the way you expect them to gather for lessons. Then explain how you expect them to return to their seats or transition to the next activity. If necessary, practice the procedure until the students are able to return to their seats or transition to the next activity in an orderly way.

Mini-lesson 2

Teaching a Procedure for "Turn to Your Partner"

DO AHEAD

✓ Decide how you will randomly assign partners to work together for Word Study and Independent Work. For suggestions about assigning partners, see "Random Pairing" and "Cooperative Structures" in the Introduction. For more information, view "Cooperative Structures Overview" (AV1).



In this lesson, the students:

- Learn and practice the procedure for "Turn to Your Partner"
- Listen respectfully to the thinking of others and share their own
- Work in a responsible way

Teacher Note
The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in whole-class and small-group instruction to increase students' engagement and accountability for participation. The students may have different partners when they work in small groups than they do in whole-class lessons.

1 Pair Students and Practice the Procedure for Gathering with Partners

Tell the students that they will often work with partners during lessons. Explain that working with partners gives everyone a chance to talk

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about what they are thinking and learning before sharing their ideas with the class.

Randomly assign partners and make sure they know each other's names. Explain and model how you would like pairs to gather, sitting together and facing you, and then have them gather. If pairs have difficulty gathering in an orderly way, ask them to return to their seats and practice the procedure.

Teacher Note

To see an example, view "Using 'Turn to Your Partner' " (AV2).

2 Introduce "Turn to Your Partner"

Explain the "Turn to Your Partner" procedure.

> **You might say:**
>
> "Sometimes I will ask a question and say, 'Turn to your partner.' When you hear this, you will turn to face your partner and take turns talking about the question. When I raise my hand, you will finish what you're saying, raise your own hand so others can see the signal, and turn back to face me."

Teacher Note

Using a signal that the students will notice but that does not interrupt their discussion, such as a raised hand, allows them to finish what they are saying before turning back to face you.

3 Model and Practice "Turn to Your Partner"

Have a student act as your partner, and model turning to face each other and introducing yourselves by your full names. Turn back to the class. Point out that you and your partner looked at each other as you talked, and explain that looking at your partner is important because it is one way to show that you are listening. Also point out that you and your partner took turns talking and listening. Explain that it is important for the students to take turns so that each partner gets a chance to talk.

Have partners turn and introduce themselves. After a moment, raise your hand and have them turn back to face you. Practice again by asking:

Q *What is an animal that you like? Turn to your partner.*

Have partners take turns talking about their thinking. After a moment, signal for their attention and have a few volunteers briefly share what they discussed with the class.

If the students need further practice with "Turn to Your Partner," have partners practice again by asking:

Q *What is a food you like to eat? Turn to your partner.*

Q *What is something you like to do after school? Turn to your partner.*

ELL Note

A cooperative structure like "Turn to Your Partner" supports students' language development by providing frequent opportunities for them to talk about their thinking and listen to the thinking of others.

Teacher Note

Notice that you ask the question *before* saying, "Turn to your partner." This gives all the students a chance to hear and consider the question before moving to face their partners.

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4 Reflect on "Turn to Your Partner"

Tell the students that when they work *responsibly*, they act in ways that help them learn and work well with their classmates. Ask and briefly discuss:

- Q *What did you and your partner do to act responsibly during "Turn to Your Partner"?*
- Q *In what ways did "Turn to Your Partner" go well?*
- Q *What might you do differently next time?*

Have the students return to their seats or transition to the next activity.

Mini-lesson 3

Teaching a Procedure for "Think, Pair, Share"

DO AHEAD

✓ Before teaching this lesson, teach the procedure for "Turn to Your Partner" using Mini-lesson 2, "Teaching a Procedure for 'Turn to Your Partner.'" For more information, view "Cooperative Structures Overview" (AV1).

In this lesson, the students:

- Learn and practice the procedure for "Think, Pair, Share"
- Listen respectfully to the thinking of others and share their own
- Work in a responsible way

Teacher Note

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in whole-class and small-group instruction to increase students' engagement and accountability for participation. The students may have different partners when they work in small groups than they do in whole-class lessons.

1 Practice the Procedure for Gathering with Partners

Tell the students that today they will practice gathering with their partners. Remind them that working with partners gives everyone a chance to talk about what they are thinking and learning before sharing their ideas with the class.

Have the students practice gathering with their partners. If necessary, ask them to return to their seats, and then practice the procedure until they are able to gather in an orderly way.

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2 Introduce "Think, Pair, Share"

Remind the students that they have used "Turn to Your Partner" to talk in pairs. Explain that today they will learn a new way to talk with their partners called "Think, Pair, Share."

Tell the students that "Think, Pair, Share" is like "Turn to Your Partner." The difference is that the students think by themselves before they talk in pairs. Explain the procedure for "Think, Pair, Share."

> **You might say:**
>
> "Sometimes I will ask a question and then you will think about it quietly for a moment. When I say, 'Turn to your partner,' you will turn to face your partner and take turns talking about the question. When I raise my hand, you will finish what you're saying, raise your own hand so others can see the signal, and turn back to face me."

3 Model and Practice "Think, Pair, Share"

Have a student act as your partner to help you model "Think, Pair, Share." Model "Think, Pair, Share" with the student volunteer by asking:

Q *What is something you do in the morning to get ready for school?*

Model pausing for 5–10 seconds to think about the question. Then, with your partner, model turning to face each other and taking turns answering the question, listening to each other, and speaking clearly. Turn back to the class and point out that you paused to think about the question before taking turns talking and listening.

Have the students practice "Think, Pair, Share" by asking:

Q *What is something you like to do in school?* [pause] *Turn to your partner.*

Have partners take turns talking about their thinking. After a moment, signal for their attention and have a few volunteers briefly share what they discussed with the class.

If the students need further practice with "Think, Pair, Share," have partners practice again by asking:

Q *What do you like to do in your free time?* [pause] *Turn to your partner.*

Q *What can you do to be a good partner?* [pause] *Turn to your partner.*

4 Reflect on "Think, Pair, Share"

Tell the students that when they work *responsibly*, they act in ways that help them learn and work well with their classmates. Ask:

Q *What did you do to be a good partner today?*

Q *What can you do to be a better partner next time?*

Teacher Note

To see an example, view "Using 'Think, Pair, Share' " (AV3).

ELL Note

A cooperative structure like "Think, Pair, Share" supports students' language development by providing frequent opportunities for them to talk about their thinking and listen to the thinking of others.

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Teacher Note

By listening to your observations, the students will become more thoughtful about their social interactions over time.

If the students have difficulty answering the questions, share some of your observations without mentioning any of their names.

> **You might say:**
>
> "I noticed that partners let each other think quietly before starting to talk. I also noticed that partners looked at each other as they talked, and they didn't interrupt each other. This is important because it shows that you think what your partner is saying is important."

Use "Think, Pair, Share" to have partners first think about and then discuss:



Q *How does having time to think before you talk with your partner help you?* [pause] *Turn to your partner.*

Have the students return to their seats or transition to the next activity.

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Appendix
B

INDEPENDENT WORK RESOURCES

Introduction

The Independent Work component in the *Being a Reader* program provides students with constructive opportunities to learn to work independently and cooperatively without much teacher support or intervention. A key feature is teacher instruction and modeling during the first four weeks or the "foundation-setting" period. You model using different strategies, handling and sharing materials, and making choices. You then guide the students as they practice these skills and build their capacity to work independently and solve problems on their own. Each week, the work becomes increasingly student driven. By the end of Week 4, the students are able to rotate to and use their independent work skills and habits in three work areas around the room for 60 minutes. You can then use this time to work with small groups of students in differentiated reading groups.

The benefits of Independent Work are:

- The teacher has designated time to work on reading with individual students and small groups at their differentiated reading levels.
- The students learn to take responsibility for their own learning.
- The students have time for extensive practice on concepts and skills that are taught in a whole-class setting across the language arts block.
- The students develop confidence to take initiative and make choices.
- The students build stamina to read, write, and explore word-review and word-building activities on their own for 20 minutes at a time.

WHAT DOES INDEPENDENT WORK LOOK LIKE?

The first few weeks of Independent Work are devoted to laying the foundation for success in the classroom. The students are introduced to all three types of independent work (reading, writing, and word work), and they build stamina for working on their own at their seats with teacher support and guidance.

One of the most important goals of Independent Work is to help the students identify and practice work habits that allow them to work effectively and independently for longer periods of time. The early foundation-setting weeks are focused on helping the students develop these important work habits, which are charted and referred to throughout the year.

Beginning in Week 3, the students begin to work independently in reading, writing, and word work areas around the room, and they begin to rotate to these work areas each day. After

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Week 4, the students work in these areas with little teacher support, while you use this time to work with differentiated small groups of students.

Daily Lessons During Weeks 1–4

Independent Work lessons are held with the whole class. These lessons include short blocks of time for the students to explore independent reading, writing, and word work activities—first at their seats and then in work areas around the room. There is an explicit focus on developing effective work habits and on building the students' stamina to work on their own. Student work time builds from 5 to 10 to 20 minutes over these first weeks.

Developing Effective Work Habits

A significant focus during Weeks 1–4 is helping the students identify and practice work habits so they can work effectively and build stamina for independent work.

Work Habits

- Using a quiet voice
- Getting started right away
- Working for the whole time
- Handling materials responsibly
- Sharing materials fairly
- Putting materials away upon hearing the cleanup signal

One or two habits are focused on each week, and the students are given opportunities to discuss how they will use the work habits and why they are important. Each work habit is discussed, charted, and then revisited several times during this period. The students have multiple opportunities to talk about how they will use each work habit, what this looks like, and why it is important. The lessons provide support for modeling these work habits, reflecting on how the students are doing with using the work habits, and discussing possible solutions for any challenges that arise. In addition, the lessons guide you to ask reflective questions about how the students are using each work habit and how they might improve. We suggest that during the reflection at the end of each lesson you help the students brainstorm possible solutions for any challenges they are having using work habits.

Building Stamina and Independence

Students build their stamina for working independently during the foundation-setting weeks. At first the students read, write, and do word work independently for only 5 minutes at a time while you circulate around the room supporting those who need help. Over 3–4 weeks, this time is increased by amounts in step with what the students can manage, building up to 20 minutes of work time for each area: reading, writing, and word work. You first begin to stand aside, and then sit aside at the small-group reading table, while the students work

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on their own. By taking these gradual steps and intervening less over time, you signal to the students that they can work with greater independence and manage challenges that arise.

Independent Work in Week 5 and Beyond

After you have formed groups for Small-group Reading, you begin to bring the students in each small group to a table for differentiated instruction. During this time, the remainder of the students in the class rotate in groups to the three independent work areas around the room (reading, writing, and word work). They work for 20 minutes in each area, attempting to solve problems on their own.

To maintain Independent Work throughout the year after the foundation-setting weeks, the *Teacher's Manual* suggests a short check-in lesson each week, provided in this appendix. Additionally, we recommend returning to the process of modeling work habits, reflecting on how things are going, and brainstorming any necessary solutions throughout the year.

GETTING READY FOR INDEPENDENT WORK

During the foundation-setting weeks, the students work from bins at table groups (groups of students who sit at the same table or group of desks). Later, the students begin rotating through the work areas. In order to prepare your classroom, your students, and yourself for Independent Work—both the foundation-setting lessons as well the ongoing independent work rotations—we offer the following suggestions.

Setting Up Your Classroom

At the start of the school year, your classroom will need to be arranged in a way to best support learning during the foundation-setting lessons and then as independent work rotations during small-group reading instruction begin (as early as Week 5). You will need a space for the whole class to gather and three independent work areas for groups of students to gather, in addition to a small-group reading table, where you provide reading instruction. You will also need to dedicate space for the students to keep their independent work "toolboxes" (boxes in which to store their small-group reading books and other independent work materials).

Gathering

Plan a space in the classroom, such as a rug area, for the class to gather. If a rug area is not available, plan how the students will sit in their chairs facing you. Your setup should allow for partners to easily turn and talk to each other. For more information, see Mini-lesson 1, "Teaching a Procedure for Gathering," in Appendix A.

Independent Work Areas

During the foundation-setting weeks of independent work instruction, the students will work in their table groups using bins of materials that you prepare. Later, they transition from using these bins at their seats to working at specific independent work areas. For the foundation-setting weeks of instruction, you will need to fill these bins with appropriate

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materials. (For information about setting up your bins, including suggestions for materials, see "Preparing and Using Independent Work Bins, Areas, and Toolboxes" on page 569.) Later, as you transition to having the students work in the areas around the classroom, you will integrate the materials from these bins into those areas.

You will need to set up areas for reading, writing, and word work in your classroom. Suggestions are provided below.

Setting Up the Reading Area (Classroom Library)

The classroom library is one key to helping your students become better readers and lovers of reading. It also is integral to supporting students' ability to read independently. Beginning in Week 3, the students start to use the classroom library ("reading area"), where they choose and exchange books to keep in their toolboxes for their independent reading. Later, as the students become more established in their work habits, you may also offer the classroom library as a place for students to read during independent work rotations.

In the first few weeks, when the students are reading from bins in their table groups, you can use books from your classroom library to fill the bins. Later, as the students begin exchanging books in the library and then also reading in this area, you will need to have your library set up for them to do so.

Your library should have a wide range of fiction and nonfiction texts at various levels. For easy browsing, you might display books in boxes or baskets labeled with the name of the book category and/or a picture cue. Categories can include:

- Genres (such as mystery, science fiction, folktale, poetry, biography)
- Subjects or topics (animals, weather, school, sports)
- Themes (faraway places, friendship, growing up)
- Favorite authors or illustrators
- Popular series
- Student favorites
- Recent read-aloud texts
- Student-made books

A classroom library will ideally consist of at least 300–600 titles, although many teachers start with a smaller collection and add to it over time. The library should include a balance of fiction and nonfiction books. Consider also having a place to display charts and poems and to store big books in your library area.

Consider arrangements that could make your library an inviting place to read. You might add a beanbag chair, pillows, a rug, or other comfortable places to sit. You also might add some items

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that bring novelty to the library, such as old glasses with the lenses popped out for students to wear when they read or a collection of pointers for the students to use as they read big books and charts.

Discuss your expectations for the classroom library with your students. You might address the following:

- What are the rules and procedures for using the library?
- How many students can be in the library at any one time?
- What are the expectations for behavior in the library?
- What are the procedures for taking out and returning books?
- What are the cleanup procedures?

You will introduce the procedures for using the classroom library when the students begin to rotate to the independent work areas, and you may follow up during subsequent check-in lessons.

Setting Up the Writing Area

Ideally, the writing area in your classroom is a place to store bins that contain a variety of materials for writing and also a place where the students can work. Post the "Writing Ideas" chart that the students create in the whole-class sessions to the wall in or near the writing area. For suggestions about writing materials to incorporate into the bins and the writing area, see "Writing Notebooks and Writing Bins" on the next page.

Setting Up the Word Work Area

Ideally, the word work area in your classroom is a place to both store materials for word work and a place for the students to work during independent work rotations. The students can choose from a variety of materials in word work bins to engage in word-building, letter games, and more. For suggestions about word work materials, see "Word Work Bins" on the next page.

Preparing and Using Independent Work Bins, Areas, and Toolboxes

During the foundation-setting weeks of Independent Work, you will need bins to store reading, writing, and word work materials for the students to use. These bins rotate each day to give students opportunities to interact with a variety of different books (reading bins) and materials (word work and writing bins). You might choose to use plastic dish tubs, milk crates, or similar sized storage containers for your bins.

In addition to the suggestions on the following pages, an Independent Work Connections feature at the end of many Word Study lessons alerts you to additional suggestions for materials to incorporate into the bins or the independent work areas.

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Reading Bins (Foundation-setting Weeks)

The reading bins used during the foundation-setting weeks of independent work instruction can easily be created using books from your classroom library. Collect as many bins as you have table groups (or sets of desks). Fill each bin with a selection of fiction and nonfiction books in a variety of reading levels. You should have enough books in a bin so that each student in a table group is able to select five books from the bin. Label each bin so that you can keep track of the bin each table group uses, as you will rotate the reading bins among the table groups for the first weeks until you establish procedures for exchanging books in the reading area.

Writing Notebooks and Writing Bins

Students in grade 2 use a notebook for their independent writing. You will need to provide a writing notebook for each student, plus one for yourself to use in modeling. If you do not have access to premade composition or spiral notebooks, you can create notebooks using construction paper and plain paper. Write your name on the cover of your notebook and decide where you will keep the notebooks for the first week of foundation-setting instruction. After Week 1, the students will keep their writing notebooks in their toolboxes.

In Week 4, when the students transition to working in the writing area, you will want to add writing bins with supplies to this area. We suggest creating bins containing a variety of writing materials, such as:

- Pencils and erasers
- Colored pencils, markers, and crayons
- Paper—both lined and unlined in a variety of sizes
- Card-making materials
- Staplers

Word Work Bins

In grade 2, the goal of independent word work is to engage the students in language exploration through enjoyable activities and games and also to reinforce spelling, vocabulary, and word usage. The students begin word work in Week 2 with two types of activities: word work card games and word work activity sheets. In subsequent weeks, the students will have word sorts and other activities to do during independent word work. In Weeks 2–3, you will set up and create the materials for three bins: "Word Work Card Games," "Word Work Activity Sheets," and "Word Work Sorts."

The word work card games, activity sheets, and the word sort materials can be found as reproducibles on the CCC Learning Hub (ccclearninghub.org). Each week, the Do Ahead section in the Week Overview will alert you to any new materials to access and print. Additional Word Scramble reproducible activities can be found in General Resources on the CCC Learning Hub (ccclearninghub.org). When copies need additional preparation, such as cutting word or letter tiles apart and placing them into bags, you may choose to do so yourself or have the students prepare the materials as part of their work at the word work area.

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In Week 4, when the students transition from working at their seats to working in the word work area, you will add additional materials to this area for the students to choose from after they complete their weekly sorts. The following are some suggested materials for the word work area:

- Paper, pencils, markers, letter stamps, ink pads, and stencils
- Wipe-off boards and dry-erase markers
- Developmentally appropriate board games
- Tablet devices preloaded with appropriate apps (see the "Introduce a Tablet App" check-in lesson on page 606)

Independent Work Folders

The students are responsible for maintaining word work folders for papers they generate while working independently. Label these folders with the students' names, and encourage the students to be responsible for maintaining these in good shape in their toolboxes. The students will be generating work during word work that they will put in their folder at the end of the independent work rotation. As the students' work accumulates in their folders, you will need to determine and introduce a procedure for managing the papers. We suggest having the students take home or turn in any work they have finished or no longer want to work on. We suggest revisiting this procedure weekly or as the folders fill up.

Toolboxes

Beginning in Week 2, the students keep and manage their own independent work toolboxes. These toolboxes store the students' small-group reading books, word work folders, and other materials. You will need to provide each student with a box or an alternative, such as a book bin, magazine file, cereal box with the top and part of narrow side cut away, or resealable plastic bag (large enough to hold books). Label the toolboxes with the students' names, and encourage them to be responsible for maintaining these in good shape throughout the year.

Managing and Grouping Students for Independent Work Rotations

Independent work groups, unlike small-group reading groups, should include students at a variety of reading levels. Heterogeneous groups will allow for students to engage with and learn from one another as the students explore materials and activities in each of the independent work areas in ways that homogenous groups might not.

The students begin working in groups for independent work rotations in Week 3. Prior to Day 1 of that week, divide the class into three heterogeneous groups. Consider creating an "Independent Work Groups" chart that lists the students in each group. Choose easy-to-remember group names, such as colors, and consider color-coding the chart and placing a colored dot sticker on each student's toolbox.

Beginning as early as Week 5, you will begin pulling small groups of students for differentiated small-group reading instruction. The students in the rest of the class will

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rotate through the three independent work areas on the four days each week that you teach the Small-group Reading lessons. For management, you may additionally want to create a chart that shows the group rotations for each day.

Later in the year, if you feel your students are successfully rotating through the independent work areas and are staying engaged with their work during each rotation period, you may wish to move to a model in which students self-select their work areas. In this model, the students would self-manage their independent work choices, completing any assigned work and keeping track of their independent work choices over the course of the day or week. If you choose to move toward self-selection of work areas, we suggest you transition to this model slowly and with ample support for your students. Prior to the transition, share your expectations for self-selected independent work rotations with your students. Consider questions such as:

- Are there limits to the number of students who can be at one area at one time? How will decisions about who can work in each area be made?
- May a student work at one area for more than one rotation period in a day?
- Are there requirements as to how much time must be spent in each area daily? Weekly? Whose responsibility is it to track time spent and areas chosen? How will those choices be tracked and how will the information be shared?

As with all instruction surrounding students' independent work, we suggest you allow ample time for discussing, modeling, practicing, and reflecting upon the students' behavior during independent work rotations, whether you are using a rotation management chart or allowing the students to self-select their work areas. A "Self-selecting Work Areas" check-in lesson is provided (see page 602).

ABOUT THE CHECK-IN LESSONS

To maintain the students' ability to successfully work independently after the foundation-setting instruction is complete, continue to remind the students about the importance of independent work and the work habits by teaching a check-in lesson each week. Specific lessons are suggested in each week's instruction over the course of the year and are provided in this appendix. Although we do suggest a check-in lesson, you may choose to teach another lesson during any given week depending on the needs of your class. A series of three lessons on introducing blogging to your class is included for teachers who want to introduce technology into the writing area. A single lesson that supports you in introducing new apps to your students is also included, should you have tablet devices for the students to use, but it is not suggested in the weekly instruction.

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Familiarize yourself with these lessons so that you can easily choose a lesson for your class each week. To choose a lesson, consider how the students have been working independently and ask yourself questions such as:

- Might you need to introduce new materials to one of the work areas?
- Is the noise level in the classroom creeping up day by day?
- Would the students benefit from reviewing the "Independent Work Habits" chart?
- Will having the students share their writing increase motivation for the writing area?

Once you have selected a lesson, review the materials and any preparation needed for the lesson. Read the lesson and consider how you might adapt it for your particular needs.

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Check-in Share a Book

DO AHEAD

✓ Select a picture book to use for modeling (see Step 1).

✓ Write the following prompts where everyone can see them: *My book is _____, written by _____. The book is about _____. I like this book because _____. I think you'll like this book if _____.*

Materials

- Student toolboxes
- Written prompts, prepared ahead
- Picture book to use for modeling

In this lesson, the students:

- Share independent reading books in pairs
- Speak clearly
- Listen carefully

ABOUT THE SHARE A BOOK CHECK-IN LESSON

In this lesson, each student chooses an independent reading book to share with a partner. Sharing about books requires the students to think more deeply about their reading, and hearing about others' books allows them to get ideas for things they would like to read in the future.

1 Gather and Model Sharing a Book

Have the students pick up their toolboxes and gather with partners sitting together, facing you. Ask them to put their toolboxes on the floor in front of them. Review that the students have been reading books during independent reading and that today they will each choose one to share with a partner.

Direct the students' attention to the prompts you have written and read them aloud. Tell the students that they will use these prompts to help them share about their books, and that they can also share other things about their books.

Show the cover of the book you selected and ask the students to listen as you share the book with them.

> **You might say:**
>
> "My book is *Sheila Rae, the Brave* by Kevin Henkes. The book is about a mouse named Sheila Rae who isn't afraid of things like stepping on cracks in the sidewalk. I like this book because the story ends differently than how you'd expect. I think you'll like this book if you have ever felt brave or scared."

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Then ask and briefly discuss:

Q *What did you learn about my book?*

Q *Is [*Sheila Rae, the Brave*] a book you might want to read? Why or why not?*

Point out that you used the prompts to help you share your book. Tell the students that if they would like to share more about their books than the prompts suggest, they may do so.

2 Choose Books and Prepare to Share

Explain that now the students will each choose a book from their toolboxes to share with a partner. Have them look at the books in their toolboxes, each choose one to share, and hold the books in their laps.

When all of the students have books to share, ask:

Q *What can you do to make sure you and your partner both have a chance to share?*

Have a few volunteers share their thinking with the class. Explain that the students should be ready to share what their partners talked about.

Direct the students' attention to the prompts and read them aloud again. Ask the students to use the prompts to think quietly for a moment about what they will say about the books they chose.

3 Share Books in Pairs



Have partners turn to face each other and take turns sharing their books. As they share, walk around and observe, assisting as needed. After a few minutes, remind partners to change roles, if necessary.

After 5–10 minutes, signal for the students' attention; then ask:

Q *What book did your partner share with you? What did you learn about the book?*

Q *Would you like to read your partner's book? Why or why not?*

Have a few volunteers share with the class.

4 Reflect on Sharing Books

Ask and briefly discuss:

Q *What did you like about sharing books today?*

Follow-up Tip

Over the next few days, have any students who want to share their books with the whole class do so at the beginning and end of independent work time. After each student shares, ask and discuss:

Q *What did you find out about [Zane's] book?*

Q *What questions do you have for [Zane] about his book?*

Teacher Note

Repeat this check-in lesson at other times during the year or whenever the students have independent reading books they want to share.

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Check-in

Blogging 1

DO AHEAD

- ✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Blogging Permission Slip" (BLM1). Make enough copies to send one home with each student. Collect a signed permission slip from each student before teaching this lesson.
- ✓ Visit the CCC Learning Hub (ccclearninghub.org) to access "Primary Class Blog Resources" (BLM2), and choose one to share with your students as an example. Decide which features of the blog you will share and discuss with the students (see Step 2).
- ✓ Create your own class blog and create a page for yourself and each student, linked from the home page. For information about creating a class blog with student links, view the "Preparing a Class Blog" tutorial (AV25) and the "Preparing Student Blogs" tutorial (AV26). After selecting a blogging platform, familiarize yourself with the procedures so that you can introduce them to the students in Step 3.


AV25


AV26

- ✓ Bookmark the blog to display on the whiteboard in Step 3.
- ✓ Prepare the computers so that the students can easily access the class blog when they are ready to post. Set the privacy settings on the blog so that only you and the students can access it. For more information, view the "Setting Up Student Blog Access" tutorial (AV27).



- ✓ Prepare a chart titled "Our Class Blogging Rules" (see Step 4).
- ✓ Find out if your school has an acceptable use policy that the students and their families need to sign before the students can use the computers. Be prepared to review it with the students in Step 4.
- ✓ Select a piece of your own writing and practice posting it to the blog to prepare for the modeling you will do in Step 5.

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In this lesson, the students:

- Learn about blogs and explore a sample class blog
- Reflect on class blogging rules
- Learn how to create a blog post
- Discuss sharing computers fairly

ABOUT THE BLOGGING CHECK-IN LESSONS

In the blogging check-in lessons, the students learn about and explore class blogs. They learn how to post their writing, how to comment on others' posts, and how to add other blog features such as header images, photographs, video clips, and styled text using computers in the independent writing area. They discuss the class blogging rules and reflect on what it means to blog safely and respectfully.

This lesson can be adapted for any blogging platform you have selected.

Materials

- Student toolboxes
- Whiteboard with a sample class blog displayed, prepared ahead
- Bookmarked class blog, prepared ahead for projection onto the whiteboard
- "Our Class Blogging Rules" chart, prepared ahead, and a marker
- Self-stick notes

Teacher Note

This lesson will take 40–45 minutes.

1 Gather the Students and Introduce Blogging

Have the students pick up their toolboxes and gather with partners sitting together, facing the whiteboard.

Remind the students that the Internet is a worldwide resource that millions of people use every day. Using the Internet, or going online, can connect the students to the world and allow them to find interesting facts and information. Tell the students that today you will show them a type of website on the Internet called a *blog*. Explain that a *blog* is a website on which people share information about themselves and show what they are doing and learning.

Ask and briefly discuss:

Q *Have you ever read a blog on the Internet? If so, what was it about?*

2 Explore and Discuss a Class Blog

Tell the students that some teachers and students create blogs to share what they are learning in school. Point out that a blog is like a bulletin board in the classroom, but that it is on the Internet so it can be viewed by people close-by and far away.

Direct the students' attention to the sample class blog displayed on the whiteboard, and point to and read aloud the title of the blog. Next, point out several features of the blog, such as recent posts by the teacher, recent posts by the students, and other useful links or menus.

Ask and briefly discuss:

Q *What do you see on this class's blog? What do you like about it?*

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Point out that class blogs help you learn information about the teacher and the students. Ask:

Q *What is something you learned about the students or the teacher from their class blog?*

Have a few students share their thinking with the class.

3 Introduce Your Class Blog

Tell the students that you have created a class blog. Explain that it is a place where you will share what is happening in the class, what the students are learning, and tell about any special events. Point out that for now, only you and the students will be able to read the blog. Later, you will give the students' families access so that they can also read the blog.

Display the class blog, log in, and point to and read the title of the blog aloud. Read aloud the information you have already posted; then have partners discuss:



Q *What do you see on our class blog? Turn to your partner.*

Signal for the students' attention and have one or two pairs share with the class. Explain that the students will have the chance to post, or share their learning, on the blog using computers during independent writing time. Point to the links with the students' names and explain that each link leads to a student's own page on the blog. Then log out and close the blog page.

Teacher Note

Because you will demonstrate how to access the blog and log in in Step 5, you will need to close the page after this step.

4 Discuss the Class Blogging Rules

Explain that you will show the students how to post their writing on the blog, but that first you will discuss some rules they need to follow to stay safe when they go online and post to the blog.

Tell the students that before they post something, they each need to log in to the blog by typing a username as well as a password that you will give them ahead of time. Explain that passwords are private and that the students will not share their passwords with anyone. Also, they will use only their first names when they use the site, and they will not share other any contact information such as phone numbers and e-mail addresses. Point out that whenever they use a computer in school, they need to follow the school's computer rules.

Post the "Our Class Blogging Rules" chart and read aloud each rule to the class.

Teacher Note

If your school has an acceptable use policy that the students and their families need to sign before they students can use the computers, review it with the students and confirm that the search engine settings are set to "Strict," Safe," or a comparable mode.

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Our Class Blogging Rules

We follow all school computer rules.

We keep contact information private.

We keep passwords private.

Use "Think, Pair, Share" to discuss why each rule is important. Ask:

Q *Why is it important to [keep your passwords private] when blogging?* [pause] *Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "If other people know our passwords, they can change our posts."
>
> "The blog will share what we are learning in class, and people don't need to know how to e-mail us."
>
> "We are not allowed to use the computers if we don't follow the school's rules."

Explain that you would like the students to commit to following these rules before posting on the blog.

5 Model How to Create a Post

Direct the students' attention to the whiteboard and tell them that now you will show them how to create a post on the blog. Demonstrate how to find the blog and then how to log in using a username and password. Review that you will give each of the students individual passwords and that you will always know the passwords if they forget them. Review that they will post on their own page of the blog, and point to the menu with the students' names. Explain that when a student clicks her name, her own page will appear.

Ask the students to watch and listen as you model and describe each step for adding a post.

Teacher Note

If the students will use tablets in the independent writing area, model creating a post with a tablet rather than with a computer.

Teacher Note

For information about choosing and managing student passwords, view the "Blogging Tips and Tricks" tutorial (AV28).

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You might say:

"When I click **New Post**, a window appears for me to add my writing. I want to post a poem I wrote last week titled 'Golden Fields.' I see a box for the title, so I will type it there. [Type in the title.] I will type my poem in the large box below. [Type in the poem.] Before I save it, I will read it again to make sure it is correct and that I am happy with what I wrote. When I am ready, I need to choose **Draft**, **Review**, or **Publish**. I am going to click **Draft** to save my writing so that I can work on it later. When you post your writing, if you want to save it and work on it later, you will click **Draft**. If you are finished, you will click **Review**, then I will review your post before it appears on the blog. [Click **Draft**.] When I am ready, I can post it by clicking **Publish**. After I am finished, I will log out so that my blog page doesn't appear when the next person uses this computer." [Show the students how to log out.]

Tell the students that if they do not finish a post during independent writing time, they can finish it the next time they are in the writing area. Remind them that you will always review their posts before they appear on the blog. Ask and briefly discuss:

Q *What questions do you have about creating a post?*

6 Choose Writing to Post on the Blog

Explain that now the students will each choose a piece of writing from their independent writing notebooks to post on the blog when they work in the independent writing area this week.

Give the students a few minutes to review their writing and choose one piece each to post on the blog. Distribute a self-stick note to each student and have him use it to mark the piece of writing he chose; then signal for the students' attention.

Ask:

Q *What piece of writing did you choose to post on the blog? Why did you choose that piece?*

Have one or two volunteers share with the class; then have the students return their notebooks to their toolboxes.

7 Discuss Sharing the Computers

Review that the students will use computers to create the blog posts, and explain that it is important that they use them responsibly and fairly. Ask:

Q *What can you do if there are not enough computers for everyone to use?*

Q *What is important to remember if you are posting on the blog and other students are waiting to post?*

Q *What can you do if it is time to move to another independent work area and you did not get a chance to post on the blog?*

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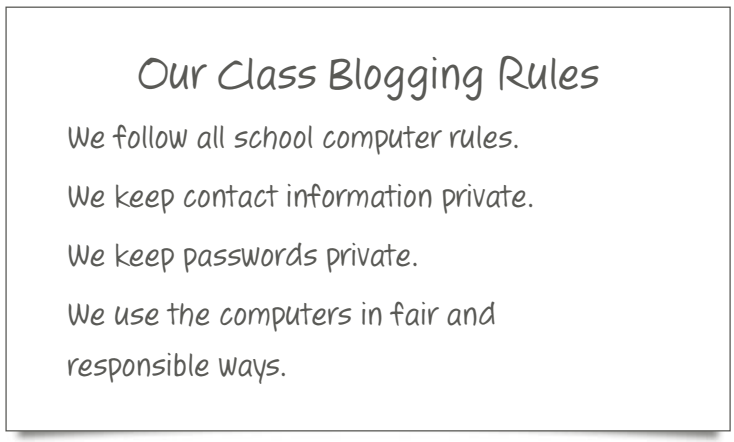
Have a few students share their thinking with the class.

> **Students might say:**
>
> "If there isn't a computer available, I'll work in my writing notebook and wait my turn."
>
> "We can each work for only part of the time, like 10 minutes each."
>
> "I can wait to post on another day."
>
> "I will remember that I don't get to post my writing every time I'm in the writing area."

Add the following rule to the "Our Class Blogging Rules" chart: *We use the computers in fair and responsible ways.*



8 Wrap Up

Review that the next time the students work in the independent writing area, they may post their writing to the class blog. Tell the students that you will review and discuss the blog posts with the class throughout the year. Ask and briefly discuss:

- Q *What do you think you will like about posting on the blog? What might be challenging?*
- Q *Why is it important to follow the class blogging rules?*

Tell the students that in the next blogging lesson they will learn how to comment on each other's posts.

Teacher Note

If the students have difficulty answering these questions, offer some examples such as those in the "Students might say" note.

Teacher Note

Post the "Our Class Blogging Rules" chart near the independent writing area. You will use it again in the "Blogging 2" check-in lesson.

Teacher Note

Before the next independent work time, prepare the computers your students will use for blogging and make them available in the independent writing area. If you have not already done so, set up the computers so that the students can easily access the blog on the desktop.

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Follow-up Tip

Follow up by asking questions such as the following at the beginning of independent work time this week, and provide any necessary support:

- Q *What questions do you have about posting to the blog?*
- Q *What will you do to use the computers responsibly and fairly?*
- Q *What can you do if you need help with your post?*
- Q *What can you do if you forget your password?*
- Q *What can you do to help yourself remember the class blogging rules?*

Throughout the week, review the students' posts to assess what is going well and what kind of additional support or instruction is needed. Be prepared to share your observations with the class in the next check-in lesson. Address any challenges the students are facing by reviewing and discussing the blog posts as a class, and by assisting individual students whenever possible.

Check-in

Blogging 2

DO AHEAD

- ✓ Review the students' blog posts from the previous week and think about what is going well and what kind of support the students need. Prepare to share your observations and review any procedures in Step 1.
- ✓ Select a few of the students' blog posts from the previous week to share and discuss with the class in Step 2.
- ✓ Visit the CCC Learning Hub (ccclearninghub.org) to access "Primary Class Blog Resources" (BLM2). Choose a blog with examples of respectful student comments to share with the class in Step 3.
- ✓ Add the rules about using respectful language to the "Our Class Blogging Rules" chart (see Step 4). Cover the new rules with another sheet of paper until you introduce them in Step 4.
- ✓ Familiarize yourself with the comment feature on the class blog and practice adding comments to prepare for the modeling you will do in Step 5.

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In this lesson, the students:

- Reflect on how they are doing with blogging
- Learn how to comment on blogs
- Reflect on using respectful language on blogs

1 Gather and Review the Class Blog

Gather the students with partners sitting together, facing the whiteboard. Remind the students that they have been posting writing to their own page of the class blog during independent writing. Ask and briefly discuss:

Q *What went well with posting to the blog this week? What was challenging?*

If necessary, show the students how to access the blog and again model how to log in using a username and password. Share some of your own observations about how the students did with posting to the blog this week and briefly review any procedures for which the students need support.

2 Discuss the Students' Posts

Explain that now the class will look at some of the posts the students added this week. Direct the students' attention to the displayed class blog, click on a student's name and read aloud the post. Ask:

Q *What do you like about [Annabelle's] post?*

Q *What else would you like to say to or ask [Annabelle] about her post?*

Have a few students share their thinking with the class.

> **Students might say:**
>
> "I liked how she described the dog in her story."
>
> "The end of the story surprised me!"
>
> "I want to ask her where she got the idea for the story."

Repeat this procedure with another student's post. Then log out and close the blog.

3 Introduce Commenting and Discuss a Blog from Another Class

Tell the students that today they will learn how to leave a comment about each other's writing on the blog. Explain that before you show them how to leave a comment, they will discuss the posts and comments on another class's blog.

Materials

- Whiteboard with class blog login page displayed, prepared ahead
- Bookmarked sample class blog, prepared ahead for projection onto the whiteboard
- "Our Class Blogging Rules" chart from Blogging 1 check-in lesson

Teacher Note

This lesson will take 40–45 minutes.

Teacher Note

If necessary, remind the students that it is important to be positive and respectful when commenting on another student's writing.

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Display the sample class blog, click one of the student's posts, and read the post aloud. Next, point out the comments following the post and read them aloud. Ask the students to think about the comments for the post; then have partners discuss:

Q *Are the comments for this post respectful? Why or why not? Turn to your partner.*

After a few moments, signal for the students' attention and have one or two pairs share their thinking with the class.

> **Students might say:**
>
> "I think they are respectful because most of them tell what they like about the post."
>
> "The second comment asks a question about the writing. It helps the writer think more about his writing."

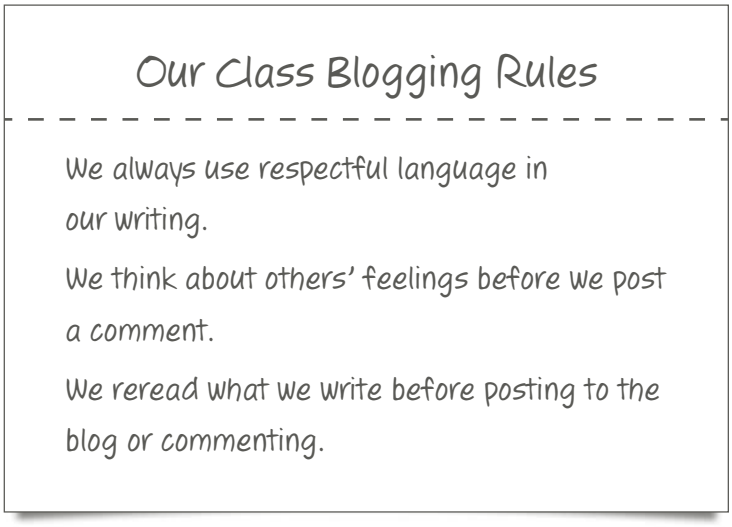
Then ask and briefly discuss:

Q *How do you think you would feel if you saw comments like this on your post?*

4 Discuss Showing Respect When Commenting on Blogs

Point out that just as the students are expected to be respectful when they talk to someone face-to-face, they are expected to be respectful when they post comments on a blog.

Direct the students' attention to the "Our Class Blogging Rules" chart and uncover the rules you added to it. Read each new rule to the class:



Teacher Note

Post the revised "Our Class Blogging Rules" chart near the independent writing area after the lesson.

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Use "Think, Pair, Share" to have partners discuss why each rule is important. Ask:

Q *Why is it important to [think about others' feelings before posting a comment]?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "You can't see the person's face when commenting on a blog, so it is hard to tell how he feels."
>
> "We always need to be respectful, and it's no different when we post comments."
>
> "Rereading what you wrote helps you think about how it might sound to the other person."

Explain that the students need to follow these rules when posting writing or comments on blogs.

5 Model How to Post a Comment

Direct the students' attention to the whiteboard and tell the students that now you will demonstrate how to post a comment on your own class blog. Review how to open the blog and how to log in. Remind the students that they need to use a password whenever they want to access the class blog.

Ask the students to watch and listen as you model and describe each step for commenting on a post.

> **You might say:**
>
> "When I click another student's post [click on a student's post], a window appears below the post that says, **Leave a comment**. I can see my name above the comment box. First I will read the post and then think about what I want to say to Carlos about his writing. [Read the post aloud.] I really like Carlos's post about the baseball game he played in over the weekend. I can tell how much he loves playing baseball, so I am going to tell him that in my comment. I also want to know what the name of his team is, so I will ask that question. [Type your thinking into the comment box.] Now I will reread my writing to make sure it is respectful and helpful. [Read your writing aloud.] When I am ready, I need to click the **Comment** button to post my comment. [Click **Comment**.] After I am finished, I will log out." [Show the students how to log out.]

Ask and briefly discuss:

Q *What questions do you have about posting a comment on the blog?*

Teacher Note

If the students use tablets in the independent writing area, model creating a post with a tablet rather than with a computer.

Teacher Note

For information about choosing and managing student passwords, view the "Blogging Tips and Tricks" tutorial (AV28).

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6 Wrap Up

Tell the students that the next time they work in the independent writing area, they can choose to post writing to the blog or to comment on another student's post. Remind them to always use respectful language in their posts and comments, and review that you will always read their posts and comments before they appear on the blog.

Explain that in the next blogging lesson, the students will learn how to use more features on the blog, such as adding pictures or video clips and styling text.

Follow-up Tip

Follow up by asking questions such as the following at the beginning of independent work time over the next few days, and provide any necessary support:

- **Q** *What questions do you have about [posting a comment]?*
- **Q** *What will you do to use the computers responsibly and fairly?*
- **Q** *What can you do if you need help with your post?*
- **Q** *What can you do if you forget your password?*
- **Q** *What can you do to help yourself remember the class blogging rules?*

Review the students' posts and any comments they make on other students' posts to assess what is going well and what kind of additional support or instruction is needed. Be prepared to share your observations with the class in the next check-in lesson. Address any challenges the students are facing by reviewing and discussing the blog posts as a class and by assisting individual students whenever possible.

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Blogging 3 Check-in

DO AHEAD

- ✓ Review the students' blog posts and comments from the previous week, and think about what is going well and what kind of support the students need. Prepare to share your observations and review any procedures in Step 1.
- ✓ Visit the CCC Learning Hub (ccclearninghub.org) to access "Primary Class Blog Resources" (BLM2). Choose a blog that incorporates features that the students have not yet learned (such as header images, pictures, video clips, or styled text). Bookmark the blog to discuss with the class in Step 2.
- ✓ Familiarize yourself with the various blog features available to the students and practice adding them to a post to prepare for the modeling you will do in Step 3.
- ✓ Change the privacy settings on the class blog to give the students' families access to the blog. You will discuss the new blog audience with the students in Step 4. For information, view the "Expanding the Blog Audience" tutorial (AV29).

In this lesson, the students:

- Reflect on how things are going with blogging
- Learn how to add new blogging features to their posts
- Discuss the blog audience

Materials

- Whiteboard with class blog displayed, prepared ahead
- Bookmarked sample class blog, prepared ahead for projection on the whiteboard

Teacher Note

This lesson will take 40–45 minutes.

1 Gather and Review Posting and Commenting on the Class Blog

Gather the students with partners sitting together, facing the whiteboard. Remind the students that they have been posting writing to their own pages of the class blog and also commenting on other students' posts during independent writing. Ask and briefly discuss:

Q *What went well with posting or commenting on the blog this week? What was challenging?*

Share some of your own observations about how the students did with posting or commenting on the blog this week. Briefly review any

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procedures for which the students need support, and remind them to follow the class blogging rules whenever they post to the blog.

2 Explore New Blog Features

Tell the students that today they will learn how to add new features to their posts, such as pictures, video clips, or styled text. Explain that you will show them another class's blog and that you would like them to pay attention to any features in the blog that they might want to use in their own posts. Display the sample class blog, click one of the students' posts, and read the post aloud. Ask:

Q *What do you like about this blog? Why do you like it?*

Q *What is a feature on this blog that you would like to use in your own posts?*

Have a few students share their thinking with the class. If necessary, point out any features they do not mention.

> **Students might say:**
>
> "I like how she added a picture of a dog. It's like an illustration for her story."
>
> "I like the fancy font she used for her story. It makes the whole page look more interesting."
>
> "I want to learn how to add a video."

Teacher Note

If the students use tablets in the independent writing area, model creating a post with a tablet rather than with a computer.

3 Model How to Add New Blog Features

Explain that now you will show the students how to add some of these new features on the blog. Display your class's blog.

Ask the students to watch and listen as you model and describe how to add a new feature.

> **You might say:**
>
> "I want to add a picture in the *header*, or top section, of my last post. I will click my last post to open it up [click on your most recent post] and when I do, I see an **Edit** button. I need to click this button before I can make any changes to the post. [Click the **Edit** button.] Now I can add an image at the top by clicking **Add Header Image**. [Click **Add Header Image**.] When I click that button, a menu appears. I can use a picture on my computer, take a new picture, or choose another available image. When I click **Headers**, I see the headers that are available to me. [Click **Headers**.] When I move my cursor over an image, it gives me the option to **Add**, which would add the header to my post. [Choose a header and click **Add**.] Now the header appears in my post. Since I made changes to this post, I have to save it by clicking **Update**. [Click **Update**.] After I am finished, I will log out." [Show the students how to log out.]

Ask and briefly discuss:

Q *What questions do you have about [adding a header image] to the blog?*

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Repeat this procedure for at least one other blog feature. Explain that when the students go to the independent writing area this week, they can choose to add a new feature to their posts, post writing, or post a comment.

4 Discuss the Blog Audience

Explain that up to this point, the audience for the class blog—the people who can see the blog—has been just you and the students. Tell the students that you will invite their parents, guardians, and other family members to read the blog to help them know what is happening in the class.

Use "Think, Pair, Share" to have partners discuss:

Q *How does it feel knowing that your families will be able to read our classroom blog?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I am glad because I have been telling my grandma all about our class blog!"
>
> "I think it will be a good way for families to see what we are doing in school."
>
> "I am a little nervous knowing other people will be able to see my writing."

5 Wrap Up

Tell the students that the next time they work in the independent writing area, they can add a new feature to their posts, post new writing, or comment on another student's post. Remind them that you will always review their posts before they appear on the blog.

Follow-up Tip

Follow up by asking questions such as the following at the beginning of independent work time this week, and provide any necessary support:

Q *What questions do you have about [posting a comment]?*

Q *What will you do to use the computers responsibly and fairly?*

Q *What can you do if you need help with your post?*

Q *What can you do if you forget your password?*

Q *What can you do to help yourself remember the class blogging rules?*

Throughout the year, review the students' posts and comments to assess what is going well and what kind of additional support or instruction is needed. Review the "Our Class Blogging Rules" chart periodically during the year, and address any challenges the students are facing by reviewing and discussing the blog posts as a class and by assisting individual students whenever possible.

Teacher Note

You will not have time during this lesson to show the students how to use every available blog feature. Depending on the students' interests, take time on another day or at the beginning of independent work time to model how to add additional features. In many classrooms, the students discover a range of features on their own as they blog.

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Check-in

Introduce New Materials

DO AHEAD

✓ Preview this lesson and consider the new material you plan to introduce. Do any necessary preparations. For example, if you are introducing new word work or writing material, prepare and label a bin with enough new materials for the number of students who will visit the area at any one time. If you are introducing a game, familiarize yourself with the game's directions and consider any modifications you might want to make.

✓ Consider how you will describe the new material to the students and any procedures you want them to follow when working with the new material (see Step 1).

Materials

- New material, prepared ahead
- Student toolboxes

In this lesson, the students:

- Learn about using new material in the word work, writing, or reading area
- Handle materials responsibly
- Share materials fairly

ABOUT THE INTRODUCE NEW MATERIALS CHECK-IN LESSON

In this lesson, the students are introduced to a new material in one of the independent work areas. Introducing new materials from time to time will help maintain the students' interest in independent work activities and will give them opportunities to apply and practice what they have learned in reading, writing, and word work.

1 Gather and Introduce Using a New Material

Have the students pick up their toolboxes and gather with partners sitting together, facing you. Explain that today you will introduce a new material for the students to use in an independent work area.

Show the students the new material and tell them in which independent work area they will use it. Ask them to listen as you describe how to use the material and specify the procedures you would like them to follow when working with the material.

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You might say:

"These materials are for 'Sight Word Bingo,' which you will use in the word work area. There are cards with sight words, bingo mats with a sight word in each square, and playing chips. Players take turns turning over a card and reading the word aloud. Then the players each look to see if they have the word on their mats. If they do, they cover the word with a chip. The game ends when one player has covered all the squares in a straight line: up-and-down, side-to-side, or diagonally."

Model how to use the material and, if necessary, have a volunteer help you model. When you are finished, facilitate a discussion about the new material by asking and discussing questions such as:

Q *What questions do you have about [playing "Sight Word Bingo"]?*

Q *What else might you do with ["Sight Word Bingo"] in the [word work] area?*

2 Discuss Using the New Material

Remind the students that it is important they use the materials in the independent work areas responsibly. Have partners discuss:

Q *What can you do to share ["Sight Word Bingo"] fairly? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Then ask and briefly discuss:

Q *What is important to remember when cleaning up ["Sight Word Bingo"]?*

Q *What can you do or say if you think your partner needs some help [reading the word on the card]?*

Explain that the students who go to the area with the new material today may choose to use the new material, and that students who do not go to the area with the new material will have the chance to use it another day.

3 Work Independently: Two Rotations (about 20 minutes)

Have the students take their toolboxes and line up, one independent work group at a time. Send one group at a time to the appropriate independent work area to begin working. Observe the students who are working with the new material, offering support as needed.

ELL Note

You might provide the prompt "We can share ['Sight Word Bingo'] fairly by . . ." to your English Language Learners to help them verbalize their answers to the question.

Teacher Note

You may want to have the students do one long independent work rotation rather than two shorter ones today.

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After about 10 minutes, signal for cleanup. Then have the students stand with their toolboxes and move to the next work area. Continue to observe the students who work with the new material, offering support as needed.

After about 10 minutes, signal to let the students know that independent work time is over. Have them clean up, return their toolboxes, and gather sitting, facing you.

4 Reflect on Working with the New Material

Ask and briefly discuss:

- Q *If you used the new material today, how did it go?*
- Q *What did you like about [playing "Sight Word Bingo"]? What was challenging about it?*

Remind the students that if they did not have the chance to work with the new material today, they will get to work with it on another day.

Follow-up Tip

Follow up by asking questions such as the following at the beginning of independent work time over the next few days:

- Q *What can you do to share ["Sight Word Bingo"] fairly?*
- Q *What can you do to play ["Sight Word Bingo"] fairly?*
- Q *What is important to remember when cleaning up ["Sight Word Bingo"]?*

Throughout the year, repeat this lesson whenever you want to introduce a new material into an independent work area.

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Work Habits Check-in

In this lesson, the students:

- Reflect on how they are doing during independent work time
- Discuss ways to improve on a specific work habit
- Work responsibly

ABOUT THE WORK HABITS CHECK-IN LESSON

In this lesson, the students reflect on what is going well during Independent Work and what is challenging about it. They discuss how they might improve on a specific work habit, and they have the opportunity to practice the work habit during independent work rotations as you observe and support them as needed. Providing time for the students to reflect on and improve their work habits throughout the year will help them maintain successful independent work rotations throughout the year.

1 Gather and Discuss Independent Work

Have the students pick up their toolboxes and gather sitting, facing you. Ask them to put their toolboxes on the floor in front of them. Explain that today the students will discuss how they are working independently.

Direct the students' attention to the "Ways We Work on Our Own" chart and review that these are the work habits the students use during independent work rotations. Read each work habit aloud; then ask and discuss:

Q *What work habits are going well?*

Q *What habits do you still need to work on?*

> **Students might say:**
>
> "We usually use quiet voices."
>
> "I think we get started on our work right away."
>
> "Materials get lost when we don't take care of them."
>
> "Sometimes we don't work for the whole time."

Choose a work habit that the students mention they need to work on; then ask and discuss:

Q *Why do you think it's important to [work for the whole time]?*

Q *What can you do to [work for the whole time]?*

Q *What can you do or say to remind someone else to [work for the whole time]?*

Materials

- Student toolboxes
- "Ways We Work on Our Own" chart

Teacher Note

Choosing just one work habit to focus on today will increase the likelihood that the students will effectively use the work habit during independent work time.

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Explain that the students will have an opportunity to practice this work habit during their independent work today and that you will observe and support them as they work. Tell them that you will check in at the end of the lesson to see how they did.

2 Work Independently: One Rotation (about 15 minutes)

Have the students line up, one independent work group at a time. Send one group at a time to the appropriate independent work area to begin working. Walk around and observe, assisting the students as needed. Note your observations to share with the class at the end of the lesson.

After about 15 minutes, signal for cleanup. Have the students return their toolboxes and gather sitting, facing you.

Teacher Note

If necessary, remind the students to practice the focus work habit, and support them in doing so.

3 Reflect on the Work Habit

Ask and briefly discuss:

Q *What did you do to [work for the whole time] today?*

Q *What did you do or say to remind someone else to [work for the whole time]?*

Without mentioning any names, share some of your own observations with the class.

Teacher Note

Have the students focus on improving other work habits by repeating this lesson at other times during the year.

Follow-up Tip

Follow up by asking questions such as the following as the students begin independent work over the next few days:

Q *What can you do to [work for the whole time]?*

Q *What can you do or say to remind someone else to [work for the whole time]?*

Q *Why is it important to [work for the whole time]?*

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Independent Work Observation

Check-in

DO AHEAD

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Independent Work Observation Class Assessment Record" sheet (CA1); see page 122 of the *Assessment Resource Book*.

In this lesson, the students:

- Reflect on ways to improve how they work independently
- Work responsibly

ABOUT THE INDEPENDENT WORK OBSERVATION CHECK-IN LESSON

In this lesson, the students work independently while you observe how they use the independent work routines, procedures, and work habits. Afterward, you share your observations with the students and they reflect on what they can do to improve in their independent work. Taking the time to support the students in using the independent work routines, procedures, and work habits will help them maintain successful independent work rotations throughout the year.

Materials

- Student toolboxes
- "Ways We Work on Our Own" chart
- "Independent Work Observation Class Assessment Record" sheet (CA1)

1 Gather and Get Ready to Work

Have the students pick up their toolboxes and gather sitting, facing you. Ask them to put their toolboxes on the floor in front of them. Tell the students that today they will work in the independent work areas while you walk around the room and observe. Direct the students' attention to the "Ways We Work on Our Own" chart and read it aloud. Explain that you will observe how the students use these work habits as well as other independent work procedures and routines. Tell the students that you will share your observations with the class at the end of independent work time.

2 Work Independently: Two Rotations (about 20 minutes)

Have the students pick up their toolboxes and line up, one independent work group at a time. Send one group at a time to the appropriate independent work area to begin working. As the students work, walk around and observe.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students get started right away?
- Do they use quiet voices?
- Do the students handle materials responsibly and share them fairly?
- Do they play games fairly?
- Are the students able to work the whole time?
- Are the students able to rotate between independent work areas calmly and quietly?

Be ready to share your observations with the class during the reflection at the end of the lesson. Record your observations on the "Independent Work Observation Class Assessment Record" sheet (CA1); see page 122 of the *Assessment Resource Book*.

After about 10 minutes, signal for cleanup and have the groups move to the next independent work area. Continue to walk around, observe, and record your observations.

After about 10 minutes, signal for cleanup. Have the students bring their toolboxes and gather sitting, facing you.

3 Discuss Observations

Ask the students to listen as you share your observations of what went well during independent work time.

> **You might say:**
>
> "I noticed you started working right away, which helped you use your time to learn and become better readers and writers. I also noticed that you shared the materials so that all the students in your area could use them. You also used quiet voices, which helped everyone focus on their work."

Then ask and briefly discuss:

Q *What else do you think went well?*

Next, ask the students to listen as you share one thing you would like them to improve on.

> **You might say:**
>
> "I noticed that some students didn't stop and clean up after hearing the signal. After I signaled, they kept playing a game or reading books."

Teacher Note

Focus on just one routine, procedure, or work habit for the students to improve upon today. Choosing one, rather than several, will allow the students to better incorporate the behavior in their independent work.

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Ask and discuss:

Q *Why is it important to [stop and clean up when you hear the signal] during independent work time?*

4 Discuss and Model the Routine, Procedure, or Work Habit

Tell the students that now you will ask a volunteer to help you model the routine, procedure, or work habit that the students need to improve on. Explain that you would like the rest of the class to watch and think about what it looks like and sounds like to use the routine, procedure, or work habit.

Ask a volunteer to help you model using the routine, procedure, or work habit. Then ask and briefly discuss:

Q *What does [stopping and cleaning up when you hear the signal] look like? What does it sound like?*

> **Students might say:**
>
> "As soon as you heard the signal, you put the materials away."
>
> "You were quiet when you cleaned up."
>
> "You looked ready to move to the next area."

Explain that now the students will have an opportunity to practice this during independent work time. Tell them that you will check in at the end of the lesson to see how they did.

5 Work Independently: Third Rotation (about 10 minutes)

Have the students in each group line up quietly with their toolboxes. Send one group at a time to the appropriate independent work area to begin working. As the students work, walk around and observe, noting your observations.

After about 10 minutes, signal for cleanup. Have the students return their toolboxes and gather sitting, facing you.

Teacher Note

If necessary, remind the students to practice the routine, procedure, or work habit, and support them in doing so.

6 Reflect on the Routine, Procedure, or Work Habit

Ask and briefly discuss:

Q *How did you do with [stopping and cleaning up when hearing the signal] during independent work time today?*

Q *What did you do or say to remind someone else to [stop and clean up when hearing the signal]?*

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Teacher Note

Have the students focus on other routines, procedures, and work habits by repeating this lesson at other times during the year.

Without mentioning any names, share some of your observations about how the students did with the routine, procedure, or work habit during the last independent work rotation.

Follow-up Tip

Follow up by asking questions such as the following when the students begin independent work over the next few days:

- **Q** *What does [stopping and cleaning up when hearing the signal] look like? What does it sound like?*
- **Q** *What can you do or say to remind someone else to [stop and clean up when hearing the signal]?*
- **Q** *Why is it important to [stop and clean up when hearing the signal] during independent work time?*

Check-in

Share Writing

DO AHEAD

✓ Write and illustrate a short piece to use for modeling (see Step 1).

Materials

- Student toolboxes
- Writing piece to use for modeling, prepared ahead
- Self-stick note for each student

In this lesson, the students:

- Share independent writing in pairs
- Speak clearly
- Listen carefully

ABOUT THE SHARE WRITING CHECK-IN LESSON

In this lesson, the students each choose a piece of writing from their independent writing to share in pairs. Sharing their writing and hearing from others about their writing provides an important purpose for independent writing as well as a way to get future writing ideas.

1 Gather and Model Sharing Writing

Have the students pick up their toolboxes and gather with partners sitting together, facing you. Ask them to put their toolboxes on the floor in front of them. Explain that today each student will choose one piece of independent writing to share with a partner.

Tell the students that first you will share a piece of your writing with the class and that, as you share, you would like them to pay attention to the way you read your writing.

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Read your writing aloud, showing any illustrations; then ask and briefly discuss:

Q *What did you notice about the way I read my writing?*

If necessary, point out that you spoke clearly and that you held the paper in front of you in a way that did not cover your face.

2 Choose a Piece of Writing and Prepare to Share

Explain that the students will look through their independent writing and each choose a piece of writing to share. Encourage the students to choose pieces they are proud of or that they really enjoyed writing and drawing. Distribute a self-stick note to each student and tell the students to place the self-stick note on the piece of writing they choose.

Give the students a few minutes to review their writing, choose a piece to share, and mark it with a self-stick note; then call for their attention. Ask and briefly discuss:

Q *What can you do to be a good listener when your partner shares?*

Explain that the students should be ready to tell the class what their partners wrote about.

3 Share Writing in Pairs



Have partners turn to face each other and take turns sharing their writing with one another. Remind the students to speak clearly, if needed. As partners share, walk around and observe, assisting as needed. After a few minutes, remind partners to change roles if they have not done so already.

After 5–10 minutes, signal for the students' attention; then ask:

Q *What did your partner write about?*

Q *What did you like about your partner's writing?*

Have a few volunteers share with the class.

> **Students might say:**
>
> "[Van] wrote down all the things he knows about volcanoes."
>
> "I liked the part in my partner's story where the unicorn was flying."
>
> "I liked [Rachel's] story about her family."

4 Reflect on Sharing Writing

Ask and briefly discuss:

Q *What did you like about sharing your writing today?*

Without mentioning any names, share your observations about how the students did with listening to one another today.

Teacher Note

Repeat this check-in lesson periodically throughout the year as the students produce more pieces of independent writing.

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Follow-up Tip

Follow up by having any students who want to share their writing with the whole class do so at the beginning or at the end of independent work time over the next few days. After each student shares, facilitate a class discussion by asking questions, such as:

Q *What do you like about [Cooper's] writing?*

Q *What questions do you have for [Cooper] about his writing?*

Check-in Conferring

DO AHEAD

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Independent Work Conference Notes" record sheet (CN1); see page 123 of the *Assessment Resource Book*. Make a class set of copies.

Materials

- Student toolboxes
- Class set of the "Independent Work Conference Notes" record sheet (CN1), prepared ahead

In this lesson, the students:

- Share and discuss in individual conferences with the teacher what is going well and what challenges they are having working independently
- Work responsibly

ABOUT THE CONFERRING CHECK-IN LESSON

In this lesson, you will confer with individual students about their independent work. You will discuss what each student is doing during independent work rotations, what is going well, and what challenges may need to be addressed. These conferences provide an opportunity for the students to share their work with you and for you to note areas in which the students need more support. Each student conference should take about 5 minutes; you will need to devote the check-in lessons over the next few weeks to conferring in order to meet with all the students.

Teacher Note

You may want to explain that you will be able to confer with only some of the students today, but that you will make time to confer with the rest of the students in the coming weeks.

1 Gather and Introduce Conferring

Have the students pick up their toolboxes and gather sitting, facing you. Ask them to put their toolboxes on the floor in front to them. Tell the students that today you will meet, or *confer*, with individual students to talk about what they have been working on, what has been going well, and what has been challenging. Explain that when you confer with individual students, the rest of the class will work in the independent work areas.

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2 Confer and Work Independently: One Rotation (about 30 minutes)

Have the students pick up their toolboxes and line up, one independent work group at a time. Send one group at a time to the appropriate independent work area to begin working. Ask one student to bring her toolbox to the small-group reading table for a conference.

CONFERENCE NOTE

Over the next few weeks, confer individually for a few minutes with each student to learn more about the student's independent work. Ask each student to show you what she is working on, and talk about what is going well and what challenges she is experiencing. As you listen, ask yourself:

- Is this student able to share what she is working on?
- Does this student share things that are going well?
- Does this student share things she is struggling with?

You might support the student by asking questions, such as:

- Q *Which area do you enjoy working at? What do you like to do there?*
- Q *What is going well for you during independent work time?*
- Q *What is hard for you during independent work time? What can I do to help you?*
- Q *Which work habits do you use during independent work time?*
- Q *What else would you like to be able to do in the [reading/writing/word work] area?*

Document your observations for each student on an "Independent Work Conference Notes" record sheet (CN1); see page 123 of the *Assessment Resource Book*.

After about 5 minutes, bring the conference to a close and ask the student to join her independent work group. Then ask another student to bring his toolbox to the small-group reading table for a conference.

Confer with as many students as time permits. Then signal to let the students know when independent work time is over. Have the students clean up, return their toolboxes, and return to their seats.

3 Wrap Up

Tell the students that you will continue to confer with them about their independent work in the coming weeks.

Teacher Note

We recommend having the students work at only one independent work area for a longer period today rather than doing two rotations. However, if you think your students are able to rotate successfully during this period, you may choose to do two rotations.

Teacher Note

Over the next few weeks, continue to teach this check-in lesson until you have conferred with all of your students about their independent work.

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Check-in

Self-selecting Work Areas

DO AHEAD

✓ Consider whether or not the students are ready to start self-selecting independent work areas. Ask yourself: *Are the students able to work responsibly on their own? Are they able to solve most problems that arise on their own? Are they able to stay focused on their work?* If you answer "yes" to these questions, the students are likely ready to select independent work areas themselves.

✓ Consider some of the challenges that might arise when the students self-select independent work areas, and decide on expectations for how you would like the students to work during this time. Title a sheet of chart paper "Choosing Independent Work Areas," and list the guidelines under the title. We suggest making the guidelines simple and clear, and keeping the list relatively short (see examples of guidelines in Step 1).

Materials

- Student toolboxes
- "Choosing Independent Work Areas" chart, prepared ahead
- "Ways We Work on Our Own" chart

In this lesson, the students:

- Discuss what they might enjoy and find challenging about selecting independent work areas
- Select independent work areas
- Work responsibly

ABOUT THE SELF-SELECTING WORK AREAS CHECK-IN LESSON

In this lesson, the students learn the procedures and expectations for self-selecting independent work areas, and they discuss how to do so responsibly and fairly. They think ahead about the challenges that may arise and consider ways to solve potential problems. With time and practice, the students will be able to successfully choose and rotate to independent work areas without your direction. Consider whether you want the students to select their independent work areas every day, a few days a week, or only occasionally.

1 Gather and Introduce Self-selecting Work Areas

Have the students pick up their toolboxes and gather sitting, facing you. Ask them to put their toolboxes on the floor in front of them. Tell the students that during independent work time today, they will choose the areas in which they will work rather than you telling them where to work. Explain that you think they are ready to do this because they

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have consistently been able to do independent work responsibly, solve problems on their own, and stay focused on their work.

Ask and discuss:

Q *What might you enjoy about choosing your independent work area?*

Q *What might be challenging about it?*

Point out that it is important that the students make responsible choices when choosing independent work areas. Ask the students to listen as you share your expectations for choosing independent work areas. Direct the students' attention to the "Choosing Independent Work Areas" chart and read it aloud.

Choosing Independent Work Areas

Up to eight students can be in one work area at a time.

If you want to read and the reading area is too crowded, you may read a book somewhere else in the classroom.

If you want to write and the writing area is too crowded, you may write in your notebook somewhere else in the classroom.

If the word work area is full, you can do independent reading or writing.

You may stay in a work area for as long as you would like.

You may clean up and move to a different work area at any time if there is room.

Teacher Note

The guidelines shown are simply suggestions. We suggest you share expectations that work best for you, your students, and your classroom setup.

2 Discuss Self-selecting Work Areas

Facilitate a discussion about self-selecting independent work areas by asking questions, such as:

Q *What can you do to choose a work area in a responsible way?*

Q *How can you make choosing work areas fair for everyone?*

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Q *What else do you think is important to do or remember when choosing independent work areas?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I can think about where I went yesterday and go to a different area today."
>
> "I think my friend and I shouldn't go to the same place. We might talk too much."
>
> "If I want to work in more than one area, I need to remember to move before work time is over."
>
> "I think everyone should remember to walk."

Teacher Note

You might want to add the students' suggestions to the "Choosing Independent Work Areas" chart.

3 Work Independently (20–25 minutes)

Direct the students' attention to the "Ways We Work on Our Own" chart, read it aloud, and remind the students to use these work habits when they are working in the independent work areas today.

Have the students line up, one independent work group at a time; then have each student in the first group choose an independent work area, move to it, and begin working. Repeat with the other two work groups. If necessary, remind the students that if an area is full, they may read a book or write in their notebooks somewhere else in the room.

Have the students work independently for about 20–25 minutes. As they work, walk around and observe, assisting as needed. Remind the students that they can move from one work area to another during the session if they would like and if there is room. Note your observations to share with the class at the end of the lesson.

After 20–25 minutes, signal for the students' attention. Have them clean up, return their toolboxes, and gather sitting, facing you.

Teacher Note

A 20–25 minute work period will give the students ample time to visit two work areas today if they wish to do so.

Teacher Note

Keep track of the order in which you call the independent work groups so that you can have a different group go first on another day.

4 Reflect on Self-selecting Work Areas

Ask and briefly discuss:

Q *What went well with choosing your own independent work areas today? What would you like to do differently next time?*

Without mentioning any names, share some of your observations about how the students did with choosing and working in the independent work areas today.

> **You might say:**
>
> "I noticed that many of you chose to start with independent reading today. The reading area was too crowded for everyone to read there, so some of you read at your seats. Also, I noticed that when you moved to a different area, you remembered to clean up before you moved."

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Point out that the students will use what they learned today to help make the next time they choose independent work areas go smoothly.

Follow-up Tip

Follow up by asking questions such as the following before having the students self-select independent work areas over the next few weeks:

- **Q** *What can you do to choose a work area in a responsible way?*
- **Q** *How can you make choosing work areas fair for everyone?*
- **Q** *What can you do if you would like to work in an area that is already full or too crowded?*

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Check-in

Introduce a Tablet App

DO AHEAD

- ✓ Find out if your school has an acceptable use policy that the students and their families need to sign before the students can use tablets in the classroom.
- ✓ Visit the CCC Learning Hub (ccclearninghub.org) to access "Recommended Primary Apps" (BLM3). Choose an app from the list and familiarize yourself with it.
- ✓ Load the app onto your classroom tablets and prepare them as needed. Place the classroom tablets in the appropriate independent work area for the app you have chosen.
- ✓ Collect and prepare any other materials that are necessary for modeling how to use the app (for example, you might ask the students to use headphones when using the tablets).
- ✓ Set up the necessary equipment so that you can display the app from your tablet onto the whiteboard or project it in another way.

Materials

- Educational app, chosen ahead from "Recommended Primary Apps" (BLM3)
- Tablet device loaded with the app, prepared ahead for display on the whiteboard
- Classroom tablet devices in an independent work area
- Any other necessary materials, prepared ahead

In this lesson, the students:

- Learn how to use a new app
- Discuss sharing the tablets fairly

ABOUT THE INTRODUCE A TABLET APP LESSON

In this lesson, the students are introduced to a tablet app, and they review how to share the tablets fairly.

1 Introduce the App

Have the students gather with partners sitting together, facing the whiteboard. Tell them that today you will introduce them to a new app that they may use during independent work time.

Display the app and ask the students to listen as you introduce the app and tell them what they can do on it. As you demonstrate, you may wish to make a few mistakes so that the students can learn the functionality of the app.

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You might say:

"This app is called [app name]. It lets you [write a blog post, draw a picture, etc.]. You can open the app and then select . . . ."

"You can use this tool to . . . ."

"You can draw using this tool."

"What might this tool do?"

"How do you think you can save your project?"

"This icon allows you to add sound. You may want to wear your headphones when using this feature."

Then ask and discuss:

Q *What questions do you have about using this app?*

Q *What can you do if you need help?*

Tell the students that if they are not using the tablets, they will use the other materials at the independent work area.

2 Discuss Sharing the Tablets

Tell the students that since there are more students in each independent work group than there are tablets, they will need to share the tablets fairly. Ask:

Q *What can you do to share the tablets fairly? Turn to your partner.*

Have a few volunteers share their thinking with the class.

Students might say:

"We can take turns using them."

"You shouldn't get to use the tablet first every time."

"If all the tablets are being used, I can write and wait for someone to finish."

"I'll only use a tablet for part of the time, so another person has time to use it."

Teacher Note

If you have enough tablets for every student in an independent work group to have one, then you may skip to Step 3.

3 Work Independently: One Rotation (about 15 minutes)

Have the students pick up their toolboxes and line up, one independent work group at a time. Send one group at a time to the appropriate independent work area to begin working.

Observe the students who are working in the area with the tablet devices, and assist them with the app as needed. Note your observations to share with the class at the end of the lesson.

After about 15 minutes, signal for cleanup. Have the students return their toolboxes and gather sitting, facing you.

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4 Reflect on Using the App

Ask and briefly discuss:

- Q *For those students who used the app today, what went well?*
- Q *What was challenging?*
- Q *What questions do you have about using the app?*

Without mentioning any names, share some of your own observations with the class.

Teacher Note

Repeat this check-in lesson at other times during the year to introduce new apps to the students.

Follow-up Tip

Follow up by asking questions such as the following at the beginning of independent work time over the next few days:

- Q *What questions do you have about using the app?*
- Q *What can you do to share the tablets fairly?*
- Q *What can you do if you need help?*

Address any challenges the students are having by providing additional support or instruction.

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Appendix C

TEXTS IN THE PROGRAM

WHOLE-CLASS INSTRUCTION

Kindergarten

Week	Title	Author(s)
1	*Chicka Chicka Boom Boom*	Bill Martin Jr. and John Archambault
2	*the alphabet*	Monique Felix
3	"The Itsy Bitsy Spider"	traditional
4	*I Went Walking*	Sue Williams
5	"The More We Get Together"	traditional
6	*Hands Can*	Cheryl Willis Hudson
7	*What Is Round?*	Rebecca Kai Dotlich
8	*Gossie*	Olivier Dunrea
9	"Ten Galloping Horses"	traditional
9	"Five Little Monsters"	Eve Merriam
12	*Barnyard Banter*	Denise Fleming
13	"Windshield Wipers"	Mary Ann Hoberman
14	"Just Watch"	Myra Cohn Livingston
15	*red sled*	Lita Judge
16	"It Fell in the City"	Eve Merriam
17	*Millions of Snowflakes*	Mary McKenna Siddals
18	*Walking Through The Jungle*	Julie Lacome
19	"One, Two, Buckle My Shoe"	traditional
22	*Fish Eyes*	Lois Ehlert
23	"Way Down Deep"	Mary Ann Hoberman

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Kindergarten *(continued)*

Week	Title	Author(s)
24	"I'm a Yellow-bill Duck"	Jack Prelutsky
25	*Five Little Ducks*	illustrated by Penny Ives
26	*Here Are My Hands*	Bill Martin Jr. and John Archambault
27	*I Love Bugs!*	Philemon Sturges
28	*My Favorite Bear*	Andrea Gabriel

Grade 1

Week	Title	Author(s)
1	*This Is the Way We Go to School*	Edith Baer
2	"Willaby Wallaby Woo"	adapted from Dennis Lee
3	*Flower Garden*	Eve Bunting
4	"Hippopotamus Stew"	Joan Horton
5	*Over in the Meadow: A Counting Rhyme*	Louise Voce
6	"Bippity Boppity Bumblebee"	traditional
6	"Kitty Caught a Caterpillar"	Jack Prelutsky
7	*This Little Chick*	John Lawrence
8	*The Busy Little Squirrel*	Nancy Tafuri
11	"Listen"	Margaret Hillert
12	*When Winter Comes*	Nancy Van Laan
13	"In a Winter Meadow"	Jack Prelutsky
14	*Up, Down, and Around*	Katherine Ayres
15	*beetle bop*	Denise Fleming
16	"Kick a Little Stone"	Dorothy Aldis
17	*no two alike*	Keith Baker
18	"The Little Turtle"	Vachel Lindsay
21	*I Love Our Earth*	Bill Martin Jr. and Michael Sampson

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Grade 1 *(continued)*

Week	Title	Author(s)
22	"Mice"	Rose Fyleman
22	"Caterpillars"	Aileen Fisher
23	*Listen to the Rain*	Bill Martin Jr. and John Archambault
24	"The Secret Song"	Margaret Wise Brown
25	*The Napping House*	Audrey Wood
26	*Bugs for Lunch*	Margery Facklam
27	*A Pig Is Big*	Douglas Florian
28	*One Duck Stuck*	Phyllis Root

Grade 2

Week	Title	Author
1	*There's an Ant in Anthony*	Bernard Most
11	*Alpha Oops! The Day Z Went First*	Alethea Kontis
30	*Max's Words*	Kate Banks

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SMALL-GROUP INSTRUCTION

Set 1

Week	Title	Author	Genre
1	*We Can Read*	Amy Bauman	fiction
2	*We Can't See!*	Amy Bauman	fiction
3	*Nan and Sam*	Kenni Alden	fiction
4	*It Can Sit!*	Amy Helfer	expository nonfiction
Review	*Nat the Rat*	Elizabeth Johnson	fiction
5	*Go Down, Fat Fish*	Corinn Kintz	fiction
7	*Where Is My Hat?*	Valerie Fraser	fiction
Review	*Can You See My Fish?*	Corinn Kintz	fiction
7	*My Cat Dot*	Elizabeth Johnson	fiction
8	*The Kick*	Elizabeth Johnson	fiction
Review	*Kat and Rick Get a Rock*	Elizabeth Johnson	fiction

Set 2

Week	Title	Author	Genre
1	*Rub-a-dub-dub*	Erica J. Green	fiction
2	*Pat and Pam*	Valerie Fraser	fiction
Review	*The Pet*	Elizabeth Johnson	fiction
3	*Gus*	Amy Helfer	fiction
4	*We Have Homes*	Amy Helfer	expository nonfiction
Review	*Wag*	Amy Helfer	fiction

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Set 2 *(continued)*

Week	Title	Author	Genre
5	*Sled Dogs*	Valerie Fraser	narrative nonfiction
6	*What Vets Do*	Lucy Bledsoe	narrative nonfiction
Review	*We Have Fish*	Valerie Fraser	fiction
7	*Fish for Max*	Amy Helfer	fiction
8	*On the Job*	Amy Helfer	narrative nonfiction
Review	*A Bad Fox*	Amy Helfer	fiction

Set 3

Week	Title	Author	Genre
1	*Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling*	Corinn Kintz	expository nonfiction
2	*The Good Little Ducks, Part 1*	Corinn Kintz	fiction
Review	*The Good Little Ducks, Part 2*	Corinn Kintz	fiction
3	*The Jug of Water*	Rob Arego	fiction
4	*Where Is Mom?*	Rob Arego	fiction
Review	*The Skunk*	Kenni Alden	narrative nonfiction
5	*Drip Drop*	Erica J. Green	fiction
6	*Make Plum Jam*	Erica J. Green	narrative nonfiction
Review	*The Band*	Elizabeth Johnson	fiction
7	*The Spelling Test*	Rob Arego	fiction
8	*Winter Fun*	Rob Arego	narrative nonfiction
Review	*The Clowns*	Rob Arego	fiction

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Set 4

Week	Title	Author(s)	Genre
1	*A Hike by the Lake*	Corinn Kintz	fiction
2	*Life in a Plains Tribe, Part 1*	Corinn Kintz	expository nonfiction
Review	*Life in a Plains Tribe, Part 2*	Corinn Kintz	expository nonfiction
3	*Snakes!*	Amy Helfer	expository nonfiction
4	*A Cold Ride*	Amy Helfer	fiction
Review	*Get Out and Get Fit*	Amy Helfer	expository nonfiction
5	*Out My Window*	Amy Bauman	narrative nonfiction
6	*What Little Deer Eat*	Amy Bauman	fiction
Review	*A Good Team*	Kenni Alden and Margaret Goldberg	fiction
7	*Bird School*	Amy Helfer	fiction
8	*Fox Spills the Stars*	retold by Amy Helfer	folktale
Review	*Sharks!*	Amy Helfer	expository nonfiction

Set 5

Week	Title	Author	Genre
1	*Fun Forts*	Lucy Bledsoe	expository nonfiction
2	*Ann's Book Club*	Lucy Bledsoe	fiction
Review	*Ants, Moths, and Wasps*	Lucy Bledsoe	narrative nonfiction
3	*Have You Ever?*	Margaret Goldberg	fiction
4	*Spring on the Farm*	Rob Arego	narrative nonfiction
Review	*Animal Homes*	Rob Arego	expository nonfiction
5	*A Play Day with My Brother Ray*	Lucy Bledsoe	fiction
6	*Cook Food on a Campfire*	Lucy Bledsoe	fiction

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Set 5 *(continued)*

Week	Title	Author	Genre
Review	*Sailboats*	Lucy Bledsoe	expository nonfiction
7	*Ball Games*	Erica J. Green	expository nonfiction
8	*Dance!*	Valerie Fraser	expository nonfiction
Review	*New School*	Kenni Alden	fiction
9	*Sunny Days, Starry Nights*	Corinn Kintz	expository nonfiction
10	*Scout's Puppies*	Corinn Kintz	fiction
Review	*The Night Skies*	Corinn Kintz	expository nonfiction
11	*The Desert*	Rob Arego	expository nonfiction
12	*The Silver Coins*	Rob Arego	folktale
Review	*The Four Seasons*	Rob Arego	expository nonfiction
13	*Grizzly Bears*	Lucy Bledsoe	expository nonfiction
14	*Glaciers*	Kenni Alden	expository nonfiction
Review	*Glaciers and the Earth*	Kenni Alden	expository nonfiction

Set 6

Title	Author	Genre
Sunny Days, Starry Nights	Corinn Kintz	expository nonfiction
New School	Kenni Alden	fiction
Sailboats	Lucy Bledsoe	expository nonfiction
The Silver Coins	Rob Arego	folktale
Ball Games	Erica J. Green	expository nonfiction

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Set 7

Title	Author	Genre
Chameleon!	Joy Cowley	nonfiction
Cowgirl Kate and Cocoa: Horse in the House	Erica Silverman	fiction: chapter book
Jellyfish	Ann Herriges	expository nonfiction
Elephant	Wendy Perkins	expository nonfiction
Puffin Peter	Petr Horáček	fiction
Aggie Gets Lost	Lori Ries	fiction: chapter book
Iris and Walter and Cousin Howie	Elissa Haden Guest	fiction: chapter book
What's It Like to Be an Ant?	Jinny Johnson	expository nonfiction
Leon and Bob	Simon James	fiction

Set 8

Title	Author	Genre
The Great Gracie Chase	Cynthia Rylant	fiction
Lightning	Ann Herriges	expository nonfiction
The Polar Bear Son	Lydia Dabcovich	folktale
Ruby Bridges Goes to School	Ruby Bridges	memoir
"Under the Ground"	Rhoda Bacmeister	poetry
"Accidentally"	Maxine W. Kumin	poetry
"I Wouldn't"	John Ciardi	poetry
Koalas	Valerie Bodden	expository nonfiction
Jamaica's Find	Juanita Havill	fiction

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Set 9

Title	Author	Genre
Not Norman	Kelly Bennett	fiction
Penguins	Valerie Bodden	expository nonfiction
Happy Like Soccer	Maribeth Boelts	fiction
Golden Gate Bridge	Kate Riggs	expository nonfiction
Gravity	Joy Frisch-Schmoll	expository nonfiction
Earth	Derek Zobel	expository nonfiction
Upstairs Mouse, Downstairs Mole	Wong Herbert Yee	fiction: chapter book
Only One Year	Andrea Cheng	fiction: chapter book

Set 10

Title	Author(s)	Genre
Bink & Gollie	Kate DiCamillo and Alison McGhee	graphic novel
To Be an Artist	Maya Ajmera and John D. Ivanko	nonfiction
"Old Tortoise"	Madeline Comora	poetry
"Every Time I Climb a Tree"	Davis McCord	poetry
I Love Guinea Pigs	Dick King-Smith	narrative nonfiction
The Beckoning Cat	Koko Nishizuka	folktale
Helen Keller	Margaret Davidson	biography

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Set 11

Title	Author	Genre
The Tree Lady	H. Joseph Hopkins	biography
My Name Is María Isabel	Alma Flor Ada	fiction: chapter book
Ice Bear	Nicola Davies	narrative nonfiction
"Story"	Eloise Greenfield	poetry
The Key Collection	Andrea Cheng	fiction: chapter book
The Babe & I	David A. Adler	historical fiction

Set 12

Title	Author	Genre
Shark Lady	Ann McGovern	biography
Bee	Kate Riggs	expository nonfiction
Pop's Bridge	Eve Bunting	historical fiction
Fly Away Home	Eve Bunting	fiction
Family Reminders	Julie Danneberg	historical fiction

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Appendix D

SCOPE AND SEQUENCE

WHOLE-CLASS INSTRUCTION

	K	1	2
SHARED READING			
Phonological Awareness/Decoding			
Rhyme	■	■	
Syllables (segmenting, clapping, counting)	■	■	
Letter names and sounds	■		
Word recognition and analysis	■	■	
High-frequency words	■	■	
Recognizing classmates' names	■	■	
Rebuilding sentences	■	■	
Sorting words by concepts, sounds, or syllables	■	■	
Comprehension			
Retelling	■	■	
Making text-to-self connections	■	■	
Making text-to-text connections	■	■	
Making predictions	■	■	
Identifying details and facts in informational text	■	■	
Visualizing	■	■	
Using illustrations to build comprehension	■	■	
Responding to/engaging with text in a variety of modalities	■	■	
Concepts of Print and Book			
Directionality	■	■	
Tracking print	■	■	
Concept of letters and words	■	■	
Front cover, author, illustrator	■	■	
Features of a sentence	■	■	
Different text types: poems, books, stories	■	■	
Recognizing punctuation	■	■	

■ = formally instructed

(continues)

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WHOLE-CLASS INSTRUCTION *(continued)*

	K	1	2
SHARED READING *(continued)*			
Author's Craft			
Alliteration	■	■	
Rhyme	■	■	
Patterns	■	■	
Onomatopoeia	■	■	
Figurative language	■	■	
Oral Fluency			
Echo reading	■	■	
Choral reading	■	■	
Reading with attention to punctuation	■	■	
Reading with attention to a character's feelings	■	■	
Reading with attention to typography	■	■	
HANDWRITING			
Capital letters	■		
Lowercase letters	■	■	
Punctuation marks	■	■	
Spaces between words		■	
INDEPENDENT WORK			
Handles materials responsibly	■	■	■
Uses a quiet voice	■	■	■
Gets started right away	■	■	■
Works for the whole time	■	■	■
Cleans up	■	■	■
WORD STUDY			
Short vowels			■
Long vowels with final *e*			■
Complex vowels *ai, ay, oa, ow, igh, y, ee, ea, oo, ew, ou, ow, oi, oy, au, aw*			■
r-controlled vowels *er, ir, ur, ar, or*			■
Inflectional endings *-ed, -ing*			■
Alphabetizing			■
Consonant-*l*-*e* syllables			■

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WHOLE-CLASS INSTRUCTION *(continued)*

	K	1	2
WORD STUDY *(continued)*			
Open and closed syllables			■
Syllabication strategies			■
Prefixes *re-*, *un-*			■
Suffixes *-er*, *-est*, *-ly*, *-or*, *-ist*, *-ful*, *-less*, *-tion*, *-ion*, *-sion*, *-ment*, *-ness*, *-able*, *-ible*			■
Homophones, synonyms, antonyms			■
Compound words			■

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SMALL-GROUP INSTRUCTION

	Small-group Reading for Emerging Readers				
	Set 1	Set 2	Set 3	Set 4	Set 5
Phonological Awareness					
Oral blending	■	■	■	■	■
Oral segmenting	■	■	■	■	■
Identifying beginning sounds	■				
Identifying middle sounds	■	■	■		
Identifying ending sounds	■	■			
Blending onsets and rimes		■	■		
Identifying and producing rhymes			■	■	
Identifying syllables				■	■
Dropping first sound					■
Dropping initial blend					■
Dropping last sound					■
Phonics and Decoding					
Single consonants	■	■	●	●	●
Short vowels/CVC pattern	■	■	●	●	●
th, sh, ch, tch, dge		■	■	●	●
Consonant blends			■	●	●
Inflectional endings *-ed, -ing*			■	■	●
Inflectional endings *-s, -es*			■	■	●
Long vowels/CVCe pattern				■	●
ee, ea				■	●
r-controlled vowels *er, ir, ur, ar, or*				■	●
ai, ay, oa, ow, oo, ew, igh, final *y*					■
all, au, aw					■
wr, kn					■
oi, ow, ou					■
ci, ce, cy					■
Word Analysis					
Reading polysyllabic words			■	■	■
Reading compound words				■	■
Analyzing polysyllabic words					
Recognizing homophones				■	■
High-frequency words	■	■	■	■	■

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Small-group Reading for Developing Readers						
Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
■	■	■	●	●	●	●
■	●	■	●	●	●	●
	■	■	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●

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SMALL-GROUP INSTRUCTION *(continued)*

	Small-group Reading for Emerging Readers				
	Set 1	Set 2	Set 3	Set 4	Set 5
Fluency					
Phrasing (grouping words together)					
Paying attention to punctuation					☐
Paying attention to characters' feelings			■		■
Reading for listeners					
Comprehension					
Exploring text features					☐
Sequencing and retelling			☐	☐	☐
Understanding character (and setting)			☐		☐
Understanding problem and solution					☐
Making text-to-self connections			☐	☐	☐
Making text-to-text connections					☐
Determining topic					
Wondering					
Making and supporting predictions					☐
Determining theme					
Self-monitoring and Self-correcting					
Self-monitoring and self-correcting					
Generating Independent Thinking					
Sharing and supporting opinions					
Responding to literature					

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Small-group Reading for Developing Readers						
Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
■				■		
■	■	■	■			
■	■		■	■		
	■	■		■	■	
■	■	■	■			■
■	■	■				
	■		■	■	■	
			■		■	
■	■			■	■	
			■	■	■	■
	■		■		■	
	■	■	■			
	■		■			
				■	■	
		■		■	■	
		■		■		■
		■	■	■	■	■

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CCC Collaborative Literacy | Empowering teachers. Inspiring students.

Being a Reader™

The Collaborative Classroom

The Collaborative Classroom differs from traditional learning environments in that students and teachers work together on shared academic and social goals.

The Collaborative Classroom is an intentional environment in which collaboration goes beyond conventional cooperation and compliance. Students become caring members of a learning community who take responsibility for their own learning. As students think, talk, and share ideas, they come to value the thinking of others. They become thoughtful writers and engaged speakers and listeners. They discuss and debate big ideas with respect, clarity, and understanding.

The Collaborative Classroom in *Being a Reader*

The *Being a Reader* program embodies the practices of the Collaborative Classroom. Students of *Being a Reader* demonstrate:

- Deeper understanding of content
- Ownership of their own learning
- Intrinsic motivation to remain on task
- Improved self-esteem
- An increase in academic performance

"As we practice collaboration, we are building community. It has changed our school climate and helped our students academically. They now have the language to work together differently and resolve problems quickly. We have reduced interruptions during academic instruction and don't lose important learning time. We have increased student engagement, which ensures increased academic achievement and gains."

—Eve Cheung, principal, K–5 elementary school

Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501-1042
800.666.7270
collaborativeclassroom.org

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Small-group Teacher's Manual

CCC Collaborative Literacy

Being a Reader™



SET 5

Center for the Collaborative Classroom™

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Being a Reader™

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Small-group Teacher's Manual

CCC Collaborative Literacy

Being a Reader™



SET 5

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1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, the teacher reads and rereads carefully selected large-format texts with the whole class. The teacher models effective reading behaviors and strategies, and invites the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading and an understanding of their ability to interact with texts.
- **Independent Work (K–2).** During Independent Work, students take responsibility for their learning and behavior by working independently on meaningful literacy activities while the teacher instructs small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessment" on page xx.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 1–5

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for emerging readers.

Many factors contribute to students becoming confident, competent readers, including oral fluency, word-recognition strategies, comprehension, and a love of reading. Small-group Reading Sets 1-5 focus on important parts of learning—phonological awareness, concepts of print, decoding, high-frequency words, and comprehension.

Beginning readers learn that spelling-sound knowledge is vital to decoding text. They come to realize that spoken words are made up of sound units (phonemes) and that the spellings they see on a page correspond with these phonemes. Once the students learn how to connect letters and sounds, they can efficiently read many words. Sets 1-5 build the foundation for reading through systematic instruction in phonological awareness, spelling-sound decoding, and high-frequency words. As the students learn to read accurately and automatically, the students also learn that understanding what they are reading is paramount.

Design Features of Small-group Reading Sets 1–5

Small-group Reading Sets 1-5 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, instruction is explicit and systematic.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- When students are correctly placed in the appropriate set, they receive the instruction they need. Students do not unnecessarily repeat instruction or receive instruction beyond what they are ready for.
- The books the students read were developed to correspond to the scope and sequence of phonics and high-frequency word instruction. These books provide opportunities to engage in comprehension work within and beyond the text.

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Goals for Emerging Readers

The primary goals of Small-group Reading Sets 1-5 are for the students to:

- Receive explicit, systematic instruction in phonological awareness, spelling-sounds, and high-frequency words
- Comprehend what they read
- Cultivate a love of reading
- Learn to read well independently
- Receive individualized instruction
- Read a variety of high-quality books

Elements of Instruction

Instruction for emerging readers is guided by a scope and sequence of phonological awareness, phonics, and high-frequency words. Spelling-sounds and high-frequency words are taught in order of utility, with the goal of quickly preparing students to start reading books. Success in reading is a strong motivator for young readers. As the books become more challenging, reading strategies such as retelling, identifying characters' feelings, and making connections are informally introduced.

Emerging readers learn at different paces, and the small-group lessons provide opportunities for reteaching to slow the pace of instruction as necessary. At the same time, some readers make sudden gains in their decoding ability at different times. These students may be able to move ahead in the instructional sequence. For the complete scope and sequence for Sets 1-5 and Sets 6-12, visit the General Resources section of the CCC Learning Hub (ccclearninghub.org).

PHONOLOGICAL AWARENESS

Phonological awareness is the awareness that words are made up of sounds. The ability to hear the different sounds that make up a word is critical for both reading and spelling. Through a variety of oral activities, the students identify the phonemes in words. Basic blending (/mmăănn/ into *man*) and segmenting (*man* into /mm/ /ăă/ /nn/) activities lead to identifying first, last, and middle sounds and finally dropping and substituting sounds. Oral phonological awareness activities appear in every week.

SPELLING-SOUNDS

Explicit, systematic instruction ensures that the students build their knowledge of spelling-sound relationships by applying them to reading words in isolation (in word lists) and in books. Spelling-sounds are introduced gradually, with ample time for practice. Decodable word lists often include challenging words from the week's book. This provides the students with opportunities to read words with teacher support before they encounter them when reading to themselves. Once a week, the students review spelling-sounds in isolation using

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the sound card review deck. This helps to solidify their knowledge and allows you to evaluate the students' mastery of the spelling-sounds. To hear the recommended pronunciation for sounds, see the video "Pronunciation Guide" on the CCC Learning Hub.

SOUND SORTS

Sorting independently reinforces spelling-sound knowledge and provides review on days when the small group does not meet. The students first work with pictures that show familiar objects (such as the sun). The students sort pictures according to the first, last, or middle sound in the word (/ss/ /ŭ/ /nn/), which builds phonological awareness. In later sets, the students sort words based on the week's spelling-sound instruction. The word sorts are the foundation for word study in later grades.

POLYSYLLABIC WORDS

Reading polysyllabic words requires students to use different strategies than simple left-to-right decoding. At this stage of reading development, students begin to read words in syllables or word parts rather than letter by letter. As early as Set 4, the students begin to read two-syllable words that include inflectional endings. In Set 5, the students are introduced to strategies for reading polysyllabic words and begin to develop the word analysis skills that will allow them to tackle easy-to-read trade books (books at level J of the *Fountas & Pinnell Text Level Gradient*™ or level 18 of the *Developmental Reading Assessment*® [DRA]). As the students are ready, you may encourage them to add easy-to-read books to their toolboxes for independent reading.

HIGH-FREQUENCY WORDS

A repertoire of high-frequency words supports students' automaticity in reading connected text. After you introduce each word, the students read and spell it, which focuses the students' attention on the left-to-right sequence of letters. High-frequency words are reviewed daily and are added cumulatively to the weekly books. Word cards that can be added to the class word wall are provided, as well as a "Word Bank" that the students can use for reference. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org).

FLUENCY

Fluency is more than reading rate. It is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction and practice with spelling-sound correspondences and high-frequency words builds the accuracy and automaticity needed to read with expression and proper phrasing. Emerging readers at first read haltingly, word by word. But beginning in Set 4 or 5, you will notice the students starting to read in phrases. At this point, the students will be paying increasing attention to comprehension. Students who still struggle with phrasing after completing Set 5 can go on to Set 6, which focuses on fluency, while those who are reading with prosody continue to Set 7 or 8.

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COMPREHENSION

The purpose of teaching spelling-sound correspondences, high-frequency words, and strategies for reading polysyllabic words is to facilitate comprehension. Students who read accurately and with automaticity and prosody are able to direct most of their attention to understanding what they read. Sets 1 and 2 focus on establishing accuracy and automaticity in the context of reading fiction and nonfiction with plots and topics that are readily accessible to the students. Repeated rereading in Small-group Reading lessons and during independent work time develops fluency. The students read and discuss books during every Small-group Reading lesson. Discussion questions beginning in Set 3 start to informally address some of the comprehension strategies that will appear in later sets, such as using illustrations to support comprehension, using text features, and understanding how characters change during a story.

GUIDED SPELLING

In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Spelling practice coordinated with on-level reading strengthens both reading (decoding) and spelling (encoding). The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words. It is an opportunity for the students to apply their growing knowledge to writing.

Texts for Emerging Readers (Sets 1–5)

The books provided for Sets 1–5 have been carefully written and illustrated to provide engaging reading experiences within the scope and sequence of Small-group Reading. The books are attractive, appealing, and designed for success.

Each set includes a balance of fiction and nonfiction texts. Nonfiction becomes more prevalent in later sets.

The books in Set 1 make full use of high-frequency words and a few spelling-sound relationships. The books taught in the first two weeks use only high-frequency words, allowing the students to start reading real books immediately. Simple consonant-vowel-consonant (CVC) words are added as soon as the students learn their first vowel spelling-sound.

The books in Set 2 include nonfiction about single topics, such as sled dogs and animal homes. The fiction books focus on single events.

Nonfiction books in Set 3 include information about single topics, such as skunks and making jam. The plots of fiction books are more complex here than in previous sets. Comprehension questions begin to informally address topics taught in depth in later sets, such as using illustrations to confirm what one reads, identifying characters' feelings and how they change, and making inferences.

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Nonfiction books in Set 4 include less familiar topics, such as life in a Native American plains tribe. The more complex plots of fiction books require the students to make inferences. Comprehension questions continue to informally address topics taught in depth in later lessons.

Set 5 includes mostly nonfiction books featuring new topics with more complex content, such as why we have night and day on Earth and how glaciers shape the planet. Comprehension questions informally address topics taught in depth in later sets, such as making connections between texts and identifying information that is learned from a book. The students in Set 5 are likely to be able to add easy-to-read trade books to their repertoire. Abundant reading with high levels of accuracy develops fluency, comprehension, and vocabulary. The students at this stage of development will benefit from reading a large variety of books at their appropriate reading levels.

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Teaching Small-group Reading Sets 1–5

How Sets 1–5 Are Organized

Each set features between 12 and 21 books. There are three lessons associated with each main book, plus an additional Reteaching text provided for every other week. Lessons are designed to take approximately 15 minutes in kindergarten. In grade 1, Guided Spelling takes an additional 5 minutes. Each week of instruction follows a similar outline, with some variation in later sets. Using a familiar lesson structure allows the students to focus on new content.

The steps on Days 1 and 2 follow a similar sequence:

- **Phonological Awareness.** The lessons begin with an oral phonological awareness activity. Blending and segmenting are emphasized in early sets, and more sophisticated activities are emphasized in later sets. These activities become less frequent on Day 2 beginning in Set 5.
- **Introduce the Spelling-Sound.** A spelling-sound is introduced through modeling and practice.
- **Blend Decodable Words.** The students practice blending words in a list. Many of the words are selected from the week's new book. Once the students are reading two-syllable words, this step is called "Read Decodable Words," because the students begin to read by syllable rather than by blending individual sounds.
- **Introduce the Sound Sort.** On Day 2, a new sound sort is included in the instruction.
- **Introduce the High-frequency Word.** A word is introduced through reading and spelling.
- **Review High-frequency Words.** Words are reviewed using handheld cards.
- **Read or Reread.** On Day 1, the students reread the previous week's book. On Day 2, they read a new book. Comprehension questions are provided.
- **Guided Spelling (for grade 1 students).** The students are guided to spell two decodable words and then write one high-frequency word.

On Day 3, the format is modified to allow more time for review, reading, and discussion. No new sounds or words are introduced.

- **Phonological Awareness.** The Day 3 lesson usually begins with an oral phonological awareness activity. These activities become less frequent on Day 3 beginning in Set 4.

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- **Review Spelling-Sounds.** Spelling-sounds are reviewed using handheld cards.
- **Review High-frequency Words.** Words are reviewed using handheld cards.
- **Reread.** The students reread the Day 2 book.
- **Check Comprehension and Reflect.** The students answer comprehension questions and discuss what they have read.
- **Guided Spelling (for grade 1 students).** The students are guided to spell the words in a sentence, including capitalization and ending punctuation.

Planning and Teaching the Lessons

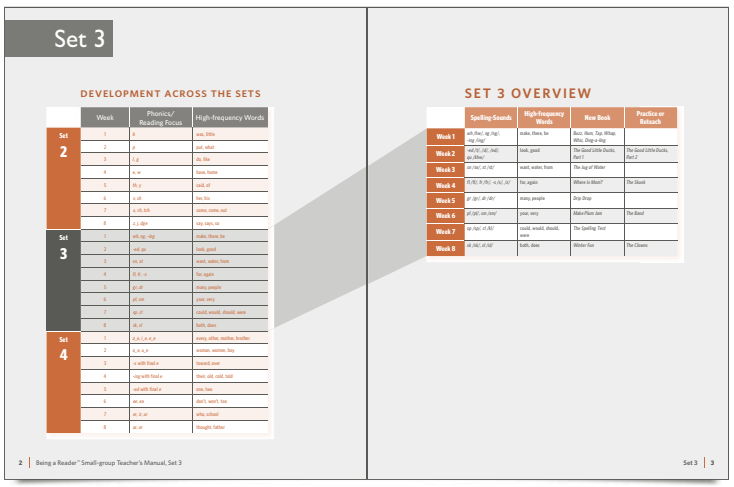
SET OVERVIEW


Set 3

Set 3 readers have mastered short vowels and single consonants. They are comfortable reading consonant-vowel-consonant (CVC) words, although they may read slowly, word by word. Their increasing facility with one-syllable and high-frequency words allows them to attend more to the content of what they are reading. Set 3 lessons introduce consonant blends and inflectional endings. By the end of the set, the students may begin to read more smoothly by grouping words together.

Nonfiction books in this set include information about single topics, such as skunks and making jam. The plots of fiction stories are more complex than those in previous sets. Comprehension questions begin to informally address topics taught in depth in later sets, such as using illustrations to confirm what one reads, identifying characters' feelings and how they change, and making inferences.

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 3

DEVELOPMENT ACROSS THE SETS

	Week	Phonics/ Reading Focus	High-frequency Words
Set 2	1	*b*	me, little
	2	*r*	red, what
	3	*l, g*	do, like
	4	*e, w*	have, home
	5	*th, y*	said, of
	6	*s, sh*	her, his
	7	*x, ch, tch*	come, came, out
	8	*z, j, dge*	say, says, so
Set 3	1	*nk, ng, -ing*	make, there, be
	2	*-ed, qu*	look, good
	3	*ck, ai*	want, water, from
	4	*ll, ff, -s*	for, again
	5	*gr, gl*	many, people
	6	*pl, oo*	your, very
	7	*qu, cl*	could, would, should, were
	8	*sk, sl*	both, does
Set 4	1	*x, v, c, e, e, e*	every, other, mother, brother
	2	*e, e, e, e*	woman, women, buy
	3	*-y with final e*	beautiful, one
	4	*-ing with final e*	there, old, cold, told
	5	*-ed with final e*	one, two
	6	*ee, ea*	don't, won't, too
	7	*ar, e, er*	who, school
	8	*ar, or*	thought, father

2 | Being a Reader™ Small-group Teacher's Manual, Set 3

SET 3 OVERVIEW

	Spelling-Sounds	High-frequency Words	New Book	Practice or Reteach
Week 1	*ash, thus (-ng, -ngs/ -ang, -ings)*	make, there, be	*Buzz, Mom, Tap, Whap, Whiz, Ding-a-ling*	
Week 2	*-ood, oi, -ild, -ind/ -ow, Whoa!*	look, good	*The Good Little Ducks, Part 1*	*The Good Little Ducks, Part 2*
Week 3	*ea, (-ea), -ol, -ild/*	want, water, from	*The Jug of Water*	
Week 4	*-ll, ff/, -ff, -ffs/, -s, /s/, /z/*	for, again	*Where Is Mom?*	*The Island*
Week 5	*gr, (gr), -dr/ -ith/*	many, people	*Drip Drop*	
Week 6	*pl, (pl), -oo, -ore/*	your, very	*Make Plum Jam*	*The Band*
Week 7	*qu, (qu), -cl, -ild/*	could, would, should, were	*The Spelling Test*	
Week 8	*sk, (sk), -sl, -ild/*	both, does	*Winter Fun*	*The Clowns*

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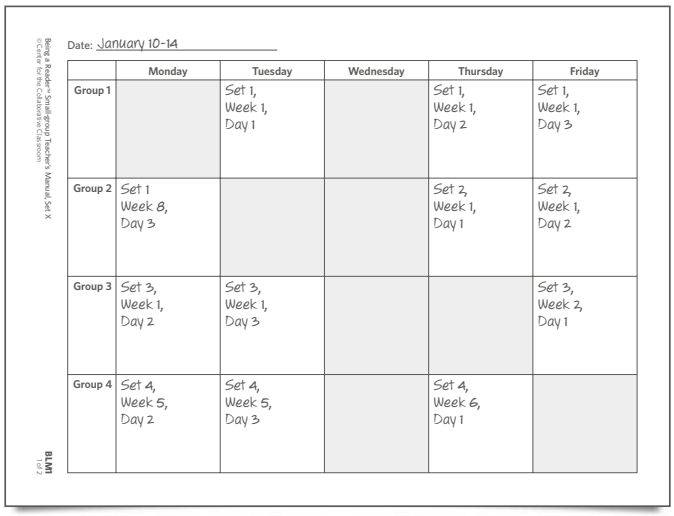
The Development Across the Sets table provides a context for the material covered in each set by listing material covered in the previous and subsequent sets. The table can serve as a reminder of what spelling-sounds and high-frequency words the group has recently covered, as well as a preview of what is covered in the next set.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with independent work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, write the instructional lessons and any Reteaching lessons you plan to teach each group on the "Small-group Reading Two-week Planner." Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.



Being a Reader™ Small-group Teacher's Manual, Set X
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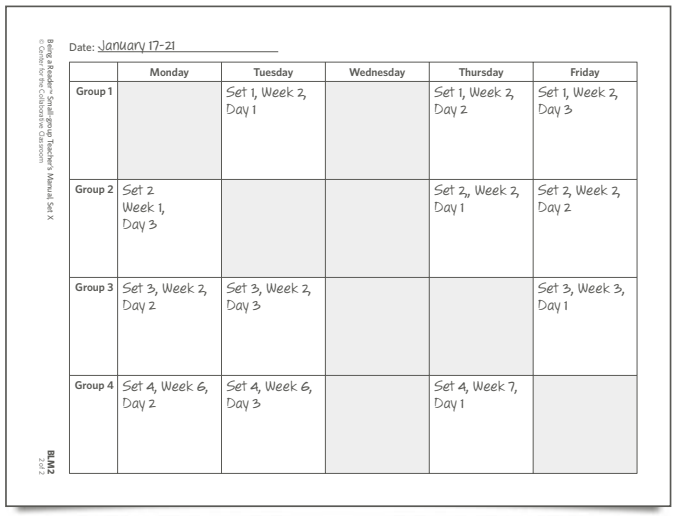
Date: January 10-14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 1, Week 1, Day 1		Set 1, Week 1, Day 2	Set 1, Week 1, Day 3
Group 2	Set 1 Week 8, Day 3			Set 2, Week 1, Day 1	Set 2, Week 1, Day 2
Group 3	Set 3, Week 1, Day 2	Set 3, Week 1, Day 3			Set 3, Week 2, Day 1
Group 4	Set 4, Week 5, Day 2	Set 4, Week 5, Day 3		Set 4, Week 6, Day 1	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 17-21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 1, Week 2, Day 1		Set 1, Week 2, Day 2	Set 1, Week 2, Day 3
Group 2	Set 2 Week 1, Day 3			Set 2, Week 2, Day 1	Set 2, Week 2, Day 2
Group 3	Set 3, Week 2, Day 2	Set 3, Week 2, Day 3			Set 3, Week 3, Day 1
Group 4	Set 4, Week 6, Day 2	Set 4, Week 6, Day 3		Set 4, Week 7, Day 1	

BLM2
2 of 2

ENTRY-POINT WEEKS

Because students may enter the Small-group Reading lessons at varying points along the instructional continuum, you may have students who are beginning instruction with the first week in any set. The activities in Week 1 of each set are written out completely for groups that are beginning instruction. If you are teaching an entry-point lesson, consider budgeting more time for modeling than you normally would.

If your group is continuing from the previous week, you will not need to repeat the activity introductions in Week 1 of the new set; simply remind the students of your expectations. Beginning in Week 2, instruction is abbreviated unless a new activity is being introduced.

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PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the books, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic goals and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read any book that is new to the students. Review the concepts and vocabulary to be introduced before the students read, and anticipate whether any students will need additional support with background knowledge or vocabulary. We provide suggestions in each book introduction, but you may decide to provide additional support.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Review the "ELL Support" feature in the Overview. This feature helps you anticipate spelling-sounds that may be challenging for students depending on their language backgrounds.

GUIDED SPELLING FOR GRADE 1 STUDENTS

In Guided Spelling lessons on Days 1 and 2, the students spell two decodable words and one high-frequency word with your support. On Day 3, they write a sentence as you support them in the conventions of sentence writing, including capitalization and punctuation. Guided Spelling sessions are intended for grade 1 students, but kindergarten students may also benefit from Guided Spelling instruction if time is available.

Guided Spelling lessons should take approximately 5 minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org).

RETEACHING

Every two weeks, an assessment note alerts you to consider slowing the pace of instruction for the group by reteaching content. A new book is provided for application of the spelling-sounds and high-frequency words taught during the previous two weeks. Use the same three-day pattern laid out for regular weeks, dividing spelling-sounds and high-frequency words to be taught over the first two days, introducing the new book on Day 2, and following up with review, rereading, and discussion on Day 3. Some groups, especially in Set 1, may need

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two Reteaching weeks rather than one. Students who do not need reteaching can use the reteaching book for independent reading. Reteaching books from the previous Set can also be used to provide entry-point students with reading material on the first day of instruction.

Assessments

PLACEMENT ASSESSMENT

A placement assessment for Sets 1–5 will help you determine the appropriate small group in which to place each student, and which set the group will begin in. Once you have assessed the students and grouped them, instruction can begin. The placement assessment and instructions for administering it can be found in the *Assessment Resource Book*. Note that there are two versions of the placement assessment, one for grades K–1 and a second one for grade 2. While the assessment is the same in both versions, the placement and grouping guidance differs.

Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for independent work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

Beginning in Set 3, the Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will appear every two weeks on Day 3. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out before you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ assessment app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will appear every four weeks, on Day 3. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA), which should be printed out before you begin teaching the lesson. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the

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"Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

The Mastery Tests will allow you to monitor the progress of individual students. A Mastery Test Assessment Note will appear every four weeks, on Day 3. Each Mastery Test has a "Mastery Test" record (MT) and a corresponding "Mastery Test Student Card" (SC) for the students to read from. Suggestions for reteaching as needed are provided with each Mastery Test Assessment Note. The students who master material in a set should move directly into Week 1 of the next set. You will find the Mastery Tests in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level *Teacher's Manual*.

Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see the cards and wipe-off board. Individual wipe-off boards are used by the grade 1 students during Guided Spelling. The students participating in Guided Spelling should be seated so that they can easily refer to the high-frequency word wall.

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group reading table. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students store their books and bags containing sound sorts in their toolboxes.

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be accessible to all students. Special attention was given to particular challenges for English Language Learners. An "ELL Support" feature before each set of lessons alerts you to pronunciation and language transfer issues that may arise during the lessons. Additionally, ELL Notes at point of use provide information that can be included in the lessons, including vocabulary support and background knowledge needed to comprehend the weekly books. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual*.

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Lessons

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Set 5

Set 5 readers are ready to tackle two-syllable words. To do this, they continue to develop the habit of looking at all parts of a word before reading it. With teacher guidance, they begin to break longer words into syllables and then read words by putting syllables together. At the same time, these readers rapidly acquire spelling-sound knowledge of complex vowels in single-syllable words. Accuracy and automaticity are well-established, allowing the students to read increasingly sophisticated text. Set 5 lessons introduce two-syllable decoding, complex vowels, final *y*, and silent letters *k* and *w*.

Nonfiction books in this set include unfamiliar topics with more complex content, such as why we have night and day on Earth and how glaciers shape land. Comprehension questions continue to informally address topics taught in depth in later sets, such as making connections between texts and identifying what is learned from a book.

Students who are beginning Set 5 have mastered long-vowel and *r*-controlled spellings and are likely to be able to read easy-to-read trade books (books at Fountas and Pinnell level J or DRA® level 18). Abundant reading with high levels of accuracy develops fluency, comprehension, and vocabulary. The students will benefit from reading a large variety of books at their appropriate reading levels.

Small-group reading books and lessons in the coming weeks continue to provide targeted practice in spelling-sound correspondences and high-frequency words. Books from your classroom library will complement these materials by giving the students opportunities to apply what they know to a wider variety of words and topics.

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Set 5

DEVELOPMENT ACROSS THE SETS

	Week	Decoding Focus	High-frequency Words
Set 4	1	*a_e, i_e, e_e*	every, other, mother, brother
	2	*o_e, u_e*	woman, women, boy
	3	*-s* with final *e*	toward, over
	4	*-ing* with final *e*	their, old, cold, told
	5	*-ed* with final *e*	one, two
	6	*ee, ea*	don't, won't, too
	7	*er, ir, ur*	who, school
	8	*ar, or*	thought, father
Set 5	1	two-syllable words	after, work
	2	two-syllable words	head, read
	3	two-syllable words	never, ever, only
	4	two-syllable words	give, live
	5	*ai, ay*	walk, talk, because, children
	6	*oa, ow, oo, ew*	
	7	*all*	even, picture
	8	*wr, kn*	move, great
	9	*igh, _y*	though, once
	10	*-es, -ed* with *_y*	enough, watch, been
	11	*ou*	few, kind, find, mind
	12	*oi, oy*	word, four, answer
	13	*au, aw*	learn, young, large
	14	*ci, ce, cy*	earth, most, change

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SET 5 OVERVIEW

	Decoding Focus	High-frequency Words	New Book	Practice or Reteach
Week 1	two-syllable words	after, work	*Fun Forts*	
Week 2	two-syllable words	head, read	*Ann's Book Club*	*Ants, Moths, and Wasps*
Week 3	two-syllable words	never, ever, only	*Have You Ever?*	
Week 4	two-syllable words	give, live	*Spring on the Farm*	*Animal Homes*
Week 5	*ai, ay* /ā/	walk, talk, because, children	*A Play Day with My Brother Ray*	
Week 6	*oa* /ō/; *ow* /ō/, /ou/; *oo* /o͞o/, /o͝o/; *ew* /o͞o/		*Cook Food on a Campfire*	*Sailboats*
Week 7	*all* /awl/	even, picture	*Ball Games*	
Week 8	*wr* /r/, *kn* /n/	move, great	*Dance!*	*New School*
Week 9	*igh* /i/; *_y* /ī/, /ē/	though, once	*Sunny Days, Starry Nights*	
Week 10	*-es, -ed* with *_y*	enough, watch, been	*Scout's Puppies*	*Night Skies*
Week 11	*ou* /ou/	few, kind, find, mind	*The Desert*	
Week 12	*oi, oy* /oi/	word, four, answer	*The Silver Coins*	*The Four Seasons*
Week 13	*au, aw* /aw/	learn, young, large	*Grizzly Bears*	
Week 14	*ci, ce, cy* /s/	earth, most, change	*Glaciers*	*Glaciers and the Earth*

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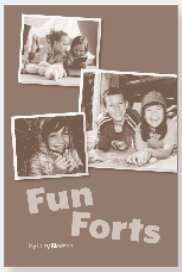
Week 1

RESOURCES

New



Fun Forts

by Lucy Bledsoe

Revisit



Fox Spills the Stars

by Amy Helfer, illustrated by Michelle Lopez Deksnys

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)

High-frequency Word Cards

- *after*
- *work*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 5, Week 1 Sort" (BLM1)

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OVERVIEW

Reading Focus

- two-syllable words

High-frequency Words

- *after*
- *work*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *after* and *work* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 1 Sort" (BLM1). Make a copy for each student in the group, plus two. Cut apart the words on each sheet (keeping one copy intact) to create a set of one-syllable and two-syllable sorting words for each student in the group and one for yourself. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, make a group set of the "Individual Reading Observation" sheet (IR1); see of the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set of lessons.

ELL SUPPORT

two-syllable words

Vietnamese is predominantly a monosyllabic language. Students may need extra practice blending syllables into two-syllable words without pausing.

(continues)

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ELL SUPPORT *(continued)*

▪ two-syllable words

Spanish is a language built on a relatively small number of distinct syllables. The most frequent syllable type is an open CV (consonant-vowel) syllable; 20 percent of syllables in Spanish fall into the closed CVC or VC (consonant-vowel-consonant or vowel-consonant) category. Spanish-speaking students will be familiar with two-syllable words that break between two consonant sounds; however, there are fewer consonant combinations than in English. Common spellings at syllable junctures in Spanish include *nt* as in *cantan* (CAHN-tahn), "sing"; *nd* as in *vender* (vehn-DAIR), "sell"; *st* as in *costos* (COHS-tohs), "costs"; *lt* as in *saltan* (sahl-TAHN), "jump"; and *lm* as in palmas (PAHL-mahs), "palms."

▪ cognates

When a two-syllable English word has a Spanish cognate, point out the similarities in the two words' spellings and sounds. Help the students identify the two syllables, or parts, that make up each word. Write the word where the students can see it. Highlight the syllable juncture in a bright color and draw a slash to indicate the syllable break. Some cognate pairs that fit this pattern include *trumpet/trompeta* (trohm-PAY-tah) and *member/miembro* (mee-EHM-broh).

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Fox Spills the Stars

Dropping Beginning Sounds; Two-syllable Words; *after*

Day 1

In this lesson, the students:

- Practice dropping beginning sounds
- Begin to read two-syllable words
- Read decodable words
- Learn the high-frequency word *after*
- Review high-frequency words
- Read a familiar book (continuing students)

ABOUT ENTRY-POINT LESSONS

Because students may enter the Small-group Reading lessons at varying points along the instructional continuum, you may have students who are beginning instruction with this lesson or who are continuing from Set 4. Each activity in this week is written out completely for groups that are beginning instruction with this lesson.

If your group is continuing from the previous week, you will not need to repeat the activity introductions in this lesson; simply remind the students of your expectations for the procedures.

1 Gather and Get Ready

Explain that during Small-group Reading the students will learn new sounds and words, read books, and talk about their reading.

2 Phonological Awareness: Dropping Beginning Sounds

Tell the students that today they will say words without saying the first sound. Explain that you will say a word, and then they will say the word without saying the first sound. Model the procedure, using the word *mad*. Say *mad*. Then drop /m/ and say /ăd/. Model and have the students practice with a second word, such as *lad*.

Materials

- (For continuing students) Teacher and student copies of *Fox Spills the Stars* from Set 4, Week 8
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *after*
- High-frequency word card review deck
- (Optional, for students beginning with this lesson) Student copies of *Fox Spills the Stars* from Set 4, Week 8
- (For Guided Spelling) Wipe-off board, dry-erase marker, and tissue or cloth for each student

Teacher Note

This is the first time the students are asked to drop the beginning sound in a word. Provide the full introduction and modeling, even if this group is continuing instruction from Set 4.

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Say each of the words that follow. Have the students repeat each word and then say the word without the first sound.

leg /ĕg/

beg /ĕg/

fox /ŏks/

box /ŏks/

sad /ăd/

bad /ăd/

Manipulation Support

If the students have difficulty dropping the first sound, you might use a visual aid. Draw a blank and a box side by side on your wipe-off board. First say the word normally as you sweep under the blank and the box. Then point to the blank as you say the onset and point to the box as you say the rime: /l/ . . . /ĕg/. Then point to the box and say, "Say *leg* without the first sound."

3 Review Two-syllable Words

Remind the students that words are made up of word parts called *syllables*. Write the words *come*, *picnic*, and *tomorrow* on your wipe-off board. Say each word, and have the students identify how many syllables are in each word.

Tell the students that when they come to a longer word in their reading, it is often helpful to break the word into syllables, read each syllable, and then read the whole word.

Model breaking a two-syllable word into syllables. Write the word *napkin* on your wipe-off board. Frame the first syllable with your thumb and forefinger and read it aloud: *nap*. Next frame the second syllable and read it aloud: *kin*. Then sweep below the word as you read the whole word aloud: *napkin*. Use the same procedure to have the students practice reading the word *sunbeam*.

Explain that a *syllable* has just one vowel sound. Write a few examples of one-syllable words on your wipe-off board, such as *sat*, *fun*, *tip*, and *beam*. Read the words with the students and point out the consonants and vowels in each word.

> **You might say:**
>
> "The consonants in *sat* are the letters *s* and *t*. The only vowel in *sat* is the letter *a*. The letter *a* stands for the sound /ă/ in *sat*. The vowel sound in *sat* is /ă/. The word *beam* has two vowels: *e* and *a*. The letters *e* and *a* together stand for the sound /ē/. All of these words have one vowel sound, so they have one syllable."

ELL Note

English Language Learners may benefit from additional practice identifying words with two syllables. Read each of the following words one at a time, and have the students say the word, say the word again while clapping on the syllables, and say how many syllables are in the word: *kit/kitten*, *mitt/mitten*, and *yell/yellow*.

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Write the words that follow on your wipe-off board. Repeat the procedure on the previous page to have the students first read each syllable as you frame it, and then read the whole word as you sweep under it.

lumber	sister
kitchen	tunnel
rubber	inside

Decoding Support

When you frame *kitch* in *kitchen*, you may wish to tell the students that *tch* always stays together in a syllable.

4 Read Decodable Words

Tell the students that they will read words that use spellings they know. Explain that you will write some words and the students will read them.

Model how to read the word *forts*. Write *forts* on your wipe-off board. Point to the left of the word, pause, and sweep under it as you say the word. Then point back to the beginning and have the students read the word *forts* with you.

Write the following words on your wipe-off board:

snack	safe
reading	tops
jumping	rested

Tell the students that some of the words they will read today have one syllable and some have two syllables. Point to the left of *snack* and sweep under it as the students read it. Follow the same procedure for the remaining words on the list.

Decoding Support

If the students struggle to read decodable words, support them by saying each sound with them while you point to each spelling. Then have the students blend the sounds to read the word.

For words with inflectional endings, support the students by covering the ending and having them read the base word first. Then uncover the ending and have them read the whole word.

Teacher Note

If the students are familiar with the routine for reading decodable words, you do not need to model it here. Instead, simply go to the word list below and remind the students of your expectations for the procedure.

Teacher Note

Many of the words in the Read Decodable Words activities are selected from the books students read on Day 2.

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5 Introduce the High-frequency Word *After*

after "I will go outside after lunch."

Tell the students that *high-frequency words* are words they will see again and again in their reading. Explain that recognizing these words will help them read stories. Explain that the high-frequency word they will learn today is *after*. Say *after*. Use *after* in a sentence. ("I will go outside after lunch.") Show the high-frequency word card for *after*, point to the word, and say it as you sweep under it. Consider establishing a signal, such as pointing to the first letter of the word or saying "Read," to support the students in reading the words chorally.

Tell the students that when they are learning new high-frequency words, they will practice by reading the word and spelling it. Have the students chorally read *after* and then spell *after* as you point to each letter. Then have them read, spell, and read the word again.

Point to *after* on the word wall.

Use the word card for *after* to begin the high-frequency word card review deck.

ELL Note

English Language Learners may benefit from hearing several example sentences. Encourage the students to repeat the sentences and to act them out when appropriate.

Teacher Note

If your group is continuing from Set 4, add the word card for *after* to the review deck you are already using.

6 Review High-frequency Words

Tell the students that on small-group reading days they will review some of the words that they have already learned by reading them from cards. Explain that they will read each word, spell it, and then read it again. Model the procedure, using *after*. Hold up the card, point to the left of the word, and read it aloud. Then point under each letter as you say each letter name. Finally, read the word again as you sweep under it.

Have the students practice reading, spelling, and then rereading the word *after*. To review previously introduced high-frequency words with continuing students, show each card in the review deck and have the students read it, spell it, and read it again.

Teacher Note

If your group is continuing from Set 4, retain only the cards for the words your students do not know well in the review deck.

Teacher Note

If the students struggle to read a high-frequency word, say the word and then have the students read it and spell it.

7 Reread *Fox Spills the Stars* with Continuing Students

Have the students take the book *Fox Spills the Stars* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Teacher Note

The rereading step is intended for students who are continuing instruction from Set 4. If your group is beginning instruction with this lesson, you may wish to have the students read *Sharks!*, using the preteaching words and comprehension questions from Set 4, Week 8.

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Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

Teacher Note

Some of the students may be reading silently, while others will be reading quietly to themselves. Ask students who are reading silently to read a page quietly to you.

GUIDED SPELLING

team	"It's fun to play on a team."
blocks	"I built a tower out of blocks."
thought	"I once thought that I would like to be a veterinarian."

Distribute wipe-off boards, dry-erase markers, and tissues or cloth to the students. Tell them that they will use these boards throughout the year to write letters, words, and sentences and remind them of your expectations for using the boards.

Tell the students that when they write words, they will use the side of the board with lines. Explain that they will write each word you say, check the word, and then erase the word.

Say *team*. Use *team* in a sentence. ("It's fun to play on a team.")

Encourage the students to pay attention to all the sounds in the word as they write the word on the lined side of their wipe-off boards. Tell the students that in *team*, the sound /ē/ is spelled *e-a*.

Have the students write *team*.

When all the students have finished writing, write *team* on your own wipe-off board.

Tell the students that they will check their work by comparing the word they wrote to the one you wrote. Explain that they will compare each letter in the word to make sure all the letters are there and that they are in the same order. Model this by writing *tean* on a wipe-off board and then comparing each letter to *team*. When you get to the mistake, tell the students that you see that you made a mistake; then change the *n* to *m*. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *team*.

Say *blocks*. Use *blocks* in a sentence. ("I built a tower out of blocks.") Have the students segment *blocks*. Explain that in *blocks*, *block* is the base word and *s* is an ending.

Teacher Note

Guided Spelling is an optional component intended for grade 1 students. In every Guided Spelling lesson, the students will need wipe-off boards, dry-erase markers, and tissues or cloth.

If your group is continuing, simply support the students in writing the words as you did in previous lessons. See "Spelling Support" on the next page.

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Remind the students that the sound /k/ at the end of a word is usually spelled *c-k*. Tell the students that in *block* the sound /k/ is spelled *c-k*. Support the students in writing the base word, *block*, before adding the inflectional ending to write *blocks*. Encourage the students to pay attention to all the sounds in the word as they write the word on the lined side of their wipe-off boards. Have the students write *blocks*.

When all the students have finished writing, write *blocks* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *blocks*.

Explain that the next word the students will write is a high-frequency word. Say *thought*. Use *thought* in a sentence. ("I once thought that I would like to be a veterinarian.") Ask:

Q *Where can you find the word* thought *if you're not sure how to spell it? (on the word wall)*

Have the students write *thought*.

When all the students have finished writing, write *thought* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *thought*. Then collect the wipe-off boards, dry-erase markers, and cloths. Tell the students where they will go when they leave the small-group reading table.

Spelling Support

team: Tell the students that in *team* the sound /ē/ is spelled *e-a*.

blocks: Support the students in writing the base word, *block*. Remind the students that the sound /k/ at the end of a word is usually spelled *c-k*. Tell the students that in *block* the sound /k/ is spelled *c-k*. Then support students in adding the inflectional ending to write *blocks*.

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Fun Forts

Dropping Beginning Sounds; Two-syllable Words; *work*

Day 2

In this lesson, the students:

- Practice dropping beginning sounds
- Review two-syllable words
- Read decodable words
- Learn the procedure for the sound sort
- Identify one-syllable and two-syllable words for the sound sort
- Learn the high-frequency word *work*
- Review high-frequency words
- Read a new book

1 Gather and Get Ready

Remind the students that during Small-group Reading they will learn new sounds and words, read books, and talk about their reading.

2 Phonological Awareness: Dropping Beginning Sounds

Have the students repeat each of the following words and then say the word without the first sound:

pen	/ĕn/
hen	/ĕn/
luck	/ŭk/
duck	/ŭk/
sip	/ĭp/
lip	/ĭp/

Manipulation Support

If the students have difficulty dropping the first sound, you might use a visual aid. Draw a blank and a box side by side on your wipe-off board. First say the word normally as you sweep under the blank and the box. Then point to the blank as you say the onset and point to the box as you say the rime: /p/ . . . /en/. Then point to the box and say, "Say *pen* without the first sound."

Materials

- Teacher and student copies of *Fun Forts*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Teacher and student bags of sorting words, prepared ahead from "Set 5, Week 1 Sort" (BLM1)
- Intact copy of "Set 5, Week 1 Sort" (BLM1), prepared ahead
- High-frequency word card for *work*
- High-frequency word card review deck
- (For Guided Spelling) Wipe-off board, dry-erase marker, and tissue or cloth for each student

Teacher Note

In this week's sound sort, the students are asked to sort by number of syllables for the first time. The lesson may require an extended class period.

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3 Review Two-syllable Words

Remind the students that yesterday they practiced reading two-syllable words. Review that they read each word one syllable at a time to make it easier to read. Tell them that today they will again read two-syllable words by reading each syllable and then reading the whole word.

Write the words that follow on your wipe-off board. For each word, frame each syllable with your thumb and forefinger and have the students read the syllables before they read the whole word.

tunnel	inside
lumber	rubber
sister	kitchen

4 Read Decodable Words

Write the following words on your wipe-off board:

hide	home
far	landed
helping	make

Point to the left of *hide*, pause to give the students time to look at the whole word, and sweep under the word as the students read it. Follow the same procedure for the remaining words on the list.

Teacher Note

This is the first time the students are asked to identify one-syllable and two-syllable words. Even if the students are familiar with the sorting procedure, use the extended instruction to introduce the week's sort.

5 Introduce the Sound Sort

Tell the students that they will sort words into two groups. Explain that they will make one group with one-syllable words and another group with two-syllable words. Tell them that they will practice sorting words now and then sort their words when they go to independent word work.

Display the intact "Set 5, Week 1 Sort" sheet (BLM1) and explain that these are the words the students will sort this week. Remind the students that they have been reading two-syllable words with the endings *-ed* and *-ing*. Tell the students that some of the words they will sort have one syllable and some have two syllables. Point to each word and read it aloud. Then have the students read the words as you point to them.

Teacher Note

If necessary, support the students in reading words with inflectional endings by covering the ending (and any doubled letters) and having them read the base word first.

You may wish to define *steel* ("a kind of metal") and *plotted* ("planned") for the students.

Take the sorting guide from your own bag of words and hold it up. Explain that the students will sort by the number of syllables in each word. Point to the words *hide* and *meeting* on the sorting guide. Explain that the words with one syllable will be sorted with *hide* and those with two syllables will be sorted with *meeting*. Tell the students that they will each have their own bag of words, and when they begin the sort, they will first find the sorting guide and place it on the table in front of them. Place your sorting guide on the table in front of you. Point to the word

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hide and say it as you clap once: *hide*. Then point to the word *meeting* and say it as you clap twice: *meeting*.

Hold up the word *rubbed* from your bag. Ask the students to read the word; then have them read the word again as they clap on the syllables. Ask:

Q *Does* rubbed *have one syllable or two syllables? Which word does* rubbed *belong with,* hide *or* meeting*?*

Have a few volunteers share.

Confirm that *rubbed* has one syllable and belongs with the one-syllable word *hide*. Show the students how to place the word *rubbed* below the word *hide*. Practice the procedure again, using the word *acted*. Hold up the word *acted* from your bag. Ask the students to read the word. Then have them read the word again while clapping on the syllables. Ask:

Q *Does* acted *have one syllable or two syllables? Which word does* acted *belong with,* hide *or* meeting*?*

Confirm that *acted* has two syllables and belongs with *meeting*. Place the word *acted* below the word *meeting*.

Distribute one bag of sorting words to each student. Have the students first find the sorting guide in their bags and place it on the table. Review that the words *hide* and *meeting* will remind them that they are sorting by the number of syllables.

Ask each student to choose one word from her bag, read the word quietly to herself, and decide whether the word has one syllable, like *hide*, or two syllables, like *meeting*. Review that if the word has one syllable, she will put it below *hide*; if it has two syllables, she will put it below *meeting*. Support the students as necessary.

When all the students have placed at least one word, tell them that they will now check their work. Explain that they will read each word to themselves and listen carefully to what they say. If they have put the word in the wrong place, they can move it. Practice by checking the words you sorted earlier. Point to the word *rubbed* and say: *rubbed*. Ask:

Q *Does the word* rubbed *have one syllable, like* hide*? Is the word* rubbed *in the right place?*

Confirm that the word *rubbed* belongs with the word *hide* because both words have one syllable. Have each student point to the word he sorted and read it. Ask:

Q *Does your word have one syllable or two syllables? Is it in the right place?*

Have each student check her word and move it if necessary. Then have the students check any additional words they sorted.

Teacher Note

Depending on how much time you have, you may wish to have the students practice sorting more than one word each during Small-group Reading.

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Explain that when the students go to independent word work, they will sort all their words before they do anything else. Briefly review the procedure:

1. Put the sorting guide on the table.
2. Choose another word and read it to see if it has the same number of syllables as one of the words on the sorting guide: one syllable, like *hide*, or two syllables, like *meeting*.
3. Put all the words with one syllable below *hide* and those that have two syllables below *meeting*.
4. Check the sort by reading each word to make sure it is in the right place.

Tell the students that they will sort their words first when they go to independent word work before choosing another activity. If they need help remembering how to sort their words during independent word work, they may quietly ask another student in their reading group to remind them. Have them put their sorting words in their bags and put the bags in their toolboxes.

6 Introduce the High-frequency Word *Work*

work "You all work hard in school."

Remind the students that *high-frequency words* are words that they will see again and again in their reading. Explain that recognizing these words will help them read stories. Explain that the high-frequency word they will learn today is *work*. Say *work*. Use *work* in a sentence. ("You all work hard in school.") Show the high-frequency word card for *work*, point to the word, and read it as you sweep under it.

Have the students chorally read *work* and then spell *work* as you point to each letter. Then have them read, spell, and read the word again.

Point to *work* on the word wall.

Teacher Note

Add the word card for *work* to the high-frequency word card review deck.

7 Review High-frequency Words

Remind the students that during Small-group Reading lessons they will review some of the words they have learned by reading the words from cards. Explain that when they review a word, they will read it, spell it, and read it again. Show the high-frequency word card for *work*, point to the left of the word, and have the students chorally read it as you sweep under it. Then have the students spell the word as you point under each letter. Finally, have the students read the word as you sweep under it again. Repeat the procedure to review the remaining words in the review deck.

Teacher Note

Continue to build the high-frequency word card review deck by adding the word cards for the words you introduce to the group. After you have accumulated about 20 cards, begin removing cards for words the students know well.

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8 Read *Fun Forts*

Distribute a copy of *Fun Forts* to each student. Tell the students that they will read this book today. Show the cover and identify the title and author. If necessary, explain that the *title* is the name of the book and the *author* is the person who writes the words in the book. Clarify that a *fort* is a "strong building where soldiers live," and that many children like to build their own forts to play in. Open to page 4, and ask the students to find today's new word, *work*. Then ask the students to find the new word *after* on the same page.

Write the words *chair*, *couch*, *books*, *blanket*, and *hold* on your wipe-off board and read the words. Have the students say the words. Tell the students that they will see these words in today's book, and they will have to remember the words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Tell the students that if they finish reading the book, they will turn back to the first page and read it again. Have all the students turn to page 1 in their books and begin reading quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading the book at least once, ask:

Q *What are some ways to build a fort that are described in this book?*

Have a few volunteers share their thinking with the group. Then ask:

Q *What can you do inside a fort?*

After the students have shared, have them put their books in their toolboxes. Tell them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Teacher Note

If the students are continuing instruction from Set 4, you do not need to repeat the instruction here. Instead, simply have the students read the book quietly to themselves.

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Teacher Note

If your group is continuing, see "Spelling Support" below.

ELPS 5.C.i
Guided Spelling section

Teacher Note

If the students have trouble checking their work, model the procedure again as you did on Day 1.

GUIDED SPELLING

flop	"I like to flop down onto my sofa."
safe	"It is not safe to walk on ice."
father	"My father is named after his father."

Distribute wipe-off boards, dry-erase markers, and tissues or cloth to the students.

Say *flop*. Use *flop* in a sentence. ("I like to flop down onto my sofa.") Have the students write *flop*.

When all students have finished writing, write *flop* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *flop*.

Say *safe*. Use *safe* in a sentence. ("It is not safe to walk on ice.") Have the students write *safe*.

When all the students have finished writing, write *safe* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *safe*.

Tell the students that the next word they will write is a high-frequency word. Say *father*. Use *father* in a sentence. ("My father is named after his father.") Ask:

Q *Where can you find the word* father *if you're not sure how to spell it? (on the word wall)*

Have the students write *father*.

When all the students have finished writing, write *father* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *father*. Then collect the wipe-off boards, dry-erase markers, and cloths. Tell the students where they will go when they leave the small-group reading table.

Spelling Support

safe: Tell the students that in *safe* the sound /ā/ is spelled *a_e*.

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Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book
- Discuss illustrations for comprehension support

ABOUT THE INDIVIDUAL READING OBSERVATION

The Individual Reading Observation (IR), conducted every other week, gives you the opportunity to listen to individual students and make notes about their reading accuracy and automaticity. While mastery tests tell you whether a student has mastered the phonics and high-frequency word content, this more frequent and informal assessment of each student's reading provides other important information. By recording your observations about a particular student over time, you will develop a clear sense of her strengths and weaknesses as a reader. For more information, see "Individual Reading Observation" in the Assessment Overview of the *Assessment Resource Book*.

1 Gather and Get Ready

Explain that today the students will review sounds and words they have already learned and read their small-group books again.

2 Review Spelling-Sounds

If your group is continuing from Set 4, use the sound card review deck to have the students say the sound of each spelling. If the group is beginning with this set, you will start reviewing spelling-sounds in Week 5.

3 Review High-frequency Words

Remind the students that when they review words they have learned, they will read each word, spell it, and read it again. Show the high-frequency word card for *work*, point to the left of the word, and have the students chorally read it as you sweep under it. Then have the students spell the word as you point under each letter. Finally, have the students read the word again as you sweep under it. Use the same procedure to review the remaining words in the review deck.

Materials

- Teacher and student copies of *Fun Forts* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- (For Guided Spelling) Wipe-off board, dry-erase marker, and tissue or cloth for each student

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4 Reread *Fun Forts*

Have the students take *Fun Forts* from their toolboxes. Read the title aloud with the students. Write the words *chair*, *couch*, *books*, *blanket*, and *hold* on your wipe-off board and say the words. Remind the students that they will see these words in the story and they will have to remember them when they see them, or ask you for help. Remind the students that if they finish reading, they will go back to the first page and read the book again. Have the students read *Fun Forts*.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on each student's "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

5 Check Comprehension and Reflect

When all the students have finished reading, turn to pages 6–7, reread page 6, and ask:

Q *How does the illustration on these pages help you understand the words?*

Q *What are some other ways you might make a fort?*

Have the students return their books to their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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GUIDED SPELLING

Swings are fun.

Distribute wipe-off boards, dry-erase markers, and tissues or cloth to the students. Explain that today the students will write a sentence.

Say: *Swings are fun.* Have the students repeat the sentence. Then ask:

Q *What's the first word? (*Swings*)*

Q *What is special about the first word in a sentence? (It has a capital letter.)*

Have the students write *Swings*. If necessary, support the students by having them write the base word, *swing*, before adding the inflectional ending to write *swings*. Then ask:

Q *What's the next word? (*are*)*

TEKS 2.C.i
Student/Teacher Activity
Guided Spelling [word: fun]

Have the students write *are*. Then ask:

Q *What's the next word? (*fun*)*

Have the students write *fun*. Then ask:

Q *What mark do we need at the end of a sentence? (a period)*

When all students have finished writing, write the sentence on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase the sentence. Then collect the wipe-off boards, dry-erase markers, and cloths. Tell the students where they will go when they leave the small-group reading table.

Spelling Support

swings: Support the students in writing the base word, *swing*, before adding the inflectional ending to write *swings*.

Teacher Note

If your group is continuing, simply support the students in writing the sentence as you did in previous lessons. See "Spelling Support" below.

Teacher Note

If necessary, support the students by asking them to identify whether each word in the sentence is a high-frequency word or one that they can sound out.

Teacher Note

If the students have trouble keeping track of the sentence, you might support them with a visual aid. Draw three boxes side by side on your wipe-off board. Point to each box in succession as the students say the sentence.

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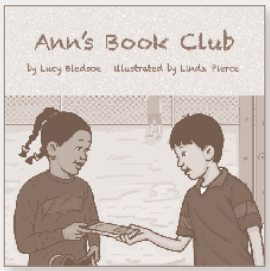
Week 2

RESOURCES

New



Ann's Book Club

by Lucy Bledsoe,
illustrated by Linda Pierce

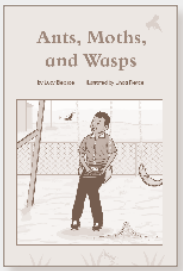
Revisit



Fun Forts

by Lucy Bledsoe

Practice or Reteach



Ants, Moths, and Wasps

by Lucy Bledsoe,
illustrated by Linda Pierce

Reteaching

- "Reteach with *Ants, Moths, and Wasps*"

Assessment Resource Book

- Set 5 assessments

High-frequency Word Cards

- *head*
- *read*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Group Progress Assessment" sheet (GA1)

Reproducible

- "Set 5, Week 2 Sort" (BLM2)

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OVERVIEW

Reading Focus

- two-syllable decoding

High-frequency Words

- *head*
- *read*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *head* and *read* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 2 Sort" (BLM2). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of one-syllable and two-syllable sorting words for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, make a copy of the "Group Progress Assessment" sheet (GA1); see page 184 of the *Assessment Resource Book*.

ELL SUPPORT

▪ read

Students often have difficulty with English homographs—words that are spelled the same way but have different pronunciations and meanings. When you introduce the homograph *read* (/rēd/ and /rĕd/), explain how each one is used. For example, /rēd/ is an action word that tells what someone does. ("I read a book.") The verb /rĕd/ tells what someone did in the past. ("Yesterday I read my book.")

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Day 1

Fun Forts

Dropping Beginning Sounds; Two-syllable Words; *head*

Materials

- Teacher and student copies of *Fun Forts* from Week 1
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *head*
- High-frequency word card review deck

Teacher Note

If necessary, model the activity as you did in Week 1, Day 1, Step 2 on page 7 using the word *pig*.

In this lesson, the students:

- Practice dropping beginning sounds
- Learn to break two-syllable VCCV words
- Read decodable words
- Learn the high-frequency word *head*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Dropping Beginning Sounds

Have the students repeat each of the following words and then say the word without the first sound:

jet	/ĕt/
met	/ĕt/
rope	/ōp/
soap	/ōp/
pin	/ĭn/
thin	/ĭn/

2 Introduce Breaking a VCCV Word

Remind the students that they have been reading two-syllable words by first reading each syllable alone and then reading the whole word. Tell the students that today they will learn how to break words into two parts or syllables. Explain that learning how to break a word into parts will help them read long words on their own.

Write the word *magnet* on your wipe-off board. Point out the vowel-consonant-consonant-vowel pattern and write *VCCV* below the word to align with the letters *agne*. Explain that each *V* stands for "vowel," and that each *C* stands for "consonant."

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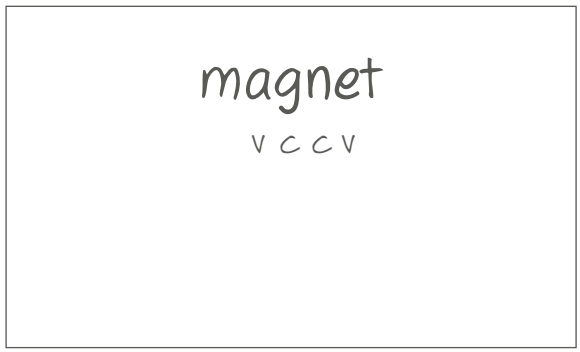

Explain that when two or more consonants come between two vowels, the students will break the word into syllables between those consonants. Point out the two consonants that come between the two vowels in the word *magnet*. Then break *magnet* by drawing a dot between the *g* and the *n*.

Frame each syllable and read it; then read the word as you sweep under it. Have the students repeat the procedure with you. Then use the same procedure to model breaking and reading a second word with the VCCV pattern, such as *rabbit*.

Write the following words on your wipe-off board:

insect	upset
thunder	problem
Dexter	forget

Point to the two vowels in *insect*. Ask:

Q *How many consonants are between the two vowels? (two)*

Q *What are the consonants?* (n *and* s)

Q *Where will we break the word into syllables? (between the* n *and the* s*)*

Place a dot between the *n* and the *s*. Have the students read each syllable as you point to it and then read the whole word as you sweep under it.

Use the same procedure to have the students read the remaining words.

3 Read Decodable Words

Write the following words on your wipe-off board:

storms	meet
shaking	wings
club	picking

Point to each word and sweep under it as the students read it.

Decoding Support

Support the students by writing just the base word and having the students read it. Erase the final *e* if needed, add the ending, and have the students read the inflected word.

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4 Introduce the High-frequency Word *Head*

head "I bumped my head on the doorway."

Introduce *head* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *head* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Fun Forts*

Have the students take the book *Fun Forts* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

pick "It is fun to pick apples in the fall."

upset "I was upset when my car got dented."

work "I think it would be fun to work at a zoo."

ELPS 5.C.i
Guided Spelling section

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to Week 1, Day 1 Guided Spelling on page 11 for the detailed procedure.

Spelling Support

pick: Tell the students that in *pick* the sound /k/ is spelled *c-k*.

upset: Support the students in breaking *upset* into two syllables and writing one syllable at a time. Ask them to identify the first syllable, *up*, and then write it. Use the same procedure for the second syllable, *set*. Remind the students not to leave a space between the syllables.

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Ann's Book Club

Dropping Beginning Sounds; Two-syllable Words; *read*

Day 2

In this lesson, the students:

- Practice dropping beginning sounds
- Review breaking two-syllable VCCV words
- Read decodable words
- Learn the high-frequency word *read*
- Review high-frequency words
- Read a new book

Materials

- Teacher and student copies of *Ann's Book Club*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 2 Sort" (BLM2)
- Intact copy of "Set 5, Week 2 Sort" (BLM2), prepared ahead
- High-frequency word card for *read*
- High-frequency word card review deck

1 Phonological Awareness: Dropping Beginning Sounds

Have the students repeat each of the following words and then say the word without the first sound:

bite	/īt/
zap	/ăp/
wet	/ĕt/
pole	/ōl/
cab	/ăb/
sun	/ŭn/

2 Review Breaking a VCCV Word

Remind the students that they have been learning to read longer words by breaking the word into two parts, or syllables.

Write the word *mistake* on your wipe-off board. Point out the vowel-consonant-consonant-vowel pattern. Review that when two or more consonants come between two vowels, the students will break the word between the consonants. Break *mistake* by drawing a dot between the *s* and the *t*. Point out that the second syllable, *take*, has a long vowel sound. Frame each syllable and read it; then read the whole word as you sweep under it. Remind the students that each syllable has one vowel sound.

Using the same procedure, break and read a second word in which the second syllable has a long vowel sound, such as *mermaid*.

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Write the following words on your wipe-off board:

tadpole	invite
fearless	bedtime
mistake	problem

Point to *tadpole*. Ask:

Q *How many consonants are between the two vowels? (two)*

Q *Where will we break the word into syllables? (between the consonants)*

Place a dot between the *d* and the *p*. Frame and have the students read each syllable before having them read the whole word.

Use the same procedure to have the students read the remaining words.

3 Read Decodable Words

Write the following words on your wipe-off board:

whale	smiles
napkin	better
sunshine	muffin

Point to each word and sweep under it as the students read it.

4 Introduce the Sound Sort

Ask and briefly discuss:

Q *How did sorting go last week? What questions do you have about sorting?*

Distribute the intact "Set 5, Week 2 Sort" sheet (BLM2) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that one group will have words with one syllable, as in *strip*. The other group will have words with two syllables, as in *jumping*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

Teacher Note

You may wish to define *slurp* ("drink in a noisy way") and *tramp* ("step loudly") for the students.

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5 Introduce the High-frequency Word *Read*

read "Last night I read a wonderful book."

Explain that today's high-frequency word, *read*, looks the same as the word *read* (/rēd/) but sounds different. Explain that *read* (/rĕd/) means that the reading was done in the past. Tell the students that when they see this word in books, they will have to try saying the word both ways to decide which way is correct. Explain that when they review this word, they will say both pronunciations: /rēd/, /rĕd/. Introduce *read* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *read* to the high-frequency word card review deck.

6 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

7 Read *Ann's Book Club*

Distribute a copy of *Ann's Book Club* to each student. Tell the students that they will read this book today. Read the title to the students and identify the names of the author and illustrator. Tell the students that this story is about a group of children who want to start a book club, and explain that a *book club* is a group of people who choose books to read together and talk about together. Then explain that the main characters in a story usually have a problem that is solved by the end of the story. Ask the students to think as they read about what the children's problem is and how it is solved.

Open to page 3, and ask the students to find today's new word, *read*. Then ask the students to find the new word *head* on the same page. Point out the quotation marks in the first sentence and explain that quotation marks show that someone is speaking. In this sentence, the phrase *Ann yells* tells that Ann is the one saying the words on this page.

Write the words *everyone*, *book*, *find*, and *about* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What is the problem in the story?*

Q *How do the children solve the problem?*

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Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

forget	"Don't forget to do your homework."
sport	"Soccer is a sport that many kids like to play."
after	"Where do you go after school?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to Week 1, Day 1 Guided Spelling on page 11 for the detailed procedure.

Teacher Note

Note that words with *r*-controlled spellings cannot be segmented.

Spelling Support

forget: Support the students in breaking *forget* into two syllables and writing one syllable at a time. Ask them to identify the first syllable, *for*, and then write it, reminding them that *for* is a high-frequency word. Use the same procedure for the second syllable, *get*. Remind the students not to leave a space between the syllables.

Day 3

Ann's Book Club

Review and Reread

Materials

- Teacher and student copies of *Ann's Book Club* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Group Progress Assessment" sheet (GA1)

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book and discuss exclamation points and question marks

1 Review Spelling-Sounds

If this group is continuing from Set 4, use the sound card review deck to have the students say the sound of each spelling. If the group is beginning with this set, you will start reviewing spelling-sounds in Week 5.

2 Review High-frequency Words

Review the previously taught high-frequency words by showing each word in the review card deck and having the students read it, spell it, and read it again.

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3 Reread *Ann's Book Club*

Have the students take *Ann's Book Club* from their toolboxes. Read the title aloud. Open to page 3. Point to the exclamation point in the first sentence and explain that the exclamation point tells the reader to say the sentence in an excited voice. Model using expression to read the first sentence. Then have the students read the sentence with expression. Point to the question mark in the second sentence, and explain that the question mark shows that the sentence is a question. Model reading the sentence with expression, and then have the students read the sentence with expression. Tell the students that they will see several exclamation points and question marks in the book. Readers pay attention to exclamation points and question marks to help them read in a way that sounds like talking.

Write the words *everyone*, *book*, *find*, and *about* on your wipe-off board, read the words, and remind the students that they will see these words in today's story. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Remind the students that if they finish reading, they will go back to the first page and read the book again. Have the students read *Ann's Book Club* quietly to themselves.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the group, ask yourself:

- Can the students read two-syllable words?
- Are they beginning to read fluently?

Record your observations on the "Group Progress Assessment" sheet (GA1); see the Set 5 assessments in the *Assessment Resource Book*. Support struggling students by reteaching previous content; see "Reteach with *Ants, Moths, and Wasps*" on the next page. If the students struggle with two-syllable words, provide additional practice. Have them read two-syllable words by framing each syllable and having the students read each syllable separately before reading the whole word.

Teacher Note

You may wish to have students who do not require reteaching put *Ants, Moths, and Wasps* in their toolboxes for independent reading. If so, introduce the words *moths*, *food*, *fly*, and *find* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

4 Check Comprehension and Reflect

When the students have finished reading, ask and briefly discuss:

Q *How do the children feel at the beginning of the story? At the end?*

Q *What happens that changes how they feel?*

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Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

Do you go to school?

Guide the students through the sentence, word by word. Refer to Week 1, Day 3 Guided Spelling on page 21 for the detailed procedure.

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

RETEACHING

Reteach with *Ants, Moths, and Wasps*

Review reading two-syllable words by reading each syllable and the high-frequency words *after*, *work*, *head*, and *read*. Use *Ants, Moths, and Wasps* for reading practice.

After reading the title aloud to the students, point to the word *moths*, say the word, and have the students say it. Explain that *moths* means "more than one moth." Then write the words *food*, *fly*, and *find* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book.

Explain that the students will read the book quietly to themselves. Review that students who finish reading early will go back to the first page and read the book again. Have the students read *Ants, Moths, and Wasps*.

When all the students have finished reading, ask and briefly discuss:

Q *What did you find out about ants from this book?*

Q *How are moths and wasps the same? How are they different?*

Collect the books or have the students put their books in their toolboxes.

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Week 3

RESOURCES

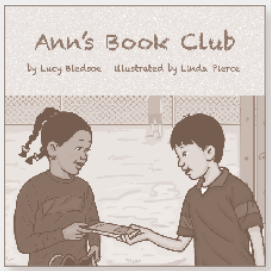
New



Have You Ever?

by Margaret Goldberg,
illustrated by Asha Pearse

Revisit



Ann's Book Club

by Lucy Bledsoe,
illustrated by Linda Pierce

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)

High-frequency Word Cards

- *ever*
- *never*
- *only*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducibles

- "Set 5, Week 3 Sort" (BLM3)
- (Optional) "High-frequency Words Review 7" (BLM4)

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OVERVIEW

Reading Focus

- two-syllable words

High-frequency Words

- *ever*
- *never*
- *only*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *ever*, *never*, and *only* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 3 Sort" (BLM3). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of one-syllable and two-syllable words for each student in the group. Place each set of words in a resealable plastic bag.

✓ (Optional) If you plan to integrate the new high-frequency words in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words Review 7" (BLM4). See "Independent Work Connections" on page 42.

ELL SUPPORT

ever, never

When Spanish-speaking students read the words *ever* and *never* they may read the first syllable as an open syllable with a long *a* sound: /ā-vûr/ and /nā-vûr/. Explain that in these words, the vowel *e* stands for a short vowel sound. Have the students say the vowel sound and hold it for a few seconds.

only

When you introduce the high-frequency word *only*, make the connection between the /ē/ sound of final *y* and the Spanish word *y*, "and."

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Day 1

Ann's Book Club

Dropping Beginning Sounds; Two-syllable Words; *ever* and *never*

Materials

- Teacher and students copies of *Ann's Book Club* from Week 2
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *ever*
- High-frequency word card for *never*
- High-frequency word review card deck

In this lesson, the students:

- Practice dropping beginning sounds
- Review two-syllable words
- Read decodable words
- Learn the high-frequency words *ever* and *never*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Dropping Beginning Sounds

Have the students repeat each of the following words and then say the word without the first sound:

cat	/ăt/
pine	/īn/
men	/ĕn/
fudge	/ŭj/
hope	/ōp/
zip	/ĭp/

2 Review Two-syllable Words

Tell the students that today they will again read two-syllable words by reading each syllable and then reading the whole word.

Write the words that follow on your wipe-off board. Frame each syllable and have the students read each syllable before reading the whole word.

shelter	garden
welcome	winter
farmer	better

Teacher Note

You may wish to explain that a shelter is a safe place.

ELL Note

English Language Learners may benefit from additional practice identifying words with two syllables. Read the following words and have the students identify how many syllables they hear in each word: *ten/tennis, mitt/mitten,* and *ham/hammer.*

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3 Read Decodable Words

Write the following words on your wipe-off board:

farm	dented
short	spending
barn	slipped

Point to each word and sweep under it as the students read it.

Decoding Support

Support struggling students by covering the ending and having the students read the base word alone. Then uncover the ending and have them read the entire word. Another option is to write just the base word, have the students read that, double the final consonant if needed, add the ending, and have the students read the inflected word.

4 Introduce the High-frequency Words *Ever* and *Never*

ever	"Have you ever flown on an airplane?"
never	"We never play outside in the rain."

Tell the students that today they will learn two high-frequency words that rhyme. Introduce *ever* and *never* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add word cards for *ever* and *never* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Ann's Book Club*

Have the students take *Ann's Book Club* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

next	"What book will we read next?"
until	"I can't wait until spring."
head	"You can wear a hat on your head."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

until: Support the students in breaking *until* into two syllables and writing one syllable at a time. Ask them to identify the first syllable, *un*, and then write it. Use the same procedure for the second syllable, *til*. Remind the students not to leave a space between the syllables.

Day 2

Have You Ever?

Two-syllable Words; *only*

Materials

- Teacher and student copies of *Have You Ever?*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 3 Sort" (BLM3)
- Intact copy of "Set 5, Week 3 Sort" (BLM3), prepared ahead
- High-frequency word card for *only*
- High-frequency word card review deck

In this lesson, the students:

- Review reading two-syllable words
- Read decodable words
- Learn the high-frequency word *only*
- Review high-frequency words
- Read a new book

1 Review Two-syllable Words

Remind the students that they have been reading longer words by breaking the words into syllables. Write the words that follow on your wipe-off board. Frame and have the students read each syllable before reading the whole word.

winter	farmer
better	garden
welcome	shelter

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2 Read Decodable Words

Write the following words on your wipe-off board:

bridge	order
ladder	plates
number	tablet

Point to each word and sweep under it as the students read it.

Decoding Support

If the students struggle to read two-syllable words, support them by framing each syllable and having them read the syllables individually before reading the whole word.

3 Introduce the Sound Sort

Display the intact "Set 5, Week 3 Sort" sheet (BLM3) and explain that these are the words the students will sort this week. Point to each word and read it. Then have the students read the words as you point to them.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that one group will have words with one syllable, as in *plate*, and the other group will have words with two syllables, as in *mistake*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

4 Introduce the High-frequency Word *Only*

only "I have only one dollar to spend."

Introduce *only* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *only* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *Have You Ever?*

Distribute a copy of *Have You Ever?* to each student. Read the title aloud with the students and identify the names of the author and illustrator. Tell the students that they will read this book today. Open to page 7, and ask the students to find today's new word, *only*. Then turn to page 4 and ask the students to find the new words *ever* and *never*.

Point out that there are several longer words in today's book. Write *Crocker* and *explore* on your wipe-off board. Frame the syllables (*Crock-er*, *ex-plore*) and have the students read the each word by syllable before reading the whole word.

Teacher Note

The students will also encounter the following two-syllable VCCV words in *Have You Ever?*: *Ellen*, *Martin*, *Carmen*, *garden*, *shelter*, *winter*, *tractor*, *inside*, and *better*. Tell the students that they will see many two-syllable words in today's story. Encourage them to use what they have learned about breaking words into syllables to help them read the words.

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Write the words *animals*, *grow*, and *saw* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember the words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Have the students turn to page 1 in their own books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What does Ellen show her friends at her farm?*

Q *Why does the egg crack?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

barn	"I saw chickens in the barn."
stir	"Be sure to stir the paint carefully."
read	"That was the best book I've ever read."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

stir: Tell the students that in *stir* the sound /ûr/ is spelled *i-r*.

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Have You Ever?
Review and Reread

Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book and discuss quotation marks and question marks

ABOUT ASSESSING READING RATE

If you wish to begin to assess each student's reading rate, you may include it on the student's "Individual Reading Observation" sheet (IR1).

To assess reading rate, have a student read quietly to you for 1 minute as you record any reading errors. Note the total number of words read in order to calculate how many of the words are read correctly in that minute. Be sure that the student is reading with 95–100 percent accuracy before you record the reading rate. If the student's accuracy falls below 95 percent, reevaluate her reading rate using a text at an appropriate level.

1 Review Spelling-Sounds

If this group is continuing from Set 4, use the sound card review deck to have the students say the sound of each spelling. If the group is beginning with this set, you will start reviewing spelling-sounds in Week 5.

2 Review High-frequency Words

Review the previously taught high-frequency words by showing each word card in the review deck and having the students read it, spell it, and read it again.

3 Reread *Have You Ever?*

Have the students take *Have You Ever?* from their toolboxes and tell them that they will reread this story today. Read the title aloud with the students. Write the words *animals*, *grow*, and *saw* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these when they see them, or ask you for help. Leave the words on your wipe-off board as a reminder and place the board where everyone can see it.

Open to pages 2–3 and point out the quotation marks. Remind the students that quotation marks show that someone is talking. Point to the question mark in the first sentence on page 2 and remind the students that the question mark shows that this sentence is a question.

Materials

- Teacher and student copies of *Have You Ever?* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1) from Week 1

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Model reading the sentence with expression, and then have the students read the sentence with expression. Explain that the students will see many questions in this book. Remind them that readers pay attention to question marks to help them read in a way that sounds like talking. Have the students read *Have You Ever?* quietly to themselves.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on each student's "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What is this story about? Did anything surprise you?*

Q *How do question marks help you when you are reading?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

Is he inside?

If necessary, guide the students through the sentence word by word.

Spelling Support

inside: Tell the students that *inside* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words.

Teacher Note

The students may be ready to write the sentence without word-by-word guidance.

TEKS 2.C.ii
Student/Teacher Activity
Guided Spelling [word: he]

Independent Work Connections

- You may wish to use "High-frequency Words Review 7" (BLM4) to have the students practice high-frequency words using any activities you have introduced. If you decide to add these words, we recommend printing them on colored paper or identifying them by color in another way (for example, by using colored dots or colored baskets). Show these to the students and tell them which color set of words to use during independent word work.

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Week 4

RESOURCES

New



Spring on the Farm

by Rob Arego,
illustrated by David Dudley

Revisit



Have You Ever?

by Margaret Goldberg,
illustrated by Asha Pearse

Practice or Reteach



Animal Homes

by Rob Arego

Reteaching

- "Reteach with *Animal Homes*"

Assessment Resource Book

- Set 5 assessments

High-frequency Word Cards

- *give*
- *live*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Mastery Test 9" record (MT9)
- "Mastery Test 9 Student Card" (SC9)

Reproducible

- "Set 5, Week 4 Sort" (BLM5)

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OVERVIEW

Reading Focus

- two-syllable words

High-frequency Words

- *give*
- *live*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *give* and *live* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 4 Sort" (BLM5). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of two-syllable words with short or long vowel sounds in the second syllable for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, make a copy of the "Mastery Test 9" record (MT9) for each student in the group; see the Set 5 assessments in the *Assessment Resource Book*.

✓ Prior to Day 3, make one copy of the "Mastery Test 9 Student Card" (SC9); see the Set 5 assessments in the *Assessment Resource Book*.

ELL SUPPORT

- **live**

English Language Learners often have difficulty with English homographs—words that are spelled the same way but have different pronunciations and meanings. When you introduce the homograph *live* (/lĭv/ and /līv/), explain how each one is used. For example, /lĭv/ is an action word that tells what someone does. ("I live in a brown house.") The word /līv/ describes, or tells, what something is like. ("I once saw a live rattlesnake!") Help the students think of ways to remember which sound goes with which word; for example, they could draw a picture of a rattlesnake and a thought balloon with the exclamation "Oh my, long *i*!"

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Day 1

Have You Ever?

Dropping Beginning Consonant Blends; Two-syllable Words; *give*

Materials

- Teacher and student copies of *Have You Ever?* from Week 3
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *give*
- High-frequency word card review deck
- (Optional) Sound cards for consonant blends

Teacher Note

The students may benefit from a review of consonant blends. You may want to gather the sound cards for the blends you have introduced and review them with the students before beginning this activity.

Manipulation Support

If the students have difficulty dropping beginning blends, you might use a visual aid. Draw two blanks and a box side by side on your wipe-off board. First say the word normally as you sweep under the blanks and the box. Then point to the blanks as you say the beginning blend (or onset) and point to the box as you say the rime: /st/ . . . /ŏp/. Then point to the box and say, "Say *stop* without the first two sounds."

In this lesson, the students:

- Practice dropping beginning consonant blends
- Review breaking VCCV words into syllables
- Learn the high-frequency word *give*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Dropping Beginning Consonant Blends

Remind the students that they have been saying words without the first sound. Tell the students that today they will drop the first two sounds from the beginning of words. Explain that you will say a word, and then they will say the word without saying the first two consonant sounds. Model the procedure, using the word *flag*. Say *flag*. Then drop /fl/ and say /ăg/.

If necessary, practice with a second word, such as *snip*.

Say each of the words that follow. Have the students repeat each word and then say the word without the beginning blend.

stop	/ŏp/
stack	/ăk/
stamp	/ămp/
spool	/o͞ol/
slab	/ăb/
still	/ĭl/

2 Review Breaking a VCCV Word

Remind the students that they have been learning to read longer words by breaking the word into two parts, or syllables.

Write the word *fifteen* on your wipe-off board. Point out the vowel-consonant-consonant-vowel pattern. Review that when two or more

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consonants come between vowels, the students will break the word between the consonants. Break *fifteen* by drawing a dot between the *f* and the *t*. Frame each syllable and read it; then read the whole word as you sweep under it.

If necessary, practice breaking and reading a second word, such as *discuss*.

Write the following words on your wipe-off board:

piglets	hotter
outside	summer
inside	garden
winter	bigger

Point to the two vowels in *piglets*. Ask:

Q *How many consonants are between the two vowels? (two)*

Q *Where will we break the word into syllables? (between the consonants)*

Place a dot between the *g* and the *l*. Have the students read each syllable and then the whole word.

Use the same procedure to have the students read the remaining words.

3 Read Decodable Words

Write the following words on your wipe-off board:

rabbit	dentist
basket	absent
plastic	subject

Point to each word and sweep under it as the students read it. If necessary, draw a dot between the syllables and have the students read each syllable before reading the whole word.

4 Introduce the High-frequency Word *Give*

give "I always give my mom flowers on her birthday."

Introduce *give* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

Teacher Note

Add the word card for *give* to the high-frequency word card review deck.

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6 Reread *Have You Ever?*

Have the students take the book *Have You Ever?* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

steps	"I can cross the room in ten steps."
bedtime	"My son's bedtime is at 8 o'clock."
never	"We never have school on Sundays."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

steps: Support the students in writing the base word, *step*, before adding the inflectional ending to write *steps*.

bedtime: Tell the students that *bedtime* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words.

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Spring on the Farm
live

Day 2

In this lesson, the students:

- Read decodable words
- Learn the high-frequency word *live*
- Review high-frequency words
- Read a new book

1 Read Decodable Words

Remind the students that they have been reading two-syllable words. Ask and briefly discuss:

Q *What do you remember about reading longer words?*

If necessary, remind the students that when there are two consonants between two vowels, they divide the word between the consonants to read each syllable. Write the following words on your wipe-off board:

summer	compete
mitten	hotter
sunset	trumpet

Point to each word and sweep under it as the students read it.

2 Introduce the Sound Sort

Remind the students that they have been sorting words with one syllable and two syllables. Tell the students that this week they will again sort one-syllable and two-syllable words. Display the intact "Set 5, Week 4 Sort" sheet (BLM5) and explain that these are the words the students will sort this week. Point to each word and read it. Then have the students read the words as you point to them.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that one group will have words with one syllable, as in *spring*, and the other group will have words with two syllables, as in *winter*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

Materials

- Teacher and student copies of *Spring on the Farm*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 4 Sort" (BLM5)
- Intact copy of "Set 5, Week 4 Sort" (BLM5), prepared ahead
- High-frequency word card for *live*
- High-frequency word card review deck

Teacher Note

If necessary, frame and have the students read each syllable before reading the whole word.

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3 Introduce the High-frequency Word *Live*

live "I live on Madison Street."

Explain that today's high-frequency word, *live*, looks the same as the word *live* (/līv/) but sounds different and has a different meaning. Explain that *live* (/līv/) means "alive," and that *live* (/lĭv/) means "have a home." Tell the students that when they see this word in books, they will have to try saying the word both ways to decide which way is correct. Explain that when they review this word, they will say both pronunciations: /līv/, /lĭv/.

Introduce *live* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *live* to the high-frequency word card review deck.

4 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

Teacher Note

For the words *read* and *live*, remind the students that there are two ways to say each word. Have them read, spell, and read the words using both pronunciations, with the long vowel pronunciation first.

5 Read *Spring on the Farm*

Distribute a copy of *Spring on the Farm* to each student. Tell the students that they will read this book today. Read the title with the students and identify the names of the author and illustrator. Open to page 3, and ask the students to find today's new word, *live*. Then ask the students to find the new word *give* on the same page. Explain that they will also see the word *live* (/līv/) in their books today. Remind them that when they see the word, they will have to try saying the word both ways to decide which way is correct.

Write the words *warm*, *food*, and *days* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students turn to page 1 in their books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

- Q *What does the farmer do in the spring at the farm?*
- Q *What season comes after spring? What work does the farmer do then?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Teacher Note

The students will find the following VCCV words in the book: *winter*, *outside*, *piglets*, *hotter*, *bigger*, and *summer*. Tell the students that they will see many two-syllable words in today's story. Encourage them to use what they have learned about breaking words into syllables to help them read the words.

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GUIDED SPELLING

piglet	"A piglet is a baby pig."
hatched	"The robin's eggs hatched last spring."
only	"I am the only teacher in this class."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

piglet: Support the students in breaking *piglet* into two syllables and writing one syllable at a time. Ask them to identify the first syllable, *pig*, and then write it. Use the same procedure for the second syllable, *let*. Remind the students not to leave a space between the syllables.

hatched: Support the students in writing the base word, *hatch*. Remind the students that the sound /ch/ after a short vowel sound is usually spelled *t-c-h*. Tell the students that in *hatch* the sound /ch/ is spelled *t-c-h*. Then support the students in adding the inflectional ending to write *hatched*.

Spring on the Farm
Review and Reread

Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book and make text-to-text connections

Materials

- Teacher and student copies of *Spring on the Farm* from Day 2
- Copy of *Have You Ever?* from Week 3
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Mastery Test 9" record (MT9) for each student
- One copy of "Mastery Test 9 Student Card" (SC9)

1 Review Spelling-Sounds

If this group is continuing from Set 4, use the sound card review deck to have the students say the sound of each spelling. If the group is beginning with this set, you will start reviewing spelling-sounds in Week 5.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review card deck and having the students read it, spell it, and read it again.

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3 Reread *Spring on the Farm*

Have the students take *Spring on the Farm* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students. Write the words *warm*, *food*, and *days* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Remind the students to use what they know about breaking words into syllables to help them read the two-syllable words they will see in the story.

Have the students read *Spring on the Farm* quietly to themselves.

4 Check Comprehension and Reflect

When all the students have finished reading, display *Have You Ever?* Ask and briefly discuss:

Q *How are the books* Have You Ever? *and* Spring on the Farm *the same? How are they different?*

Have the students return their books to their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Teacher Note

You may wish to have students who do not require reteaching put *Animal Homes* in their toolboxes for independent reading. If so, introduce the words *about*, *most*, *day*, and *air* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

MASTERY TEST ASSESSMENT NOTE

Administer Mastery Test 9 after this lesson, using "Mastery Test 9" (MT9) and "Mastery Test 9 Student Card" (SC9); see the Set 5 assessments in the *Assessment Resource Book*.

If you identify students who need to repeat instruction, first determine which sounds and high-frequency words the student missed. Then use "Reteach with *Ants, Moths, and Wasps*" on page 32 and "Reteach with *Animal Homes*" on the next page to reteach needed content. Administer Mastery Test 9 again after reteaching.

Teacher Note

Mastery Test 9 follows this lesson. You may wish to omit Guided Spelling today and use the time to administer mastery tests. Have the students read books from previous weeks during this time.

GUIDED SPELLING

We plant seeds.

If necessary, guide the students through the sentence, word by word.

Spelling Support

seeds: Support the students in writing the base word, *seed*. Tell the students that in *seed* the sound /ē/ is spelled *e-e*. Then support the students in adding the inflectional ending to write *seeds*.

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RETEACHING

Reteach with *Animal Homes*

Review reading two-syllables words and the high-frequency words *ever*, *never*, *only*, *give*, and *live*. Use *Animal Homes* for reading practice.

After reading the title aloud with the students, write the words *about*, *most*, *day*, and *air* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place it where everyone can see it.

Have the students read *Animal Homes*.

When all the students have finished reading, ask and briefly discuss:

Q *Where are some places animals live?*

Q *What is your home like?*

Collect the books or have the students put their books in their toolboxes.

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

Teacher Note

Administer Mastery Test 9 again after reteaching. See "Mastery Test Assessment Note" on the previous page.

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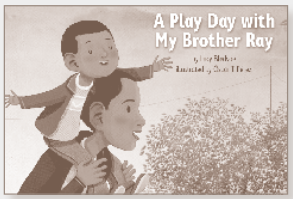
Week 5

RESOURCES

New



A Play Day with My Brother Ray

by Lucy Bledsoe,
illustrated by Óscar T. Pérez

Revisit



Spring on the Farm

by Rob Arego,
illustrated by David Dudley

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)

Sound Cards

- *ai* /ā/
- *ay* /ā/

High-frequency Word Cards

- *walk*
- *talk*
- *because*
- *children*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 5, Week 5 Sort" (BLM6)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *ai* /ā/	▪ *walk*
▪ *ay* /ā/	▪ *talk*
	▪ *because*
	▪ *children*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *walk*, *talk*, *because*, and *children* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 5 Sort" (BLM6). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words with the spellings *ai* and *ay* for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, if your group is continuing from Set 4, add the sound cards for *ai* and *ay* to the sound card review deck. If your group is beginning with this lesson, use the sound cards for *ai* and *ay* to start the review deck.

ELL SUPPORT

▪ ai, ay

The spellings *ai* and *ay* occur in Spanish, but they stand for the sound /ī/ as in *baile* (BY-lay), "dance," and *hay* (/ī/), "there is." Point out the difference—in English words, the letters have the /ā/ sound. Write the two letter pairs where the students can see them, and have the students say the vowel sound as you point to each spelling.

(continues)

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ELL SUPPORT *(continued)*

- **ai, ay**

  Students who speak Vietnamese, Spanish, or Tagalog may have difficulty differentiating the sound /ā/ from the sound /ĕ/. Provide practice with minimal word pairs such as *bail/bell*, *tail/tell*, and *sail/sell*.

- **walk, talk**

  The vowel sound /aw/, as in the middle of the high-frequency words *walk* and *talk*, does not exist in Spanish, Hmong, or Korean. Help the students practice distinguishing and producing the sound by having them repeat a number of minimal word pairs such as *walk/wake*, *tall/tail*, and *caught/cat*. If possible, display pictures of the words in each pair to reinforce how one phoneme changes a word's meaning.

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Spring on the Farm

Dropping Beginning Consonant Blends; *ai*; *walk* and *talk*

Day 1

In this lesson, the students:

- Practice dropping beginning consonant blends
- Learn the spelling-sound *ai* /ā/
- Read decodable words
- Learn the high-frequency words *walk* and *talk*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Dropping Beginning Consonant Blends

Have the students repeat each of the following words and then say each word without the beginning consonant blend:

clap	/ăp/
slap	/ăp/
truck	/ŭk/
stuck	/ŭk/
small	/awl/
crawl	/awl/

2 Introduce the Spelling-Sound *ai* /ā/

Explain that today's sound is /ā/, and have the students say the sound. Point to the spelling *a_e* below the *cake* picture on the "Spelling-Sound Chart." Remind the students that they already know that this spelling stands for the sound /ā/. Point to the spelling *ai* on the wall chart and tell the students that this spelling also stands for the sound /ā/. Write *ai* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /ā/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will see the spelling *a-i* at the beginning and in the middle of words. Write the words *aid* and *paid* on your wipe-off board and have the students read them. Then have the students each trace the spelling *a-i* on the table in front of them with one finger as they say /ā/.

Materials

- Teacher and student copies of *Spring on the Farm* from Week 4
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *walk*
- High-frequency word card for *talk*
- High-frequency word card review deck

Manipulation Support

If the students have difficulty dropping the beginning blends, you might use a visual aid. Draw two blanks and a box side by side on your wipe-off board. First say the word normally as you sweep under the blanks and the box. Then point to the blanks as you say the beginning blend (or onset) and point to the box as you say the rime: /kl/ . . . /ăp/. Then point to the box and say, "Say *clap* without the first two sounds."

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3 Read Decodable Words

Write the following words on your wipe-off board:

paint	rest
nails	rain
need	wipe

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Words *Walk* and *Talk*

walk	"Do you walk to school or ride the bus?"
talk	"I talk to my grandmother every week."

Tell the students that today they will learn two high-frequency words that rhyme. Introduce *walk* and *talk* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word cards for *walk* and *talk* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Spring on the Farm*

Have the students take the book *Spring on the Farm* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the class. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

chain "I have a silver chain to wear around my neck."

snail "A snail has a round shell."

give "I would like to give you a present."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

chain: Tell the students that in *chain* the sound /ā/ is spelled *a-i*.

snail: Tell the student that in *snail* the sound /ā/ is spelled *a-i*.

A Play Day with My Brother Ray

ay; *because* and *children*

Day 2

In this lesson, the students:

- Learn the spelling-sound *ay* /ā/
- Read decodable words
- Learn the high-frequency words *because* and *children*
- Review high-frequency words
- Read a new book

Materials

- Teacher and student copies of *A Play Day with My Brother Ray*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 5 Sort" (BLM6)
- Intact copy of "Set 5, Week 5 Sort" (BLM6), prepared ahead
- High-frequency word card for *because*
- High-frequency word card for *children*
- High-frequency word card review deck

1 Introduce the Spelling-Sound *ay* /ā/

Explain that today's sound is /ā/, and have the students say the sound. Point to the spellings *a_e* and *ai* on the "Spelling-Sound Chart." Remind the students that they have already learned two spellings that stand for the sound /ā/: *a_e* and *a-i*. Point to the spelling *ay* on the wall chart and tell the students that this spelling also stands for the sound /ā/. Write *ay* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /ā/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will usually see the spelling *a-y* at the end of words. Write the words *day* and *play* on your wipe-off board and have the students read them. Then have the students each trace the spelling *a-y* on the table in front of them with one finger as they say /ā/.

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2 Read Decodable Words

Write the following words on your wipe-off board:

stay	hail
day	yay
short	subway

Point to each word and sweep under it as the students read it.

Teacher Note

You may wish to define *hail* ("small balls of ice that fall from the sky like rain") for the students.

3 Introduce the Sound Sort

Display the intact "Set 5, Week 5 Sort" sheet (BLM6) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them. Point out that they can hear the sound /ā/ in all the words.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that in one group of words, the spelling *a-i* will stand for /ā/; in the other group of words, the spelling *a-y* will stand for /ā/. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

4 Introduce the High-frequency Words *Because* and *Children*

because	"I have my umbrella because it is raining."
children	"All grown-ups were children once."

Tell the students that they will learn two high-frequency words today. Introduce *because* and *children* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word cards for *because* and *children* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *A Play Day with My Brother Ray*

Distribute a copy of *A Play Day with My Brother Ray* to each student. Tell the students that they will read this book today. Read the title with the students and identify the names of the author and illustrator. Explain that this book is about a boy who wants to play with his older brother. Open to page 1, and ask the students to find *because*, one of today's new words. Then turn to page 2, and ask the students to find the new words *talk* and *walk*.

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Point to the word *my* on the cover of the book and remind the students that they have learned this high-frequency word. Write the words *sky* and *why* on your wipe-off board and explain that the words *sky* and *why* rhyme with *my*. Write the words *all*, *work*, *fence*, and *slow* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What does the younger boy want to do? What does Ray, his older brother, want to do?*

Q *What happens at the end of the story?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

gray	"You can mix black and white paint to make gray."
day	"Today is a warm and sunny day."
live	"I live in an apartment building."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

gray: Remind the students that the sound /ā/ at the end of a word is usually spelled *a-y*. Tell the students that in *gray* the sound /ā/ is spelled *a-y*.

day: Tell the students that in *day* the sound /ā/ is spelled *a-y*.

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Day 3

A Play Day with My Brother Ray

Review and Reread

Materials

- Teacher and student copies of *A Play Day with My Brother Ray* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1) from Week 3

Teacher Note

Continue to build the review deck by adding the sound cards for the sounds you introduce to the group. After you have accumulated about 20 cards, begin removing cards for spelling-sounds your students know well.

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

ABOUT ADDING EASY-TO-READ TRADE BOOKS TO TOOLBOXES

Students who have mastered long-vowel and *r*-controlled spellings are likely to be able to read easy-to-read trade books (books at Fountas and Pinnell level J or DRA® level 18). Abundant reading with high levels of accuracy develops fluency, comprehension, and vocabulary. The students will benefit from reading a large variety of books at their appropriate reading levels.

Small-group reading books and lessons in the coming weeks continue to provide targeted practice in spelling-sound correspondences and high-frequency words. Books from your classroom library will complement these materials by giving the students opportunities to apply what they know to a wider variety of words and topics.

Beginning this week, offer a selection of easy-to-read books for the students to add to their toolboxes for independent reading. This week, you might select a book for each student, and then in later weeks, direct the students to the appropriate books in your classroom library.

We recommend choosing books such as the following for this transition:

Little Bear series by Else Holmelund Minarik
Frog and Toad series by Arnold Lobel
Henry and Mudge series by Cynthia Rylant
Nate the Great series by Marjorie Weinman Sharmat
Fox series by Edward Marshall
Various titles by Syd Hoff

1 Review Spelling-Sounds

Tell the students that they will use cards to review the sounds they are learning. Explain that they will say the sound when they see the spelling that stands for that sound. Model by displaying the sound card for *ai*, pointing to the spelling, and saying /ā/. Have the students say /ā/ as you point to the spelling. Then display the sound card for *ai* again and have the students say the sound /ā/.

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2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *A Play Day with My Brother Ray*

Have the students take *A Play Day with My Brother Ray* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students. Write the words *all*, *work*, *fence*, *slow*, *sky*, and *why* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *A Play Day with My Brother Ray* quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on each student's "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

Consider whether the students are ready to begin reading easy-to-read trade books. See "About Adding Easy-to-read Trade Books to Toolboxes" on the previous page.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *How does the younger boy feel at the beginning of the story? At the end? How do you know?*

Q *What do you like to do with a friend when you have a day off from school?*

Have the students return the book to their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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Teacher Note

The students may be ready to write the sentence without word-by-word guidance.

GUIDED SPELLING

It may rain.

If necessary, guide the students through the sentence word by word.

Spelling Support

may: Remind the students that the sound /ā/ at the end of a word is often spelled *a-y*. Tell the students that in *may* the sound /ā/ is spelled *a-y*.

rain: Tell the students that in *rain* the sound /ā/ is spelled *a-i*.

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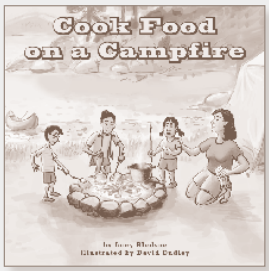
Week 6

RESOURCES

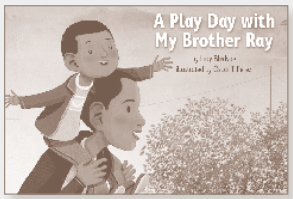
New



Cook Food on a Campfire

by Lucy Bledsoe,
illustrated by David Dudley

Revisit



A Play Day with My Brother Ray

by Lucy Bledsoe,
illustrated by Óscar T. Pérez

Practice or Reteach



Sailboats

by Lucy Bledsoe,
illustrated by
Marjorie Leggitt

Reteaching

- "Reteach with *Sailboats*"

Assessment Resource Book

- Set 5 assessment

Sound Cards

- *oa* /ō/
- *ow* /ō/, /ou/
- *oo* /o͝o/, /o͞o/
- *ew* /o͞o/

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Group Progress Assessment" sheet (GA2)

Reproducible

- "Set 5, Week 6 Sort" (BLM7)

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OVERVIEW

Spelling-Sound Focus

- *oa, ow* /ō/
- *ow* /ou/
- *oo* /o͝o/
- *oo, ew* /o͞o/

DO AHEAD

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 6 Sort" (BLM7). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to make a set of sorting words with the vowel sounds /ō/ and /o͞o/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, make a copy of the "Group Progress Assessment" sheet (GA2); see the Set 5 assessments in of the *Assessment Resource Book*.

✓ Prior to Day 3, add the sound cards for *oa*, *ow*, *oo*, and *ew* to the sound card review deck.

ELL SUPPORT

- **oa, ow**

  Some students may have difficulty differentiating the sound /ō/ from the sound /ŏ/. Provide practice with minimal word pairs such as *note*/*not*, *coat*/*cot*, and *hope*/*hop*.

- **oo, ew**

  Students who speak Chinese and Korean may have difficulty distinguishing /o͞o/ from /ŭ/, for example, by substituting *sun* for *soon*. Help the students distinguish between the vowel sounds by having them listen to a number of words (such as *cut*, *tool*, *soon*, *truck*, *rug*, *tooth*, and *hoot*) and identify the vowel sound.

(continues)

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ELL SUPPORT *(continued)*

- **oa, ow, oo, ew**

  The spellings *ow* and *ew* do not occur in Spanish words. The spellings *oa* and *oo* occur rarely and when they do they are in separate syllables, as in the animal name *coatí* (koh-ah-TEE) and in *cooperar* (koh-OH-pay-rahr), "to cooperate." If your students are already reading in Spanish, point out the difference in English. Explain that the letters work together as a team to stand for one sound: *oa* stands for /ō/ and *oo* stands for /o͞o/. To reinforce the idea, write several words with *oa* and *oo* where the students can see them. Highlight the vowels in a bright color and bracket them. Point to the words and have the students read them.

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A Play Day with My Brother Ray

Dropping Beginning Consonant Blends; *oa*, *ow* /ō/ and *ow* /ou/

Day 1

In this lesson, the students:

- Drop beginning consonant blends
- Learn the spelling-sound *oa*, *ow* /ō/
- Learn the spelling-sound *ow* /ou/
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *A Play Day with My Brother Ray* from Week 5
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card review deck

1 Phonological Awareness: Dropping Beginning Consonant Blends

Have the students repeat each of the following words and then say the word without the beginning consonant blend:

clam	/ăm/
brick	/ĭk/
plane	/ān/
sleep	/ēp/
truck	/ŭk/
stone	/ōn/

2 Introduce the Spelling-Sounds *oa*, *ow* /ō/ and *ow* /ou/

Tell the students that they will learn the spellings for two sounds today. Explain that the first sound is /ō/, and have the students say the sound. Point to the spelling *o_e* below the *bone* picture on the "Spelling-Sound Chart." Remind the students that they already know that this spelling stands for the sound /ō/. Point to the spelling *oa* on the "Spelling-Sound Chart" and tell the students that this spelling also stands for the sound /ō/. Write *oa* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /ō/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will see the spelling *o-a* at the beginning and in the middle of words. Write the words *oat* and *boat* on your wipe-off board and have the students read them. Then have the students each trace the spelling *o-a* on the table in front of them with one finger as they say /ō/.

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Repeat the procedure for the spelling-sound *ow* /ō/. Explain that when the students hear the sound /ō/ at the end of a word, it is usually spelled *o-w*. Use the words *snow* and *grow* as examples.

Explain that the second sound the students will learn is /ou/, and have the students say the sound. Point to the spelling *ow* below the *clown* picture on the "Spelling-Sound Chart," and explain that the spelling *ow* can stand for /ō/, and it can also stand for the sound /ou/. Tell the students that the *clown* picture will help them remember the sound /ou/ because the middle sound in the word *clown* is /ou/. Write *ow* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /ou/. Have the students repeat the sound as you point to the spelling.

Tell the students that they may hear the sound /ou/ at the beginning, in the middle, and at the end of words. Write the words *owl*, *down*, *clown*, *how*, and *cow* on your wipe-off board and read them with the students. Then have the students each trace the spelling *o-w* on the table in front of them with one finger as they say /ou/.

Teacher Note

For words that contain spellings with multiple pronunciations, you may have to prompt the students to try the other sound if they read the word incorrectly. For example, if the students pronounce *cow* as /kō/, you might say, "Is /kō/ a word that you know? Try the /ou/ sound."

3 Get Ready to Read Decodable Words

Write the words *low*, *crowd*, *plow*, *slow*, *town*, and *drown* on your wipe-off board. Explain that these words all have the *ow* spelling, but sometimes *ow* stands for /ō/ and sometimes it stands for /ou/. Tell the students that they will read these words, saying the /ō/ sound first. If that doesn't sound like a word, they will try saying the /ou/ sound.

Use the following procedure to guide the students' reading of each word on the wipe-off board. Point to a word and sweep under it as the students read it. Using the students' pronunciation of the word, ask:

Q *Is [/lō/] a word you know?*

If necessary, prompt the students to try the second sound for *ow*.

Decoding Support

If the students happen to recognize *crowed* as a word, write it on the wipe-off board and have the students read *crow* and then *crowed*. Point out that *crowed* and *crowd* are pronounced differently.

4 Read Decodable Words

Write the following words on your wipe-off board:

coals	float
frown	glow
chow	grown

Point to each word and sweep under it as the students read it.

Teacher Note

You may wish to define *chow* ("food") for the students. If the word is unfamiliar, the students may not know which pronunciation to use. You may have to read it for the students once before having them read it.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

Teacher Note

Because several complex vowel spellings are introduced this week, there are no new high-frequency words.

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6 Reread *A Play Day with My Brother Ray*

Have the students take the book *A Play Day with My Brother Ray* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this story?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

toast	"I like to eat cinnamon toast for breakfast."
low	"We stretch up high and bend down low."
walk	"Let's walk to the park today."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

toast: Tell the students that in *toast* the sound /ō/ is spelled *o-a*.

low: Remind the students that the sound /ō/ at the end of a word is often spelled *o-w*. Tell the students that in *low* the sound /ō/ is spelled *o-w*.

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Day 2

Cook Food on a Campfire

oo /o͝o/ and *oo, ew* /o͞o/

Materials

- Teacher and student copies of *Cook Food on a Campfire*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 6 Sort" (BLM7)
- Intact copy of "Set 5, Week 6 Sort" (BLM7), prepared ahead
- High-frequency word card review deck

Teacher Note

To hear the pronunciations for the spelling *oo*, see the Pronunciation Guide on the CCC Learning Hub.

In this lesson, the students:

- Learn the spelling-sound *oo* /o͝o/
- Learn the spelling-sound *oo, ew* /o͞o/
- Read decodable words
- Review high-frequency words
- Read a new book

1 Introduce the Spelling-Sounds *oo* /o͝o/ and *oo, ew* /o͞o/

Tell the students that they will learn two sounds today. Explain that the first sound is /o͝o/ and have the students say the sound. Point to the *book* picture on the "Spelling-Sound Chart." Explain that the *book* picture will help them remember the sound /o͝o/ because the middle sound in *book* is /o͝o/. Point to the spelling *oo* and explain that the spelling *oo* stands for the sound /o͝o/. Write *oo* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /o͝o/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will hear the sound /o͝o/ in the middle of words. Write the words *foot* and *stood* on your wipe-off board and have the students read them. Then have the students each trace the spelling *o-o* on the table in front of them with one finger as they say /o͝o/.

Explain that the second sound the students will learn is /o͞o/, and have the students say the sound. Point to the spelling *u_e* below the *flute* picture on the "Spelling-Sound Chart" and say *flute*. Remind the students that they have already learned one way to spell the sound /o͞o/. Point to the spelling *oo* and explain that the spelling *o-o* can also stand for the sound /o͞o/. Write *oo* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /o͞o/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will hear the sound /o͞o/ in the middle and at the end of words. Write *spoon*, *food*, and *too* on your wipe-off board and have the students read the words. Then have the students each trace the spelling *o-o* on the table in front of them with one finger as they say /o͞o/.

Then point to the spelling *ew* below the *flute* picture and explain that the spelling *ew* can also stand for the sound /o͞o/ at the end of a word. Write *ew* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /o͞o/. Have the students repeat the

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sound as you point to the spelling. Write the words *new* and *flew* on your wipe-off board and have the students read them. Then have the students each trace the spelling *e-w* on the table in front of them with one finger as they say /o͞o/.

2 Get Ready to Read Decodable Words

Write the words *broom*, *wood*, *pool*, *too*, *took*, and *food* on your wipe-off board. Explain that these words all have the *oo* spelling, but sometimes *oo* stands for /o͝o/ and sometimes it stands for /o͞o/. Tell the students that they will read these words, saying the /o͝o/ sound first. If that doesn't sound like a word, they will try saying the /o͞o/ sound.

Use the following procedure to guide the students' reading of each word on the wipe-off board. Point to a word and sweep under the word as the students read it. Using the students' pronunciation of the word, ask:

Q *Is [/bro͝om/] a word you know?*

If necessary, prompt the students to try the second sound, /o͞o/, for *oo*.

3 Read Decodable Words

Write the following words on your wipe-off board:

cooking	stick
crew	drew
cool	soon

Point to each word and sweep under it as the students read it.

Decoding Support

For words with inflectional endings, cover the ending and have the students read the base word before reading the whole word.

4 Introduce the Sound Sort

Display the intact "Set 5, Week 6 Sort" sheet (BLM7) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them. Point out they can hear the sound /ō/ in some of the words, and in the other words they can hear the sound /o͞o/. Remind them that they learned two ways to spell each sound this week.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that in one group of words, they will hear the sound /ō/, as in *boat*; and in the other group of words, they will hear the sound /o͞o/, as in *flew*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

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5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *Cook Food on a Campfire*

Distribute a copy of *Cook Food on a Campfire* to each student. Tell the students that they will read this book today. Read the title to the students and identify the names of the author and illustrator. Explain that this book tells how to cook food on a campfire. Open to page 1, and ask the students to find the word *children*.

Write the word *campfire* on your wipe-off board. Tell the students that this is a compound word made up of two smaller words. Have the students read each small word and then the whole word. Write the word *marshmallows* on your wipe-off board and read it for the students. Have the students say the word. Tell the students that they will see this word in today's book. Explain that they will have to remember the word when they see it, or ask you for help. Leave the word on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What are some things you can cook on a campfire?*

Q *What can children do to help? What can grown-ups do?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Teacher Note

You may wish to remind the students that *chow* is another word for *food.*

GUIDED SPELLING

wood	"Many houses are made from wood."
drew	"You all drew pictures to go with your stories."
because	"We read books because it is fun."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

wood: Tell the students that in *wood* the sound /o͝o/ is spelled *o-o.*

drew: Tell the students that in *drew* the sound /o͞o/ is spelled *e-w.*

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Cook Food on a Campfire
Review and Reread

Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book and discuss commas

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Cook Food on a Campfire*

Have the students take *Cook Food on a Campfire* from their toolboxes. Read the title aloud with the students. Write the word *marshmallows* on your wipe-off board and read the word. Remind the students that they will see this word in today's book and that they will have to remember this word when they see it, or ask you for help. Leave the word on the wipe-off board as a reminder and place the board where everyone can see it.

Open to page 1 and point out the question mark. Remind the students that the question mark shows that the sentence is a question. Model reading the sentence with expression, and then have the students read the sentence with expression. Remind the students that readers pay attention to question marks to make reading sound like talking.

Turn to page 4 and point out the comma in the first sentence. Explain that a comma tells readers to pause. Read the first sentence, pausing explicitly but briefly at the comma. Then have the students read the last sentence, pausing at the comma. Tell the students that paying attention to commas is another way to make reading sound like talking.

Have the students read *Cook Food on a Campfire* quietly to themselves.

Materials

- Teacher and student copies of *Cook Food on a Campfire* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Group Progress Assessment" sheet (GA2)

Teacher Note

When you show the sound card for *ow* to the students for review, have them say both sounds: first /ō/ and then /ou/.

When you show the sound card for *oo* to the students for review, have them say both sounds: first /o͞o/ and then /o͞o/.

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Teacher Note

You may wish to have the students who do not require reteaching put *Sailboats* in their toolboxes for independent reading. If so, introduce the words *front*, *watch*, *cabin*, and *everyone* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the group, ask yourself:

- Can the students retell the steps for making a fire and cooking?
- Are they able to read in phrases rather than word by word?

Record your observations on the "Group Progress Assessment" sheet (GA2); see the Set 5 assessments in the *Assessment Resource Book*. Support struggling students by reteaching previous content; see "Reteach with *Sailboats*" below. If the students struggle with retelling, you might have them reread the book, stopping after each spread to tell what happens on those pages.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What do you do first to cook food on a campfire? Next? Last?*

Q *Have you ever cooked food? What did you make?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

Can the boat float?

If necessary, guide the students through the sentence word by word.

Spelling Support

boat: Tell the students that in *boat* the sound /ō/ is spelled *o-a*.

float: Tell the students that in *float* the sound /ō/ is spelled *o-a*.

RETEACHING

Reteach with *Sailboats*

Review the spelling-sounds /ā/ spelled *ai* and *ay*, /ō/ spelled *oa* and *ow*, *ow* /ou/, /o͞o/ spelled *oo* and *ew*, *oo* /o͝o/, and the high-frequency words *walk*, *talk*, *because*, and *children*. Use the book *Sailboats* for reading practice.

Read the title aloud with the students. Tell the students that this is a nonfiction book about sailboats. Tell the students that nonfiction books often include text features such as a table of contents and a glossary.

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Show the students the table of contents and explain that it lists the titles of sections in the book. Then show the students the glossary and explain that it gives the meanings of some of the challenging words.

Explain that sailboats have large *sails*—or pieces of cloth—that the wind pushes against to move the boat. Write the words *front*, *watch*, and *cabin* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book. Then write *everyone* on your wipe-off board and tell the students that this is a compound word. Review that a compound word is made up of two smaller words. Point out that *everyone* is made up of two high-frequency words. Have the students read each word separately before reading the whole word. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on your wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Sailboats*.

When all the students have finished reading, ask and briefly discuss:

Q *What did you find out about sailboats from this book?*

Collect the books or have the students put their books in their toolboxes.

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Week 7

RESOURCES

New



Ball Games

by Erica J. Green

Revisit



Cook Food on a Campfire

by Lucy Bledsoe,
illustrated by David Dudley

Assessment Resource Book

- "Individual Reading Observations" sheet (IR1)

Sound Card

- *all* /awl/

High-frequency Word Cards

- *even*
- *picture*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 5, Week 7 Sort" (BLM8)

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OVERVIEW

Spelling Focus

- *all* /awl/

High-frequency Words

- *even*
- *picture*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *even* and *picture* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 7 Sort" (BLM8). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words with the spelling *all* /awl/ and a set of sorting words with the spelling-sound *ow* /ou/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, add the sound card for *all* to the sound card review deck.

ELL SUPPORT

- **all**

  The /awl/ sounds in words such as in *tall*, *ball*, and *small* may be difficult for students who speak Chinese, Vietnamese, Hmong, or Korean. Model producing the sounds /aw/ and /l/ separately, holding the pronunciation for a few seconds. Have the students repeat after you. Then model blending the sounds together to say /awl/.

- **all**

  The spelling *al* occurs in Spanish words such as *mal* (mal), "badly," and *alto* (AL-toh), "high," but the *a* is pronounced more like a short *a*. If the students are reading Spanish, write the English word *mall* next to the Spanish word *mal* where the students can see them. Contrast the sounds by underlining *all* as you say /awl/ and then say the entire English word *mall*. Repeat the procedure with the Spanish word.

(continues)

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ELL SUPPORT *(continued)*

- **picture**

  English Language Learners may have difficulty producing the consecutive /k/ and /ch/ sounds at the syllable juncture in the high-frequency word *picture*. Model saying the sounds separately. Have the students say the sounds in sequence and then say the entire word.

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Cook Food on a Campfire

Dropping Ending Sounds; *all* and *even*

Day 1

In this lesson, the students:

- Practice dropping ending sounds
- Learn the spelling *all* /awl/
- Read decodable words
- Learn the high-frequency words *all* and *even*
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *Cook Food on a Campfire* from Week 6
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *even*
- High-frequency word card review deck

1 Phonological Awareness: Dropping Ending Sounds

Remind the students that they have been saying words without the first sound. Tell them that today they will say words without saying the ending sound. Explain that you will say a word, and then they will say the word without saying the ending sound. Model the procedure, using the word *meet*. Say *meet*. Then drop /t/ and say /mē/. If necessary, practice with a second word, such as *cap*.

Say each of the words that follow. Have the students repeat each word and then say the word without the ending sound.

bag	/bă/
win	/wĭ/
rope	/rō/
nut	/nŭ/
sheep	/shē/
lock	/lŏ/

Manipulation Support

If the students have difficulty dropping ending sounds, you might use a visual aid. Draw a box and a blank side by side on your wipe-off board. First say the word normally as you sweep under the box and the blank. Then point to the box as you say the first and middle sounds, and point to the blank as you say the ending sound: /bă/ . . . /g/. Then point to the box and say, "Say *bag* without the last sound."

2 Introduce the Spelling *all* /awl/

Explain that today the students will learn a spelling that they will often see at the end of words. Write *all* on your wipe-off board, point to the spelling, and say the letter names. Tell the students that the spelling *all* usually stands for the sounds /awl/. Write the words *fall*, *tall*, and *small* on your wipe-off board, and have the students read the words.

Have the students each trace the spelling *all* on the table in front of them with one finger as they say /awl/.

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3 Read Decodable Words

Write the following words on your wipe-off board:

strike	mall
wall	pitch
baseball	dodgeball

Point to each word and sweep under it as the students read it.

Decoding Support

If necessary, have the students break the compound words *baseball* and *dodgeball* into their smaller words and read each smaller word separately before reading the entire word.

4 Introduce the High-frequency Word *Even*

even "Both teams have two runs, so the score is even."

Introduce *even* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *even* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Cook Food on a Campfire*

Have the students take the book *Cook Food on a Campfire* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

small "Ants are small but very strong."

team "Which baseball team do you think will win?"

children "There are six children at the table today."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

small: Tell the students that in *small* the sounds /awl/ are spelled *a-l-l*.

team: Tell the students that in *team* the sound /ē/ is spelled *e-a*.

Ball Games

picture

Day 2

In this lesson, the students:

- Read decodable words
- Learn the high-frequency word *picture*
- Review high-frequency words
- Read a new book

1 Read Decodable Words

Write the following words on your wipe-off board:

sports	goal
kicking	basketball
tie	cricket

Point to each word and sweep under it as the students read it.

2 Introduce the Sound Sort

Display the intact "Set 5, Week 7 Sort" sheet (BLM8) and explain that these are the words the students will sort this week. Point to each word and read it. Then have the students read the words as you point to them.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Explain that one group of words will have the sounds /awl/, as in *ball*, and the other group of words will have the vowel sound /ou/, as in

Materials

- Teacher and student copies of *Ball Games*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 7 Sort" (BLM8)
- Intact copy of "Set 5, Week 7 Sort" (BLM8), prepared ahead
- High-frequency word card for *picture*
- High-frequency word card review deck

Teacher Note

Explain that in *tie*, the final *e* makes *i* stand for the sound /ī/ even though there is no letter between the *i* and the *e*.

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down. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

3 Introduce the High-frequency Word *Picture*

picture "Sometimes you can learn a lot by looking at a picture."

Introduce *picture* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *picture* to the high-frequency word card review deck.

4 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

5 Read *Ball Games*

Distribute a copy of *Ball Games* to each student. Tell the students that they will read this book today. Read the title with the students and identify the name of the author. Ask and briefly discuss:

Q *What do you think you might find out from this book?*

Open to page 2, and ask the students to find today's new word, *picture*. Then ask the students to find the new word *even* on the same page.

Write the word *play* on your wipe-off board and have the students read the word. Write *er* at the end of the word, frame the syllable, and tell the students that the spelling *e-r* stands for the sound /er/. Have the students say the sound. Then have the students read the whole word. Explain that the spelling *er* at the end of a word often means "a person who." In this case, a player is "a person who plays." Write *painter* on your wipe-off board and tell the students that this is another example of the spelling *er* meaning "a person who." Frame the syllables as the students read each one. Then have the students read the whole word. Explain that a painter is "a person who paints." Tell the students that they will see the word *players* in today's book, and that it means "people who play."

Write the word *tie* on your board, point to *i*, and explain that in this word the final *e* makes *i* stand for the sound /ī/. Review that *tie* is like other words they have learned with final *e*, even though there is no letter between the *i* and the *e*. Have the students read the word. Now write the words *watch*, *basketball*, *cricket*, and *lose* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the story quietly to themselves.

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Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What are some games described in this book?*

Q *How are kickball and baseball the same? How are they different?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

tall	"Basketball players are often very tall."
football	"Football players wear pads and helmets."
talk	"Let's talk about the book we read."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

tall: Tell the students that in *tall* the sounds /awl/ are spelled *a-l-l*.

football: Tell the students that *football* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Tell the students that in *foot* the sound /o͝o/ is spelled *o-o*. Tell the students that in *ball* the sounds /awl/ are spelled *a-l-l*.

Ball Games
Review and Reread

Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *Ball Games* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1) from Week 5

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

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2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Ball Games*

Have the students take *Ball Games* from their toolboxes, and tell them that they will reread this book today. Read the title aloud with the students.

Write the words *players*, *tie*, *watch*, *basketball*, *cricket*, and *lose* on your wipe-off board, read the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Ball Games* quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on each student's "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *Which ball games would you like to play? Why?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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GUIDED SPELLING

Can we play ball?

If necessary, guide the students through the sentence, word by word.

Spelling Support

play: Remind the students that the sound /ā/ at the end of a word is usually spelled *a-y*. Tell the students that in *play* the sound /ā/ is spelled *a-y*.

ball: Tell the students that in *ball* the sounds /awl/ are spelled *a-l-l*.

Teacher Note

The students may be ready to write the sentence without word-by-word guidance.

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Week 8

RESOURCES

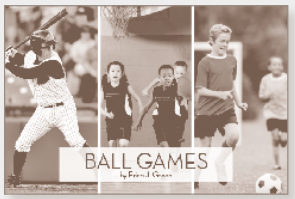
New



Dance!

by Valerie Fraser

Revisit



Ball Games

by Erica J. Green

Practice or Reteach



New School

by Kenni Alden,
illustrated by Juan Bautista

Reteaching

- "Reteach with *New School*"

Assessment Resource Book

- Set 5 assessments

Sound Cards

- *wr* /r/
- *kn* /n/

High-frequency Word Cards

- *move*
- *great*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Mastery Test 10" record (MT10)
- "Mastery Test 10 Student Card" (SC10)

Reproducibles

- "Set 5, Week 8 Sort" (BLM9)
- (Optional) "High-frequency Words Review 8" (BLM10)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *wr* /r/	▪ *move*
▪ *kn* /n/	▪ *great*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *move* and *great* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 8 Sort" (BLM9). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to make a set of sorting words for beginning sounds /w/ and /r/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *wr* and *kn* to the sound card review deck.

✓ Prior to Day 3, make a copy of "Mastery Test 10" record (MT10) for each student in the group; see the Set 5 assessments in the *Assessment Resource Book*.

✓ Prior to Day 3, make one copy of "Mastery Test 10 Student Card" (SC10); see the Set 5 assessments in the *Assessment Resource Book*.

✓ (Optional) If you plan to integrate the new high-frequency words in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words Review 8" (BLM10). See "Independent Work Connections" on page 97.

ELL SUPPORT

▪ wr, kn

The spellings *wr* and *kn* do not occur in Spanish. If the students are reading Spanish, reinforce the idea that the initial consonant is silent. Write the words *wrist* and *knot* where the students can see them. Cross out the initial consonant and model blending the remaining sounds to read the word. Make the connection to the initial silent letter *h* in words like *higo* (EE-goh), "fig," and *humo* (OO-moh), "smoke."

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Day 1

Ball Games

Dropping Ending Sounds; *wr* and *move*

Materials

- Teacher and student copies of *Ball Games* from Week 7
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *move*
- High-frequency word card review deck

Teacher Note

If necessary, model the activity as you did in Week 7, Day 1, Step 1 on page 81, using the word *bike*.

In this lesson, the students:

- Practice dropping ending sounds
- Learn the spelling-sound *wr* /r/
- Read decodable words
- Learn the high-frequency word *move*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Dropping Ending Sounds

Have the students repeat each of the following words and then say the word without the last sound:

rain	/rā/
vet	/vĕ/
poke	/pō/
weed	/wē/
mug	/mŭ/
lick	/lĭ/

2 Introduce the Spelling-Sound *wr* /r/

Explain that today's sound is /r/, and have the students say the sound. Remind the students that they know one way to spell /r/, using the letter *r*. Write *wr* on your wipe-off board, point to the spelling, and say the letter names. Tell the students that the spelling *wr* stands for the sound /r/. Have the students repeat the sound as you point to the spelling.

Write the words *wrap* and *write* on your wipe-off board and read the words with the students. Ask:

Q *What do you notice about the letter* w *in these words?*

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After the students have shared, confirm that the letter *w* is silent—it does not stand for any sound. Tell the students that they will often see the spelling *wr* at the beginning of words. Explain that when they see words that begin with the spelling *wr*, the *w* is always silent.

Have the students each trace the spelling *wr* on the table in front of them with one finger as they say /r/.

3 Read Decodable Words

Write the following words on your wipe-off board:

slow	bagpipes
air	ribbons
wrists	arms

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Word *Move*

move "It feels good to get up and move around."

Introduce *move* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Ball Games*

Have the students take the book *Ball Games* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

ELL Note

You may wish to reinforce that in English, two letters can stand for one sound, as in *sh* and *ch*. Then write additional words with *wr*, such as *wren* ("a kind of bird"), *wreck*, *wrote*, and *wrist* on your wipe-off board. Underline the spelling *wr* in each word and have the students read the words with you.

Decoding Support

If necessary, support the students in reading the word *air*, because the vowel sound /ā/ is slightly distorted.

Teacher Note

Add the word card for *move* to the high-frequency word card review deck.

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GUIDED SPELLING

wrist	"I wear a watch on my wrist."
lift	"Will you help me lift this box of books?"
even	"In sports, teams have the same number of players so they are even."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

wrist: Tell the students that in *wrist* the sound /r/ is spelled *w-r*.

Day 2

Dance!

kn and *great*

Materials

- Teacher and student copies of *Dance!*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 8 Sort" (BLM9)
- Intact copy of "Set 5, Week 8 Sort" (BLM9), prepared ahead
- High-frequency word card for *great*
- High-frequency word card review deck

In this lesson, the students:

- Learn the spelling-sound *kn* /n/
- Read decodable words
- Learn the high-frequency word *great*
- Review high-frequency words
- Read a new book

1 Introduce the Spelling-Sound *kn* /n/

Explain that today's sound is /n/, and have the students say the sound. Remind the students that they know one way to spell the sound /n/, using the letter *n*. Write *kn* on your wipe-off board, point to the spelling, and say the letter names. Tell the students that the spelling *kn* stand for the sound /n/. Have the students say the sound as you point to the spelling. Write the words *knee* and *know* on your wipe-off board and read the words with the students. Ask:

Q *What do you notice about the letter* k *in these words?*

After the students have shared, confirm that the letter *k* is silent—it does not stand for any sound. Tell the students that they will usually see the spelling *kn* at the beginning of words. Explain that when they see words that begin with the spelling *kn*, the *k* is always silent.

Have the students each trace the spelling *kn* on the table in front of them with one finger as they say /n/.

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2 Read Decodable Words

Write the following words on your wipe-off board:

cloaks	lifting
knees	twisting
knot	wrap

Point to each word and sweep under it as the students read it.

3 Introduce the Sound Sort

Display the intact "Set 5, Week 8 Sort" sheet (BLM9) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them. Explain that some of the words begin with the letter *w* and that some of the words begin with the spelling *wr*. Remind the students that the spelling *wr* stands for the sound /r/.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Explain that one group of words will begin with /w/, as in *water*, and the other group of words will begin with /r/, as in *wrap*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

Teacher Note

The letter *i* in the word *wind* will be pronounced /ī/: /wīnd/.

4 Introduce the High-frequency Word *Great*

great "I've got a great idea."

Introduce *great* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *great* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *Dance!*

Distribute a copy of *Dance!* to each student. Tell the students that they will read this book today. Read the title to the students and identify the name of the author. Explain that this book is about different kinds of dances. Open to page 2, and ask the students to find today's new word, *great*. Then ask the students to find the new word *move* on the same page.

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Write the word *dance* on your wipe-off board and read it for the students. Add the ending *er* and read the word *dancer*. Remind the students that *er* often means "a person who." A *dancer* is a person who dances. Write the words *story*, *music*, *wear*, *shoes*, *facing*, and *stage* on your wipe-off board and read them for the students. Have them say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What are some ways that dancers move?*

Q *What do different dancers wear?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

knot	"The kite string had a knot in it."
raft	"A raft is like a kind of boat."
picture	"Let's take a picture of the whole class."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

knot: Tell the students that in *knot* the sound /n/ is spelled *k-n*. You may wish to point out that two words sound the same but are spelled differently: *knot* ("something that is tied in string or rope") and *not* ("shows something doesn't happen," as in "Cats do not fly"). The students can tell which word is meant by listening to the sentence the word is in. Today's word is *knot* ("I can tie a knot in my shoelaces").

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In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Dance!*

Have the students take *Dance!* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students.

Write the words *dance*, *story*, *music*, *wear*, *shoes*, *facing*, and *stage* on your wipe-off board, read the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students reread *Dance!* quietly to themselves.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *Why do you think people like to dance?*

Q *What kinds of dances have you seen? What are they like?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Materials

- Teacher and student copies of *Dance!* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Mastery Test 10" record (MT10) for each student
- One copy of the "Mastery Test 10 Student Card" (SC10)

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Teacher Note

You may wish to have students who do not require reteaching put *New School* in their toolboxes for independent reading. If so, introduce the words *everything*, *door*, *friendly*, *favorite*, and *night* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

Teacher Note

Mastery Test 10 follows this lesson. You may wish to omit Guided Spelling today and use the time to administer mastery tests. Have the students read books from previous weeks during this time.

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.



MASTERY TEST ASSESSMENT NOTE

Administer Mastery Test 10 after this lesson, using "Mastery Test 10" (MT10) and "Mastery Test 10 Student Card" (SC10); see the Set 5 assessments in the *Assessment Resource Book*.

If you identify students who need to repeat instruction, first determine which sounds and high-frequency words the student missed. Then use "Reteach with *Animal Homes*" on page 53 and "Reteach with *New School*" below to reteach needed content. Administer Mastery Test 10 again after reteaching.

GUIDED SPELLING

He bent his knees.

If necessary, guide the students through the sentence, word by word.

Spelling Support

knees: Support the students in writing the base word, *knee*. Tell the students that in *knee* the sound /n/ is spelled *k-n* and the sound /ē/ is spelled *e-e*. Then support the students in adding the inflectional ending to write *knees*.

RETEACHING

Reteach with *New School*

Review the spelling *all* /awl/, the spelling-sounds *wr* /r/ and *kn* /n/, and the high-frequency words *even*, *picture*, *move*, and *great*. Use *New School* for reading practice.

After reading the title aloud with the students, write the following on your wipe-off board: *"Come in," said Jane*. Point out the quotation marks, and review that the quotation marks tell readers that someone is saying something. Tell the students that they will see many quotation marks in this story. Explain that the words "said Jane" tell the reader who says the words. Write the word *wreck* on your wipe-off board, have the students read the word, and explain that *wreck* means "ruin" or "spoil." Also write *knack*, have the students read the word, and explain that a knack is a skill or ability. Write the words *everything*, *door*, *friendly*, *favorite*, and *night* on your wipe-off board and explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on your wipe-off board as a reminder and place the board where everyone can see it. Have the students read *New School*.

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When all the students have finished reading, ask and briefly discuss:

Q *How does Jane feel about the new school at the beginning of the story? How does she feel at the end?*

Q *Why do Jane's feeling change?*

Collect the books or have the students put their books in their toolboxes.

Independent Work Connections

- You may wish to use "High-frequency Words Review 8" (BLM10) to have the students practice high-frequency words using any activities you have introduced. If you decide to add these words, we recommend printing them on colored paper or identifying them by color in another way (for example, by using colored dots or colored baskets). Show these to the students and tell them which color set of words to use during independent word work.

Teacher Note

Administer Mastery Test 10 again after reteaching. See "Mastery Test Assessment Note" on the previous page.

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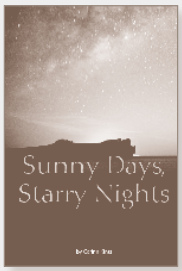
Week 9

RESOURCES

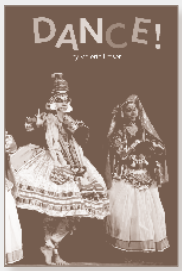
New



Sunny Days, Starry Nights

by Corinn Kintz

Revisit



Dance!

by Valerie Fraser

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)

Sound Cards

- *igh* /ī/
- *_y* /ī/, /ē/

High-frequency Word Cards

- *though*
- *once*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 5, Week 9 Sort" (BLM11)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *igh* /ī/	▪ *though*
▪ *_y* /ī/, /ē/	▪ *once*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *though* and *once* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 9 Sort" (BLM11). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words with the spelling-sounds *igh* /ī/, *_y* /ī/, and *i_e* /ī/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *igh* and *i_e* to the sound card review deck.

ELL SUPPORT

▪ igh, _y

If your students are reading Spanish, you may wish to note that the spelling *igh* does not occur in Spanish; /ī/ sound is spelled only as *ai* or *ay*. Final *y* only occurs in Spanish words as part of a diphthong, as in the word *hay* (/ī/), "there is" or *rey* (ray), "king."

The letter *y* does not represent the English sound in Vietnamese, Hmong, or Haitian Creole. If your students are reading in these languages, provide practice reading additional words with this sound-symbol correspondence.

▪ igh

Help the students think of ways to remember that *igh* stands for /ī/. For example, they could draw a picture of an eye and label it with the word *sight*.

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Day 1

Dance!

Dropping Ending Sounds; *igh* and *though*

Materials

- Teacher and student copies of *Dance!* from Week 8
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *though*
- High-frequency word card review deck

In this lesson, the students:

- Practice dropping ending sounds
- Learn the spelling-sound *igh* /ī/
- Read decodable words
- Learn the high-frequency word *though*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Dropping Ending Sounds

Have the students repeat each of the following words and then say the word without the last sound:

wet	/wĕ/
chain	/chā/
shut	/shŭ/
time	/tī/
wrote	/rō/
clap	/klă/

2 Introduce the Spelling-Sound *igh* /ī/

Explain that today's sound is /ī/, and have the students say the sound. Point to the spelling *i_e* below the *kite* picture on the "Spelling-Sound Chart" and remind the students that they have already learned that this spelling stands for the sound /ī/. Point to the spelling *igh* on the "Spelling-Sound Chart" and tell the students that the spelling *i-g-h* also stands for the sound /ī/. Write *igh* on your wipe-off board, point to the spelling, and say the letter names. Tell the students that when the letter *i* is followed by the letters *g-h*, the spelling stands for /ī/. Have the students repeat the sound as you point to the spelling.

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Tell the students that they will see the spelling *i-g-h* in the middle and at the end of words. Write the words *bright*, *might*, and *high* on your wipe-off board and have the students read them. Then have the students each trace the spelling *i-g-h* on the table in front of them with one finger as they say /ī/.

3 Read Decodable Words

Write the following words on your wipe-off board:

moonlight	bright
shining	flashlight
globe	daytime

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Word *Though*

though "I like to walk to the store, even though I have a car."

Introduce *though* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *though* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Dance!*

Have the students take the book *Dance!* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What are some of the dances described in this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

night "The sun goes down at night."

high "The top shelf is too high for me to reach."

move "It can be hard to move to a new school."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

night: Tell the students that in *night* the sound /ī/ is spelled *i-g-h*.

high: Tell the students that in *high* the sound /ī/ is spelled *i-g-h*.

Day 2

Sunny Days, Starry Nights

_*y* and *once*

Materials

- Teacher and student copies of *Sunny Days, Starry Nights*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 9 Sort" (BLM11)
- Intact copy of "Set 5, Week 9 Sort" (BLM11), prepared ahead
- High-frequency word card for *once*
- High-frequency word card review deck

In this lesson, the students:

- Learn the spelling-sounds _*y* /ē/, /ī/
- Read decodable words
- Learn the high-frequency word *once*
- Review high-frequency words
- Read a new book

1 Introduce the Spelling-Sounds _*y* /ī/, /ē/

Write *yap* and *yellow* on your wipe-off board and read the words with the students. Remind the students that they already know that the letter *y* stands for the sound /y/ at the beginning of words. Explain that today the students will learn two sounds for the letter *y* at the end of words.

Write the words *my*, *try*, and *sky* on your wipe-off board and read the words. Ask:

Q *What sound does the letter* y *stand for at the end of these words?*

After the students have shared, confirm that the letter *y* stands for the sound /ī/. Have the students read the words.

Without erasing *my*, *try*, and *sky*, write the words *happy*, *party*, and *silly* on your wipe-off board. Read the words for the students and ask:

Q *What sound does the letter* y *stand for at the end of these words?*

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After the students have shared, confirm that the letter *y* stands for the sound /ē/. Have the students read the words. Point to each group of words and ask:

Q *What do you notice about the way* y *sounds in the shorter words and the longer words?*

If necessary, point out that the letter *y* at the end of a one-syllable word usually stands for the sound /ī/ and the letter *y* at the end of a two-syllable word usually stands for the sound /ē/. Write the words *bunny*, *fly*, and *furry* on your wipe-off board and have the students read them.

2 Read Decodable Words

Write the following words on your wipe-off board:

sunny	sky
foggy	spy
dark	fight

Point to each word and sweep under it as the students read it.

3 Introduce the Sound Sort

Display the intact "Set 5, Week 9 Sort" sheet (BLM11) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them. Explain that all the words have the sound /ī/.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into groups during independent word work. Tell them that this week, they will sort their words into three groups. Explain that in one group of words, the spelling *i_e* will stand for the sound /ī/, as in *kite*; in the second group of words, the spelling *igh* will stand for the sound /ī/, as in *high*; and in the third group of words, the spelling *_y* will stand for the sound /ī/, as in *my*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

Teacher Note

You may wish to define *grime* ("dirt"), *knight* ("a soldier from long ago who wore armor and rode a horse"), *pry* ("to separate two things by pulling hard"), and *spike* ("a pointed piece of metal, like a large nail").

You may wish to point out that *night* and *knight* sound the same but are spelled differently, and then define *night* for the students ("the period of time that follows day").

4 Introduce the High-frequency Word *Once*

once "Thanksgiving only happens once a year."

Introduce *once* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *once* to the high-frequency word card review deck.

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5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *Sunny Days, Starry Nights*

Distribute a copy of *Sunny Days, Starry Nights* to each student. Tell the students that they will read this book today. Read the title with the students and identify the name of the author. Explain that this is a nonfiction book about why there is night and day. Open to page 3, and ask the students to find today's new word, *once*. Then ask the students to the new word *though* on the same page.

Remind the students that compound words are words made from two smaller words. There are several compound words in this week's book. Write *nighttime*, *daytime*, *starlight*, *moonlight*, and *flashlight* on your wipe-off board and frame each small word as the students read it. Then frame the whole word for the students to read. Write the words *Earth* and *slowly* on your wipe-off board and read them for the students. Have the students say the words.

Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on your wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *Why is it dark at night even though the sun is still shining?*

Q *How does day turn to night and night turn to day?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Teacher Note

If you have not already done so, clarify that a globe is an object that is shaped like a ball and has a map of Earth on it. If possible, obtain a globe to show the students.

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GUIDED SPELLING

kneel	"When you kneel, you sit on your knees."
dry	"It rained yesterday but today the ground is dry."
great	"I had a great time at school yesterday."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

kneel: Tell the students that in *kneel* the sound /n/ is spelled *k-n* and the sound /ē/ is spelled *e-e*.

dry: Tell the students that in *dry* the sound /ī/ is spelled *y*.

Sunny Days, Starry Nights
Review and Reread

Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *Sunny Days, Starry Nights* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1) from Week 7

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Sunny Days, Starry Nights*

Have the students take *Sunny Days, Starry Nights* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students. Write the words *Earth* and *slowly* on your wipe-off board, read the words, and remind the students that they will see these

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words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students reread *Sunny Days, Starry Nights* quietly to themselves.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on each student's "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What can you say to explain why we have day and night?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

The night is dark.

If necessary, guide the students through the sentence, word by word.

Spelling Support

night: Tell the students that in *night* the sound /ī/ is spelled *i-g-h*.

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Week 10

RESOURCES

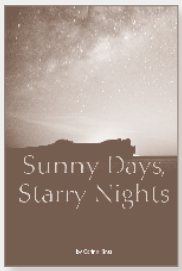
New



Scout's Puppies

by Kenni Alden,
illustrated by Gail Guth

Revisit



Sunny Days, Starry Nights

by Corinn Kintz

Practice or Reteach



Night Skies

by Kenni Alden

Reteaching

- "Reteach with *Night Skies*"

Assessment Resource Book

- Set 5 assessments

High-frequency Word Cards

- *enough*
- *watch*
- *been*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Group Progress Assessment" sheet (GA3)

Reproducible

- "Set 5, Week 10 Sort" (BLM12)

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OVERVIEW

Reading Focus

- *-es* with *_y*
- *-ed* with *_y*

High-frequency Words

- *enough*
- *watch*
- *been*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *enough*, *watch*, and *been* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 10 Sort" (BLM12). Make a copy for each student in the group, plus two. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words that end with *y* and a set of sorting words that end with *-ies* and *-ied* for each student in the group and one for yourself. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, make a copy of the "Group Progress Assessment" sheet (GA3); see the Set 5 assessments in of the *Assessment Resource Book*.

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Day 1

Sunny Days, Starry Nights

Dropping Ending Sounds; -*es* with _*y*; *enough* and *watch*

Materials

- Teacher and student copies of *Sunny Days, Starry Nights* from Week 9
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *enough*
- High-frequency word card for *watch*
- High-frequency word card review deck

In this lesson, the students:

- Practice dropping ending sounds
- Learn that _*y* can be changed to *i* when the ending *-es* is added
- Read decodable words
- Learn the high-frequency words *enough* and *watch*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Dropping Ending Sounds

Have the students repeat each of the following words and then say the word without the last sound:

fish	/fĭ/
jam	/jă/
beg	/bĕ/
light	/lī/
weed	/wē/
sun	/sŭ/

2 Introduce Changing _*y* to *i* with *-es*

Remind the students that they have been learning how to read words that end with _*y*. Remind them that *y* at the end of a one-syllable word usually stands for the sound /ī/ and that the *y* at the end of a two-syllable word usually stands for /ē/. Write the words *try*, *pony*, and *carry* on your wipe-off board and have the students read the words. Ask:

Q *What do you notice about these words?*

After the students have shared, confirm that the words all end with *y*.

Point to the word *try*. Tell the students that you will change the word *try* into *tries*. Erase the letter *y* at the end of *try* and replace it with *i*. Then add the ending *-es* to make the word *tries*. Point to the word and say *tries*. Ask:

Q *What did you see me do to the word* try *to make the word* tries*?*

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After the students have shared, confirm that to change the word *try* into *tries*, you changed the *y* to *i* and added *e-s*. Repeat the procedure with the words *pony* and *carry*.

Write the words that follow on your wipe-off board. For each word, have the students read the word, erase the *y*, replace it with *i*, and add the ending *-es*. Have the students read each new word.

lady	sky
story	baby
berry	cry

3 Read Decodable Words

Write the following words on your wipe-off board:

puppy	growing
puppies	hurries
cries	cleans

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Words *Enough* and *Watch*

enough	"We need enough pencils for everyone in our class."
watch	"I would rather read a book than watch TV."

Tell the students that they will learn two high-frequency words today. Introduce *enough* and *watch* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Sunny Days, Starry Nights*

Have the students take the book *Sunny Days, Starry Nights* from their toolboxes. Tell the students that they will reread this book today. Read the title to the students and ask:

Q *What is this book about?*

Teacher Note

Because the intention in this lesson is to support the students in reading and not spelling, it is unnecessary to explain that the change from *y* to *i* happens only when *y* is preceded by a consonant.

Teacher Note

Add the word cards for *enough* and *watch* to the high-frequency word card review deck.

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Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

cries	"A baby cries when she is hungry."
bright	"The sunshine is very bright today."
because	"I feel good because I slept well last night."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

cries: Support the students in identifying and writing the base word, *cry*. Tell them that in *cry* the sound /ī/ is spelled *y*. Then have the students replace *y* with *i* before adding the inflectional ending to write *cries*.

bright: Tell the students that in *bright* the sound /ī/ is spelled *i-g-h*.

Day 2

Scout's Puppies

-ed with _*y*; *been*

Materials

- Teacher and student copies of *Scout's Puppies*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Teacher and student bags of sorting words, prepared ahead from "Set 5, Week 10 Sort" (BLM12)
- Intact copy of "Set 5, Week 10 Sort" (BLM12), prepared ahead
- High-frequency word card for *been*
- High-frequency word card review deck

In this lesson, the students:

- Learn that _*y* can be changed to *i* when the ending *-ed* is added
- Read decodable words
- Learn the high-frequency word *been*
- Review high-frequency words
- Read a new book

1 Introduce Changing _y to *i* with *-ed*

Remind the students that they have been learning that *y* at the end of a word is often changed to *i* when the ending *-es* is added. Write *cry* on your wipe-off board, have the students read the word. Ask:

Q *What will I do to the word* cry *to make the word* cries*?*

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After the students have shared, confirm you will replace the *y* with *i* and added *e-s* to make the word *cries*. Change *cry* to *cries* on your wipe-off board, point to the word, and say *cries*.

Write *cry* on your wipe-off board again. Point to the word. Tell the students that you will change the word *cry* into *cried*. Erase the letter *y* at the end of *cry* and replace it with *i*. Then add the ending *-ed* to make the word *cried*. Point to the word and say *cried*. Ask:

Q *What did you see me do to the word* cry *to make the word* cried*?*

After the students have shared, confirm that to change the word *cry* into *cried*, you changed the *y* to *i* and added *e-d*. Repeat the procedure with the words *try* and *hurry*.

Write the words that follow on your wipe-off board. For each word, have the students read the word, erase the *-y*, replace it with *i*, and add the ending *-ed.* Have the students read each new word.

dry	try
spy	carry
tally	

2 Read Decodable Words

Write the following words on your wipe-off board:

without	explore
nudge	lucky
birth	growl

Point to each word and sweep under it as the students read it.

3 Introduce the Sound Sort

Remind the students that so far they have been sorting words into groups, using a sorting guide. Tell the students that this week they will sort words into pairs, and they will not use a sorting guide. Explain that one card in each pair will be a word that ends with *_y* and the other card will have the same base word with the ending *-es* or *-ed*.

Display the intact "Set 5, Week 10 Sort" sheet (BLM12) and explain that these are the words the students will sort this week. Point to each word and read it. Then have the students read the words as you point to them.

Take the words from your own bag of words and spread them out on the table in front of you. Hold up the *spy* card and read it aloud. Ask:

Q *Can you find the word that starts the same as* spy *but ends with* e-s *or* e-d*?*

Teacher Note

Explain that *tally* means "count."

Decoding Support

Support the students in reading *explore* by framing the syllables. If the students are ready, you might point out that some consonants always stay together in syllables. The spelling *pl* always stays together.

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Confirm that *spies* is the word that matches *spy*. Hold up the *spies* cards and model placing the *spy* and *spies* cards side by side, away from the unsorted cards. Explain that you are putting the words side by side because the word *spies* has the base word *spy* with the ending *-es*.

Hold up the word *dry* and read it aloud. Ask:

Q *Can you find the word that starts the same as* dry *but ends with* e-s *or* e-d*?*

Confirm that *dries* is the word that matches *dry*. Hold up the *dries* card and place the *dry* and *dries* cards side by side.

Distribute one bag of sorting words to each student. Remind the students that they will sort their words into pairs during independent word work. Review that they will not use a sorting guide this week. Explain that they will find pairs of words and put them on the table side by side. Tell them that when they have finished sorting, they will read each word to make sure that one card in each pair is a word that ends with *_y* and the other card is a word that starts with the same letters but ends with *e-s* or *e-d*.

Tell the students that if they need help remembering how to sort their words during independent word work, they may quietly ask another student in their reading group to remind them. Have them put their bags in their toolboxes.

4 Introduce the High-frequency Word *Been*

been "I have been a teacher for ten years."

Introduce *been* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *been* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *Scout's Puppies*

Distribute a copy of *Scout's Puppies* to each student. Tell the students that they will read this book today. Read the title with the students and identify the names of the author and illustrator. Explain that this book is about how puppies grow. Open to page 1, and ask the students to find today's new word, *been*. Ask the students to find the new word *enough* on the same page. Then turn to page 7, and ask the students to find the new word *watch*.

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Write the words *eyes*, *about*, *month*, and *before* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember them when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What did you learn about puppies?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

lucky	"I feel lucky when I see a rainbow."
dry	"The hot sun will dry the wet grass."
once	"Once upon a time, there were three bears."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

lucky: Tell the students that in *lucky* the sound /ē/ is spelled *y*.

dry: Tell the students that in *dry* the sound /ī/ is spelled *y*.

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Day 3

Scout's Puppies

Review and Read

Materials

- Teacher and student copies of *Scout's Puppies* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Group Progress Assessment" sheet (GA3)

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Scout's Puppies*

Have the students take *Scout's Puppies* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students.

Write the words *eyes*, *about*, *month*, and *before* on your wipe-off board, read the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Scout's Puppies* quietly to themselves.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the group, ask yourself:

- Do the students self-correct by going back to reread or asking for help?
- Are they able to read fluently?

Record your observations on the "Group Progress Assessment" sheet (GA3); see the Set 5 assessments in the *Assessment Resource Book*. Support struggling students by reteaching previous content; see "Reteach with *Night Skies*" on the next page. If you notice students reading on without self-correcting, ask "Does that make sense?" and prompt them to reread. If the students struggle with high-frequency words, provide additional review with the high-frequency word card review deck at another time of the day.

Teacher Note

You may wish to have students who do not require reteaching put *Night Skies* in their toolboxes for independent reading. If so, introduce the words *constellation* and *change* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

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4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *How does Scout take care of her puppies?*

Q *What will the puppies do when they go to new homes?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

A puppy can bark.

If necessary, guide the students through the sentence, word by word.

Spelling Support

puppy: Tell the students that in *puppy* the sound /ē/ is spelled *y*.

bark: Tell the students that in *bark* the sound /k/ is spelled *k*.

RETEACHING

Reteach with *Night Skies*

Review the spelling-sounds *igh* /ī/, *_y* /ī/ and /ē/, adding the endings *-es* and *-ed* to words that end with *_y*, and the high-frequency words *though*, *once*, *enough*, *watch*, and *been*. Use *Night Skies* for reading practice.

After reading the title aloud with the students, write the words *constellation* and *change* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Night Skies*.

When all the students have finished reading, ask and briefly discuss:

Q *What did you find out about stars from this book?*

Collect the books or have the students put their books in their toolboxes.

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

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Week 11

RESOURCES

New



The Desert

by Rob Arego

Revisit



Scout's Puppies

by Kenni Alden,
illustrated by Gail Guth

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)

Sound Card

- *ou* /ou/

High-frequency Word Cards

- *few*
- *kind*
- *find*
- *mind*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 5, Week 11 Sort" (BLM13)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *ou* /ou/	▪ *few* ▪ *kind* ▪ *find* ▪ *mind*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *few*, *kind*, *find*, and *mind* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 11 Sort" (BLM13). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to make a set for sorting words with the spelling-sounds *ow* /ou/ and *ou* /ou/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, add the sound card for *ou* to the sound card review deck.

ELL SUPPORT

▪ ou

If the students are reading Spanish, you may wish to note that the sound /ou/ in Spanish is spelled *au*. Explain to the students that /ou/ is the same sound they hear in the words *aullido* (ow-YEE-doh), "howl," and *causa* (KOW-sah), "cause."

▪ /ou/

English Language Learners may benefit from additional practice identifying words with the sound /ou/. Have them identify the /ou/ word in each of the following word pairs: *found/phone*, *ground/grow*, and *out/owe*.

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Day 1

Scout's Puppies

Dropping Ending Sounds; *ou* and *few*

Materials

- Teacher and student copies of *Scout's Puppies* from Week 10
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *few*
- High-frequency word card review deck

In this lesson, the students:

- Practice dropping ending sounds
- Learn the spelling-sound *ou* /ou/
- Learn the high-frequency word *few*
- Read decodable words
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Dropping Ending Sounds

Have the students repeat each of the following words and then say the word without the last sound:

past	/păs/
mask	/măs/
pond	/pŏn/
belt	/bĕl/
pulp	/pŭl/

2 Introduce the Spelling-Sound *ou* /ou/

Explain that today's sound is /ou/, and have the students say the sound. Point to the spelling *ow* below the *clown* picture on the "Spelling-Sound Chart" and remind the students that they have already learned that this spelling stands for the sound /ou/. Point to the spelling *ou* on the "Spelling-Sound Chart" and tell the students that the spelling *ou* also stands for the sound /ou/. Write *ou* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /ou/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will usually see the spelling *ou* at the beginning or in the middle of words. Write the words *loud*, *sound*, and *out* on your wipe-off board and have the students read them. Then have the students each trace the spelling *ou* on the table in front of them with one finger as they say /ou/.

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3 Read Decodable Words

Write the following words on your wipe-off board:

mouse	clouds
drown	tunnels
found	slow

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Word *Few*

few "There are only a few sharp pencils in the writing area."

Introduce *few* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *few* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Scout's Puppies*

Have the students take the book *Scout's Puppies* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about how puppies grow?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

flies	"A bee flies from flower to flower."
cloud	"There is not one cloud in the sky."
been	"Have you ever been to a zoo?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

flies: Support the students in identifying and writing the base word, *fly*. Tell them that in *fly* the sound /ī/ is spelled *y*. Then have the students replace *y* with *i* before adding the inflectional ending to write *flies*.

cloud: Tell the students that in *cloud* the sound /ou/ is spelled *o-u*.

Day 2

The Desert

kind, *find*, and *mind*

Materials

- Teacher and student copies of *The Desert*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 11 Sort" (BLM13)
- Intact copy of "Set 5, Week 11 Sort" (BLM13), prepared ahead
- High-frequency word cards for *kind*, *find*, and *mind*
- High-frequency word card review deck

Decoding Support

Support the students in reading *rainstorms* and *pronghorns* by having them read each smaller word separately before reading the entire word.

Explain the pronghorns are animals like deer.

In this lesson, the students:

- Read decodable words
- Learn the high-frequency words *kind*, *find*, and *mind*
- Review high-frequency words
- Read a new book

1 Read Decodable Words

Write the following words on your wipe-off board:

ground	bobcat
toad	pronghorns
out	rainstorms

Point to each word and sweep under it as the students read it.

2 Introduce the Sound Sort

Display the intact "Set 5, Week 11 Sort" sheet (BLM13) and explain that these are the words the students will sort this week. Point to each word and read it. Then have the students read the words as you point to them.

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Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that in one group of words, the spelling *ow* will stand for the sound /ou/, as in *clown*. In the other group of words, the spelling *ou* will stand for the sound /ou/, as in *shout*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

3 Introduce the High-frequency Words *Kind*, *Find*, and *Mind*

kind	"Peaches are my favorite kind of fruit."
find	"I couldn't find my car keys this morning."
mind	"I don't mind rainy days."

Tell the students that today they will learn three high-frequency words that rhyme and that are spelled almost the same way. Introduce *kind*, *find*, and *mind* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word cards for *kind*, *find*, and *mind* to the high-frequency word card review deck.

4 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

5 Read *The Desert*

Distribute a copy of *The Desert* to each student. Read the title to the students and identify the name of the author. Tell the students that they will read this book today. Explain that this is a nonfiction book about animals and plants that live in the desert. Clarify that a desert is an area of land that gets very little rain. Tell the students they will find all of today's new words in this book. Open to page 1, and have the students find *few*. Turn to page 2, and ask the students to find *kinds*. Turn to page 3, and ask the students to find *find*. Then turn to page 9, and ask the students to find *mind*.

Write the words *bush* and *cactus* on your wipe-off board and have the students read the words. Add the inflectional ending *-es* to each word, and remind the students that this ending means "more than one." Have the students read the new words, and remind them that adding *e-s* to a word can create another syllable. Write the words *desert*, *place*, and *behind* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember these words

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when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Have the students turn to page 1 in their books and read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What animals live in the desert?*

Q *What do the animals do during the day? What do they do at night?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

ground	"I can reach down and touch the ground."
night	"We can see the moon at night."
watch	"I like to watch soccer games."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

ground: Tell the students that in *ground* the sound /ou/ is spelled *o-u*.

night: Tell the students that in *night* the sound /ī/ is spelled *i-g-h*.

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The Desert
Review and Reread

Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *The Desert*

Have the students take *The Desert* from their toolboxes, and tell them that they will reread this book today. Read the title aloud with the students. Write the words *desert*, *place*, *behind*, *cactuses*, and *bushes* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *The Desert* quietly to themselves.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on each student's "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

Materials

- Teacher and student copies of *The Desert* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1) from Week 9

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4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What is the desert like?*

Q *What did you read about the animals in this book?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

We found a toad.

If necessary, guide the students through the sentence, word by word.

Spelling Support

found: Tell the students that in *found* the sound /ou/ is spelled *o-u*.

toad: Tell the students that in *toad* the sound /ō/ is spelled *o-a*.

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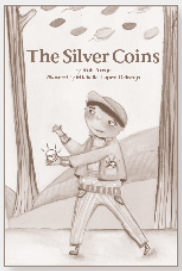
Week 12

RESOURCES

New



The Silver Coins

by Rob Arego,
illustrated by
Michelle Lopez Deksnys

Revisit



The Desert

by Rob Arego

Practice



The Four Seasons

by Rob Arego

Reteaching

- "Reteach with *The Four Seasons*"

Assessment Resource Book

- Set 5 assessments

Sound Cards

- *oi* /oi/
- *oy* /oi/

High-frequency Word Cards

- *word*
- *four*
- *answer*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Mastery Test 11" record (MT11)
- "Mastery Test 11 Student Card" (SC11)

Reproducible

- "Set 5, Week 12 Sort" (BLM14)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *oi* /oi/	▪ *word*
▪ *oy* /oi/	▪ *four*
	▪ *answer*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *word*, *four*, and *answer* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 12 Sort" (BLM14). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to make a set of sorting words for *oi* /oi/ and *oy* /oi/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, make a copy of "Mastery Test 11" record (MT11) for each student in the group; see the Set 5 assessments in the *Assessment Resource Book*.

✓ Prior to Day 3, make one copy of "Mastery Test 11 Student Card" (SC11); see the Set 5 assessments in the *Assessment Resource Book*.

✓ Prior to Day 3, add the sound cards for *oi* and *oy* to the sound card review deck.

ELL SUPPORT

▪ oi, oy

The diphthong /oi/ does not occur in Vietnamese. In Chinese, such blended vowel sounds are clipped, with smaller tongue and lip movements. Speakers of Hmong may also have difficulty with the sound. If necessary, provide additional practice pronouncing words with this sound, such as *coin*, *moist*, and *voice*. Model producing the sound by changing the mouth and lip from rounded to smiling widely and sustaining each sound for emphasis.

(continues)

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ELL SUPPORT *(continued)*

- **oi, oy**

  The diphthong /oi/ occurs in Spanish and, like English, is spelled *oi* inside a word and *oy* at the end of a word. If your students are reading Spanish, make the connection using the examples *boina* (BOY-nah), "beret," and *hoy* (oy), "today."

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The Desert

Dropping Ending Sounds; *oi*; *word* and *four*

Day 1

In this lesson, the students:

- Practice dropping ending sounds
- Learn the spelling-sound *oi* /oi/
- Read decodable words
- Learn the high-frequency words *word* and *four*
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *The Desert* from Week 11
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *word*
- High-frequency word card for *four*
- High-frequency word card review deck

1 Phonological Awareness: Dropping Ending Sounds

Have the students repeat each of the following words and then say the word without the last sound:

melt	/mĕl/
paint	/pān/
vest	/vĕs/
shelf	/shĕl/
toast	/tōs/
find	/fīn/

2 Introduce the Spelling-Sound *oi* /oi/

Explain that today's sound is /oi/, and have the students say the sound. Point to the *toy* picture on the "Spelling-Sound Chart." Explain that the *toy* picture will help them remember the sound /oi/ because the word *toy* ends with the sound /oi/. Point to the spelling *oi* on the "Spelling-Sound Chart" and tell the students that the spelling *o-i* stands for the sound /oi/.

Write *oi* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /oi/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will see the spelling *o-i* at the beginning and in the middle of words. Write the words *oil*, *point*, and *boil* on your wipe-off board and have the students read them. Then have the students each trace the spelling *o-i* on the table in front of them as they say /oi/.

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3 Read Decodable Words

Write the following words on your wipe-off board:

town	soil
sound	grew
silver	join

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Words *Word* and *Four*

word	"Today I learned how to read a new word."
four	"Dogs walk on four legs."

Tell the students that today they will learn two high-frequency words. Introduce *word* and *four* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time. You may wish to point out that the students have already learned the word *for*. Write *for* on your wipe-off board. Remind the students that when the word is spelled *f-o-r*, it is used in sentences like "I drew a picture for my mom." Explain that today's word is the number four, as in "I have four pens."

Teacher Note

Add the word cards for *word* and *four* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *The Desert*

Have the students take the book *The Desert* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What animals do you like in this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

proud	"I am very proud of my students."
coins	"Nickels and dimes are two kinds of coins."
few	"A few students are absent today."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

proud: Tell the students that in *proud* the sound /ou/ is spelled *o-u*.

coins: Support the students in writing the base word, *coin*, before adding the inflectional ending to write *coins*.

The Silver Coins

oy and *answer*

Day 2

In this lesson, the students:

- Learn the spelling-sound *oy* /oi/
- Read decodable words
- Learn the high-frequency word *answer*
- Review high-frequency words
- Read a new book

Materials

- Teacher and student copies of *The Silver Coins*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 12 Sort" (BLM14)
- Intact copy of "Set 5, Week 12 Sort" (BLM14), prepared ahead
- High-frequency word card for *answer*
- High-frequency word card review deck

1 Introduce the Spelling-Sound *oy* /oi/

Explain that today's sound is /oi/, and have the students say the sound. Point to the spelling *oi* below the *toy* picture on the "Spelling-Sound Chart" and remind the students that they have already learned that the spelling *oi* stands for the sound /oi/. Point to the spelling *oy* on the "Spelling-Sound Chart" and tell the students that the spelling *o-y* also stands for the sound /oi/.

Write *oy* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /oi/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will usually see the spelling *oy* at the end of words. Write the words *toy*, *enjoy*, and *boy* on your wipe-off board and have the students read them. Then have the students each trace the spelling *o-y* on the table in front of them as they say /oi/.

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2 Read Decodable Words

Write the following words on your wipe-off board:

toys	boy
smiled	boil
sly	loud

Point to each word and sweep under it as the students read it.

Teacher Note

Explain that *sly* means "tricky."

3 Introduce the Sound Sort

Display the intact "Set 5, Week 12 Sort" sheet (BLM14) and explain that these are the words the students will sort this week. Point to each word and read it. Then have the students read the words as you point to them. Explain that all of the words have the sound /oi/.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that in one group of words, the spelling *o-i* will stand for the sound /oi/, as in *boil;* in the other group, the spelling *o-y* will stand for the sound /oi/, as in *toy*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

Teacher Note

You may wish to explain that *moist* means "a little bit wet," *soil* is another word for "dirt," and *joint* is "the connection between bones, such as the elbow joint or the knee joint."

4 Introduce the High-frequency Word *Answer*

answer "We raise our hands when we want to answer a question."

Introduce *answer* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *answer* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *The Silver Coins*

Distribute a copy of *The Silver Coins* to each student. Tell the students that they will read this book today. Read the title with the students and identify the names of the author and illustrator. Tell the students that this story is about a boy who must choose what to do with his family's money. Open to page 5, and ask the students to find today's new word, *answered*. If necessary, point out the inflectional ending *e-d* at the end of the word. Turn back to page 2 and have the students find the new word *four*. Then ask the students to find the new word *words* on the same page.

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Write the words *empty*, *magic*, and *voice* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students turn to page 1 in their books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *Why does the boy go to town?*

Q *What happens on the way to town?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

shout	"It is not necessary to shout indoors."
boy	"My sister just had a baby boy."
find	"Our classroom is easy to find."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

shout: Tell the students that in *shout* the sound /ou/ is spelled *o-u.*

boy: Remind the students that the sound /oi/ at the end of a word is usually spelled *o-y.* Tell the students that in *boy* the sound /oi/ is spelled *o-y.*

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Day 3

The Silver Coins

Review and Reread

Materials

- Teacher and student copies of *The Silver Coins* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Mastery Test 11" record (MT11) for each student
- One copy of "Mastery Test 11 Student Card" (SC11)

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *The Silver Coins*

Have the students take *The Silver Coins* from their toolboxes and tell them that they will reread this story today. Read the title aloud with the students. Write the words *empty*, *magic*, and *voice* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *The Silver Coins* quietly to themselves.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *Why does the boy give coins to the old man?*

Q *What do you think the boy's mother will say?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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MASTERY TEST ASSESSMENT NOTE

Administer Mastery Test 11 after this lesson, using "Mastery Test 11" (MT11) and "Mastery Test 11 Student Card" (SC11); see the Set 5 assessments in the *Assessment Resource Book*.

If you identify students who need to repeat instruction, first determine which sounds and high-frequency words the student missed. Then use "Reteach with *Night Skies*" on page 117 and "Reteach with *The Four Seasons*" below to reteach needed content. Administer Mastery Test 11 again after reteaching.

Teacher Note

You may wish to have students who do not require reteaching put *The Four Seasons* in their toolboxes for independent reading. If so, introduce the words *season*, *shorter*, *longer*, *colder*, and *warmer* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book. You may wish to tell the students that *-er* at the end of a describing word usually means "more." *Shorter* means "more short." *Colder* means "more cold."

GUIDED SPELLING

Children like toys.

If necessary, guide the students through the sentence, word by word.

Spelling Support

like: Tell the students that in *like* the sound /ī/ is spelled *i_e*.

toys: Support the students in writing the base word, *toy*. Remind the students that the sound /oi/ at the end of a word is usually spelled *o-y*. Tell the students that in *toy* the sound /oi/ is spelled *o-y*. Then support the students in adding the inflectional ending to write *toys*.

Teacher Note

Mastery Test 11 follows this lesson. You may wish to omit Guided Spelling today and use the time to administer mastery tests. Have the students read books from previous weeks during this time.

TEKS 2.C.iii
Student/Teacher Activity
Guided Spelling [word: like]

RETEACHING

Reteach with *The Four Seasons*

Review the spelling-sounds /ou/ spelled *ou* and *ow*, /oi/ spelled and *oi* and *oy*, and the high-frequency words *kind*, *mind*, *find*, *word*, *four*, and *answer*. Use *The Four Seasons* for reading practice.

Explain that this is a nonfiction book about seasons of the year. Have the students name the seasons. After reading the title aloud to the students, write the words *season*, *shorter*, *longer*, *colder*, and *warmer* on your wipe-off board, say the words, and have the students say them. You may wish to tell the students that the spelling *er* at the end of a describing word usually means "more." *Shorter* means "more short." *Colder* means "more cold."

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

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Explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on your wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *The Four Seasons*.

When all the students have finished reading, ask and briefly discuss:

Q *What happens in the winter where we live?*

Q *What happens in the summer where we live?*

Collect the books or have the students put their books in their toolboxes.

Teacher Note

Administer Mastery Test 11 again after reteaching. See "Mastery Test Assessment Note" on the previous page.

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Week 13

RESOURCES

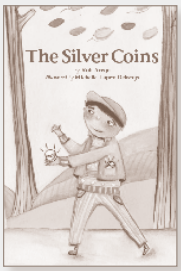
New



Grizzly Bears

by Lucy Bledsoe,
illustrated by
Barbara Gibson

Revisit



The Silver Coins

by Rob Arego,
illustrated by
Michelle Lopez Deksnys

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)

Sound Cards

- *au* /aw/
- *aw* /aw/

High-frequency Word Cards

- *learn*
- *young*
- *large*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducibles

- "Set 5, Week 13 Sort" (BLM15)
- (Optional) "High-frequency Words Review 9" (BLM16)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *au* /aw/	▪ *learn*
▪ *aw* /aw/	▪ *young*
	▪ *large*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *learn*, *young*, and *large* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 13 Sort" (BLM15). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words with spelling-sounds *au* /aw/ and *aw* /aw/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *au* and *aw* to the sound card review deck.

✓ (Optional) If you plan to integrate the new high-frequency words in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words Review 9" (BLM16). See "Independent Work Connections" on page 149.

ELL SUPPORT

▪ **au, aw**

The complex vowel sound /aw/ doesn't occur in Spanish, Hmong, or Korean. Model how to produce /aw/ by pressing in the corners of the mouth, dropping the jaw, and shifting the tongue back in the mouth and raising it, with the tip of the tongue toward but not touching the roof of the mouth. Provide time for the students to hear, feel, and experiment with the sound.

(continues)

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ELL SUPPORT *(continued)*

- **large**

  In Spanish, Vietnamese, or Hmong there is no equivalent sound for final /j/. Spanish-speaking students may substitute /ch/ for /j/. Model how to produce /j/ by pursing the lips, placing the tongue behind the bony ridge at the roof of the mouth to stop air flow, and then releasing the air flow, vibrating the vocal cords.

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The Silver Coins

Dropping Ending Sounds; *au*; *learn* and *young*

Day 1

In this lesson, the students:

- Practice dropping ending sounds
- Learn the spelling-sound *au* /aw/
- Read decodable words
- Learn the high-frequency words *learn* and *young*
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *The Silver Coins* from Week 12
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *learn*
- High-frequency word card for *young*
- High-frequency word card review deck

1 Phonological Awareness: Dropping Ending Sounds

Have the students repeat each of the following words and then say the word without the last sound:

gift	/gĭf/
wild	/wīl/
post	/pōs/
last	/lăs/
camp	/kăm/
task	/tăs/

2 Introduce the Spelling-Sound *au* /aw/

Explain that today's sound is /aw/, and have the students say the sound. Point to the *saw* picture on the "Spelling-Sound Chart." Explain that the picture of the saw will help them remember the sound /aw/ because the word *saw* ends with the sound /aw/. Point to the spelling *au* on the "Spelling-Sound Chart" and tell the students that this spelling stands for /aw/.

Write *au* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /aw/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will usually see the spelling *au* at the beginning and in the middle of words. Write the words *August*, *pause*, and *sauce* on your wipe-off board and have the students read them. Then have the students each trace the spelling *au* on the table in front of them with one finger as they say /aw/.

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Teacher Note

You may wish to explain that *haunches* are the upper part of the legs on an animal, such as a bear, and that *haul* means "carry something heavy."

3 Read Decodable Words

Write the following words on your wipe-off board:

haunches	pounds
haul	moose
brown	point

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Words *Learn* and *Young*

learn	"We learn many things at school."
young	"A young bear is called a cub."

Tell the students that today they will learn two high-frequency words. Introduce *learn* and *young* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word cards for *learn* and *young* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *The Silver Coins*

Have the students take the book *The Silver Coins* from their toolboxes. Tell the students that they will reread this book today. Read the title to the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

haunt "Some people think that there are ghosts that haunt old houses."

soil "We planted flower seeds in the soil."

word "*Soil* is another word for *dirt*."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

haunt: Tell the students that in *haunt* the sound /aw/ is spelled *a-u*.

soil: Tell the students that in *soil* the sound /oi/ is spelled *o-i*.

Grizzly Bears
aw and *large*

Day 2

In this lesson, the students:

- Learn the spelling-sound *aw* /aw/
- Read decodable words
- Learn the high-frequency word *large*
- Review high-frequency words
- Read a new book

Materials

- Teacher and student copies of *Grizzly Bears*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 13 Sort" (BLM15)
- Intact copy of "Set 5, Week 13 Sort" (BLM15), prepared ahead
- High-frequency word card for *large*
- High-frequency word card review deck

1 Introduce the Spelling-Sound *aw* /aw/

Explain that today's sound is /aw/, and have the students say the sound. Point to the spelling *au* below the *saw* picture on the "Spelling-Sound Chart" and remind the students that they have already learned that the spelling *au* stands for the sound /aw/. Point to the spelling *aw* on the "Spelling-Sound Chart" and tell the students that the spelling *aw* also stands for the sound /aw/.

Write *aw* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /aw/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will usually see the spelling *aw* in the middle and at the end of words. Write the words *draw*, *hawk*, and *saw* on your wipe-off board and have the students read them. Then have the students each trace the spelling *aw* on the table in front of them with one finger as they say /aw/.

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2 Read Decodable Words

Write the following words on your wipe-off board:

birth	paws
numbers	raw
claw	platforms

Point to each word and sweep under it as the students read it.

3 Introduce the Sound Sort

Display the intact "Set 5, Week 13 Sort" sheet (BLM15) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them. Explain that all of the words have the sound /aw/.

Teacher Note

Explain that a *fawn* is a baby deer.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that in one group of words, the spelling *au* will stand for the sound /aw/, as in *haunt*. In the other group of words, the spelling *aw* will stand for the sound /aw/, as in *draw*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

4 Introduce the High-frequency Word *Large*

large "Whales can be very large."

Introduce *large* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *large* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *Grizzly Bears*

Distribute a copy of *Grizzly* Bears to each student. Tell the students that they will read this book today. Read the title to the students and identify the names of the author and illustrator. Explain that this is a nonfiction book about grizzly bears. Open to page 2, and ask the students to find today's new word, *large*. Turn to page 11, and ask the students to find the new word *young*. Then ask the students to find the new word *learn* on the same page.

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Write the words *dawn* and *dusk* on your wipe-off board and have the students read the words. Explain that *dawn* is the time when the sun is first coming up in the morning and *dusk* is the time when the sun is going down. Then write the words *grizzly*, *bear*, *away*, and *months* on your wipe-off board and read them for the students. Have the students say the words. Then write the number *1,000* on your wipe-off board and explain that this number means "one thousand." Tell the students that they will see this number and these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Have the students turn to page 1 in their books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What do grizzly bears look like?*

Q *What do grizzly bears eat?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

dawn	"Some people wake up before dawn."
crush	"I crush water bottles before I recycle them."
answer	"I will try to answer all your questions."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

dawn: Tell the students that in *dawn* the sound /aw/ is spelled *a-w*.

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Day 3

Grizzly Bears

Review and Reread

Materials

- Teacher and student copies of *Grizzly Bears* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1) from Week 11

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Grizzly Bears*

Have the students take *Grizzly Bears* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students. Write the words *grizzly*, *bear*, *away*, and *months* and the number *1,000* on your wipe-off board, say the words and the number, and remind the students that they will see these them in today's book. Remind the students that they will have to remember these words and the number when they see them, or ask for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Grizzly Bears* quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on each student's "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

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4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What did you learn about grizzly bears?*

Q *Why are grizzly bears interesting to watch?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

Cubs eat raw meat.

If necessary, guide the students through the sentence, word by word.

Spelling Support

cubs: Support the students in writing the base word, *cub*, before adding the inflectional ending to write *cubs*.

eat: Tell the students that in *eat* the sound /ē/ is spelled *e-a*.

raw: Tell the students that in *raw* the sound /aw/ is spelled *a-w*.

meat: Tell the students that in *meat* the sound /ē/ is spelled *e-a*.

Independent Work Connections

- You may wish to use "High-frequency Words Review 9" (BLM16) to have the students practice high-frequency words using any activities you have introduced. If you decide to add these words, we recommend printing them on colored paper or identifying them by color in another way (for example, by using colored dots or colored baskets). Show these to the students and tell them which color set of words to use during independent word work.

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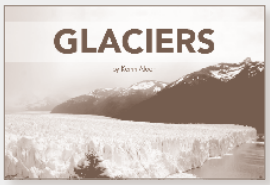
Week 14

RESOURCES

New



Glaciers

by Kenni Alden

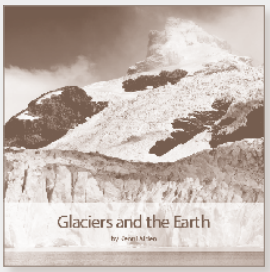
Revisit



Grizzly Bears

by Lucy Bledsoe, illustrated by Barbara Gibson

Practice or Reteach



Glaciers and the Earth

by Kenni Alden

Reteaching

- "Reteach with *Glaciers and the Earth*"

Assessment Resource Book

- Set 5 assessments

Sound Cards

- *ce* /s/
- *ci* /s/
- *cy* /s/

High-frequency Word Cards

- *earth*
- *most*
- *change*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Mastery Test 12" record (MT12)
- "Mastery Test 12 Student Card" (SC12)

Reproducible

- "Set 5, Week 14 Sort" (BLM17)

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OVERVIEW

Spelling-Sound Focus

- *ce, ci, cy* /s/ (circle)

High-frequency Words

- *earth*
- *most*
- *change*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *earth*, *most*, and *change* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 14 Sort" (BLM17). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words for the spelling-sounds *c* /k/ and *c* /s/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *ce*, *ci*, and *cy* to the sound card review deck.

✓ Prior to Day 3, make a copy of the "Mastery Test 12" record (MT12) for each student in the group; see the Set 5 assessments in the *Assessment Resource Book*.

✓ Prior to Day 3, make one copy of "Mastery Test 12 Student Card" (SC12); see the Set 5 assessments in the *Assessment Resource Book*.

ELL SUPPORT

- **ci, ce, cy**

  If your students are reading Spanish, you can help them remember spelling-sound relationships by making connections between English and Spanish words. When you introduce the sound of soft *c*, reinforce the students' understanding by introducing the English/Spanish cognate pair *circle/círculo* (SIHR-koo-loh).

(continues)

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ELL SUPPORT *(continued)*

▪ ci, ce, cy

In Spanish, as in English, the letter *c* stands for both a soft (/s/) and a hard (/k/) sound. The /s/ sound is spelled *ci* and *ce* in words like *cero* (SAIR-oh), "zero," and *cena* (SAY-nah), "dinner." However, when *ce* appears at the end of a word it is a separate open syllable pronounced *say*. The final letter pattern *cy* does not occur in Spanish.

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Grizzly Bears

Dropping Ending Sounds; *ce*, *ci*, and *cy*; *earth* and *most*

Day 1

In this lesson, the students:

- Practice dropping ending sounds
- Learn the spelling-sounds *ce*, *ci*, *cy* /s/
- Read decodable words
- Learn the high-frequency words *earth* and *most*
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *Grizzly Bears* from Week 13
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *earth*
- High-frequency word card for *most*
- High-frequency word card review deck

1 Phonological Awareness: Dropping Ending Sounds

Have the students repeat each of the following words and then say the word without the last sound:

hunt	/hŭn/
self	/sĕl/
milk	/mĭl/
child	/chīl/
ramp	/răm/
post	/pōs/

2 Introduce the Spelling-Sounds *ce*, *ci*, *cy* /s/

Write the words *can*, *come*, and *cot* on your wipe-off board and have the students read the words. Underline all instances of the letter *c*. Ask:

Q *What sound does the letter c stand for in these words?*

Confirm that the letter *c* stands for the sound /k/ in each word. Then write the words *place*, *pencil*, and *fancy*. Underline all instances of the letter *c*, and then read the words aloud. Ask:

Q *What sound does the letter c stand for in these words?*

Confirm that the letter *c* stands for the sound /s/ in each word. Explain that when the letter *c* is followed by the letter *e*, *i*, or *y*, it stands for the sound /s/. Underline the *e*, *i*, and *y* in *place*, *pencil*, and *fancy* and say /s/ as you point to each spelling. Have the students read each word as you sweep under it. Then have the students each trace the spellings *c*-*e*, *c*-*i*, and *c*-*y* on the table in front of them with one finger as they say /s/.

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Teacher Note

If necessary, support the students by underlining the letter after *c* and asking:

Q *Is there an* e, i, *or* y *after the letter* c*? What sound will the* c *stand for?*

3 Read Decodable Words

Write the following words on your wipe-off board:

icy	center
crouch	count
city	force

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Words *Earth* and *Most*

earth	"A tree's roots grow down into the earth."
most	"Most of my friends are teachers."

Tell the students that today they will learn two high-frequency words. Introduce *earth* and *most* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word cards for *earth* and *most* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Grizzly Bears*

Have the students take the book *Grizzly Bears* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

melted	"The ice cube melted into a puddle of water."
place	"The students place their backpacks in their cubbies."
learn	"I want to learn to play the piano."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

melted: Support the students in writing the base word, *melt*, before adding the inflectional ending to write *melted*.

place: Tell the students that in *place* the sound /ā/ is spelled *a_e* and the sound /s/ is spelled *c*.

Glaciers
change

Day 2

In this lesson, the students:

- Read decodable words
- Learn the high-frequency word *change*
- Review high-frequency words
- Read a new book

Materials

- Teacher and student copies of *Glaciers*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 14 Sort" (BLM17)
- Intact copy of "Set 5, Week 14 Sort" (BLM17), prepared ahead
- High-frequency word card for *change*
- High-frequency word card review deck

1 Read Decodable Words

Write the following words on your wipe-off board:

fleecy	edges
cracks	snowflakes
fence	freeze

Point to each word and sweep under it as the students read it.

2 Introduce the Sound Sort

Display the intact "Set 5, Week 14 Sort" sheet (BLM17) and explain that these are the words the students will sort this week. Point to each

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word and read it aloud. Then have the students read the words as you point to them. Explain that all of the words have the letter *c* in them.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that in one group of words, the letter *c* will stand for the sound /k/, and in the other group of words, the letter *c* will stand for the sound /s/. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

3 Introduce the High-frequency Word *Change*

change "I like to watch the trees as the seasons change."

Introduce *change* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *change* to the high-frequency word card review deck.

4 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

5 Read *Glaciers*

Distribute a copy of *Glaciers* to each student. Tell the students that they will read this book today. Read the title to the students and identify the name of the author. Explain that this is a nonfiction book about glaciers, which are large sheets of ice. Open to page 5, and ask the students to find today's new word, *change*. Turn back to page 2, and ask the students to find the new word *earth*. Then point to page 3, and ask the students to find the new word *most*.

Teacher Note

If the students notice that the spelling *ci* does not represent the sound /s/, explain that there are exceptions in many words, and that this is one. You might also point out that some people do pronounce the word as GLAY-see-uhrs.

Tell the students that this book has special features that help readers find and understand important information. Turn to the Contents on page 1. Explain that this feature lists the sections in the book and the page on which each one starts. Read the first item in the Contents aloud with the page number. Explain that this tells readers that they can find out what glaciers are on page 2. Then turn to page 2 and point out the heading. Explain that headings are usually shown in larger print.

Tell the students that another feature that authors sometimes use in books is bold type. Explain that letters in bold type are thicker than other letters, so words with bold letters stand out in a sentence. Turn to page 5. Have the students find the word that is in bold type (*fleecy*). Explain that the author put this word in bold type to show that the word is important and to let readers know that the word is listed in the glossary. Explain

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that a glossary gives the meanings of important words in the book. Turn to page 14 and tell the students that a glossary is often found at the end of the book. Have the students find the word *fleecy* in the glossary. Read the definition to the students. Then explain that they when they read this book, they will look for other words in bold type and, if necessary, look up their meanings in the glossary.

Write the words *glacier*, *gravity*, *heavy* and *recedes* on your wipe-off board and read them for the students. Have the students say the words. Explain that *recedes* means "moves back." Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Have the students turn to page 1 in their books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *How are glaciers formed?*

Q *What else did you read about glaciers?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

force	"The force of gravity makes things drop to the ground."
icy	"Be careful walking on icy sidewalks."
large	"Tigers are large cats."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

force: Tell the students that in *force* the sound /ôr/ is spelled *o-r* and the sound /s/ is spelled *c-e*.

icy: Tell the students that in *icy* the sound /s/ is spelled *c* and the sound /ē/ is spelled *y*.

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Day 3

Glaciers

Review and Reread

Materials

- Teacher and student copies of *Glaciers* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Mastery Test 12" record (MT12) for each student
- One copy of the "Mastery Test 12 Student Card" (SC12)

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Glaciers*

Have the students take *Glaciers* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students. Write the words *glacier*, *gravity*, *heavy* and *recedes* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Glaciers* quietly to themselves.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *To find out how far glaciers can move, which section of the book would you read?*

Q *Why don't we see glaciers where we live?*

Q *What would you still like to learn about glaciers?*

Have the students return their books to their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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MASTERY TEST ASSESSMENT NOTE

Administer Mastery Test 12 after this lesson, using "Mastery Test 12" (MT12) and "Mastery Test 12 Student Card" (SC12); see the Set 5 assessments in the *Assessment Resource Book*.

If you identify students who need to repeat instruction, first determine which sounds and high-frequency words the student missed. Then use "Reteach with *The Four Seasons*" on page 137 and "Reteach with *Glaciers and the Earth*" below to reteach needed content. Administer Mastery Test 12 again after reteaching.

Teacher Note

You may wish to have students who do not require reteaching put *Glaciers and the Earth* in their toolboxes for independent reading. If so, introduce the words *important*, *future*, *scientists*, and *power* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

GUIDED SPELLING

We skate on ice.

If necessary, guide the students through the sentence, word by word.

Spelling Support

skate: Tell the students that in *skate* the sound /ā/ is spelled *a_e* and the sound /k/ is spelled *k*.

ice: Tell the students that in *ice* the sound /ī/ is spelled *i_e* and the sound /s/ is spelled *c-e*.

Teacher Note

Mastery Test 12 follows this lesson. You may wish to omit Guided Spelling today and use the time to administer mastery tests. Have the students read books from previous weeks during this time.

RETEACHING

Reteach with *Glaciers and the Earth*

Review the spelling-sounds *au*, *aw* /aw/ and *ce*, *ci*, *cy* /s/ and the high-frequency words *learn*, *young*, *large*, *earth*, *most*, and *change*. Use *Glaciers and the Earth* for reading practice.

Explain that this is a nonfiction book with more information about glaciers. After reading the title aloud with the students, write the words *important*, *future*, *scientists*, and *power* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on your wipe-off board as a reminder and place the board where everyone can see it.

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Teacher Note

Administer Mastery Test 12 again after reteaching. See "Mastery Test Assessment Note" on the previous page.

Have the students read *Glaciers and the Earth*.

When all the students have finished reading, ask and briefly discuss:

Q *What can we find out from glaciers?*

Collect the books or have the students put their books in their toolboxes.

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Appendix A

HIGH-FREQUENCY WORD INDEX

High-frequency Word	Where Taught
a	Shared Reading, Grade K, Week 4
after	Set 5, Week 1
again	Set 3, Week 4
and	Shared Reading, Grade K, Week 3
answer	Set 5, Week 12
are	Shared Reading, Grade K, Week 5
be	Set 3, Week 1
because	Set 5, Week 5
been	Set 5, Week 10
both	Set 3, Week 8
boy	Set 4, Week 2
brother	Set 4, Week 1
by	Set 1, Week 7
can	Shared Reading, Grade K, Week 6
can't	Set 1, Week 2
change	Set 5, Week 14
children	Set 5, Week 5
cold	Set 4, Week 4
come	Set 2, Week 7
could	Set 3, Week 7
do	Set 2, Week 3
does	Set 3, Week 8
don't	Set 4, Week 6
down	Set 1, Week 5
earth	Set 5, Week 14
enough	Set 5, Week 10
even	Set 5, Week 7

High-frequency Word	Where Taught
ever	Set 5, Week 3
every	Set 4, Week 1
father	Set 4, Week 8
few	Set 5, Week 11
find	Set 5, Week 11
for	Set 3, Week 4
four	Set 5, Week 12
from	Set 3, Week 3
get	Set 1, Week 3
give	Set 5, Week 4
go	Set 1, Week 5
good	Set 3, Week 2
great	Set 5, Week 8
have	Set 2, Week 4
he	Set 1, Week 1
head	Set 5, Week 2
her	Set 2, Week 6
here	Set 1, Week 7
his	Set 2, Week 6
home	Set 2, Week 4
I	Shared Reading, Grade K, Week 4
is	Shared Reading, Grade K, Week 8
isn't	Set 1, Week 2
kind	Set 5, Week 11
large	Set 5, Week 13
learn	Set 5, Week 13
like	Set 2, Week 3
little	Set 2, Week 1

(continues)

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(continued)

High-frequency Word	Where Taught
live	Set 5, Week 4
look	Set 3, Week 2
make	Set 3, Week 1
many	Set 3, Week 5
me	Shared Reading, Grade K, Week 4
mind	Set 5, Week 11
most	Set 5, Week 14
mother	Set 4, Week 1
move	Set 5, Week 8
my	Set 1, Week 6
never	Set 5, Week 3
no	Set 1, Week 4
of	Set 2, Week 5
old	Set 4, Week 4
once	Set 5, Week 9
one	Set 4, Week 5
only	Set 5, Week 3
other	Set 4, Week 1
out	Set 2, Week 7
over	Set 4, Week 3
people	Set 3, Week 5
picture	Set 5, Week 7
put	Set 2, Week 2
read	Set 5, Week 2
said	Set 2, Week 5
saw	Set 1, Week 8
say	Set 2, Week 8
says	Set 2, Week 8
school	Set 4, Week 7
see	Shared Reading, Grade K, Week 4
she	Set 1, Week 1
should	Set 3, Week 7
so	Set 2, Week 8
some	Set 2, Week 7

High-frequency Word	Where Taught
talk	Set 5, Week 5
the	Shared Reading, Grade K, Week 3
their	Set 4, Week 4
there	Set 3, Week 1
they	Set 1, Week 8
though	Set 5, Week 9
thought	Set 4, Week 8
to	Set 1, Week 3
told	Set 4, Week 4
too	Set 4, Week 6
toward	Set 4, Week 3
two	Set 4, Week 5
very	Set 3, Week 6
walk	Set 5, Week 5
want	Set 3, Week 3
was	Set 2, Week 1
watch	Set 5, Week 10
water	Set 3, Week 3
we	Shared Reading, Grade K, Week 5
were	Set 3, Week 7
what	Set 2, Week 2
where	Set 1, Week 6
who	Set 4, Week 7
woman	Set 4, Week 2
women	Set 4, Week 2
won't	Set 4, Week 6
word	Set 5, Week 12
work	Set 5, Week 1
would	Set 3, Week 7
yes	Set 1, Week 4
you	Shared Reading, Grade K, Week 4
young	Set 5, Week 13
your	Set 3, Week 6

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Appendix B DIACRITICS

CONSONANT SOUNDS

/b/	*back, bed*	**/t/**	*tip, tab*
/d/	*duck, dog*	**/v/**	*vet, van*
/f/	*fig, fill*	**/w/**	*wit, wall*
/g/	*go, girl*	**/y/**	*yap, yellow*
/h/	*hum, hit*	**/z/**	*zoom, zip*
/j/	*jump, edge*		
/k/	*cat, kit, luck*	**/ch/**	*cheese, chair*
/l/	*lamp, let*	**/ng/**	*sing, long*
/m/	*mat, must*	**/sh/**	*ship, sheep*
/n/	*nut, not*	**/th/**	*think, thaw*
/p/	*pet, pick*	**/TH/**	*those, this*
/khw/	*quit, quiet*	**/ks/**	*box, mix*
/r/	*ram, rug*	**/hw/**	*whale, what*
/s/	*sip, sack*	**/zh/**	*measure, confusion*

VOWEL SOUNDS

/ă/	*bat, camp*	**/ā/**	*lake, mail*	**/o͞o/**	*spoon, tune*	**/ûr/**	*bird, turn*
/ĕ/	*pet, sweat*	**/ē/**	*these, meal*	**/o͝o/**	*book, put*	**/är/**	*car, park*
/ĭ/	*lit, nip*	**/ī/**	*mile, light*	**/ou/**	*house, down*	**/âr/**	*chair*
/ŏ/	*hot, stop*	**/ō/**	*mole, broke*	**/oi/**	*coil, boy*	**/ôr/**	*fort, torn*
/ŭ/	*but, cub*	**/ū/**	*mule, cute*	**/aw/**	*law, taut*		

/ə/	unstressed vowel	*across, basket*
/ər/	unstressed *r*-controlled vowel	*water, color*

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Being a Reader™

Set 5 Overview

	Decoding Focus	High-frequency Words	New Book	Practice or Reteach
Week 1	two-syllable words	after, work	*Fun Forts*	
Week 2	two-syllable words	head, read	*Ann's Book Club*	*Ants, Moths, and Wasps*
Week 3	two-syllable words	never, ever, only	*Have You Ever?*	
Week 4	two-syllable words	give, live	*Spring on the Farm*	*Animal Homes*
Week 5	*ai, ay* /ā/	walk, talk, because, children	*A Play Day with My Brother Ray*	
Week 6	*oa* /ō/; *ow* /ō/, /ou/; *oo* /o͞o/, /o͞o/; *ew* /o͞o/		*Cook Food on a Campfire*	*Sailboats*
Week 7	*all* /awl/	even, picture	*Ball Games*	
Week 8	*wr* /r/, *kn* /n/	move, great	*Dance!*	*New School*
Week 9	*igh* /i/; _*y* /ī/, /ē/	though, once	*Sunny Days, Starry Nights*	
Week 10	*-es, -ed* with _*y*	enough, watch, been	*Scout's Puppies*	*Night Skies*
Week 11	*ou* /ou/	few, kind, find, mind	*The Desert*	
Week 12	*oi, oy* /oi/	word, four, answer	*The Silver Coins*	*The Four Seasons*
Week 13	*au, aw* /aw/	learn, young, large	*Grizzly Bears*	
Week 14	*ci, ce, cy* /s/	earth, most, change	*Glaciers*	*Glaciers and the Earth*

Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501-1042
800.666.7270
collaborativeclassroom.org

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Small-group Teacher's Manual

CCC Collaborative Literacy

Being a Reader™



SET 6

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Being a Reader™

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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270; fax: (510) 464-3670
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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading and an understanding of their ability to interact with texts.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7–12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6–12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)		□		■	■	■ □	
Understanding problem and solution				■		■ □	
Making text-to-self connections	■	■			■ □	■	
Making text-to-text connections				■ □	■ □	□	■
Determining topic		■		■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■		□			
Determining theme					■	■	
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions			■		■		■
Responding to literature			■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

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Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

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Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

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Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between five and nine texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

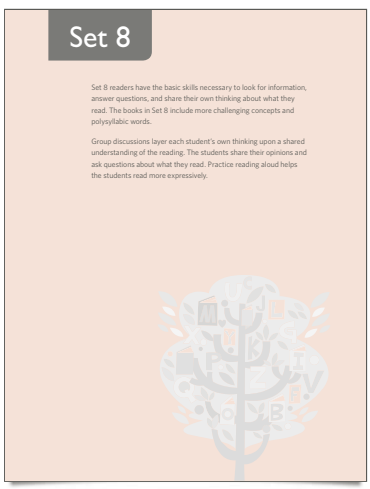
Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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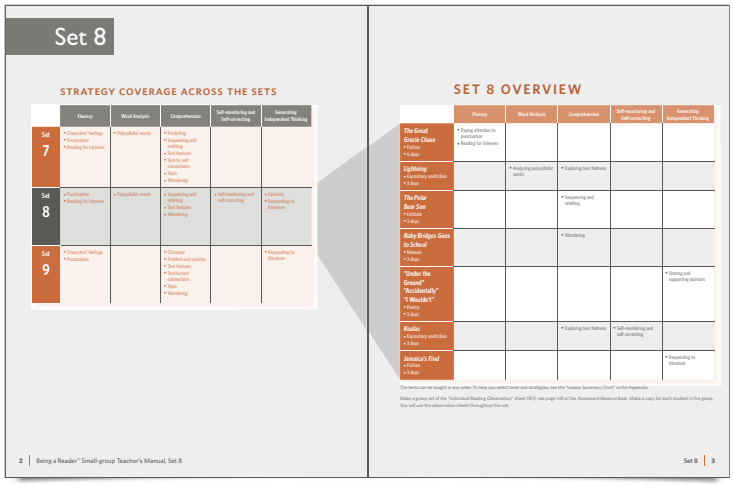
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so.


Set 8

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 7	• Characters' feelings • Punctuation • Reading for listeners	• Polysyllabic words	• Predicting • Sequencing and retelling • Text features • Text-to-self connections • Topic • Wondering		
Set 8	• Punctuation • Reading for listeners	• Polysyllabic words	• Sequencing and retelling • Text features • Wondering	• Self-monitoring and self-correcting	• Opinions • Responding to literature
Set 9	• Characters' feelings • Punctuation		• Character • Problem and solution • Text features • Text-to-text connections • Topic • Wondering		• Responding to literature

SET 8 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Great Gracie Chase • Fiction • 6 days	• Paying attention to punctuation • Reading for listeners				
Lightning • Expository nonfiction • 5 days		• Analyzing polysyllabic words	• Exploring text features		
The Polar Bear Son • Folktale • 5 days			• Sequencing and retelling		
Ruby Bridges Goes to School • Memoir • 5 days			• Wondering		
"Under the Ground" "Accidentally" "I Wouldn't" • Poetry • 3 days					• Sharing and supporting opinions
Koalas • Expository nonfiction • 5 days			• Exploring text features	• Self-monitoring and self-correcting	
Jamaica's Find • Fiction • 5 days					• Responding to literature

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary Chart" in the Appendix.

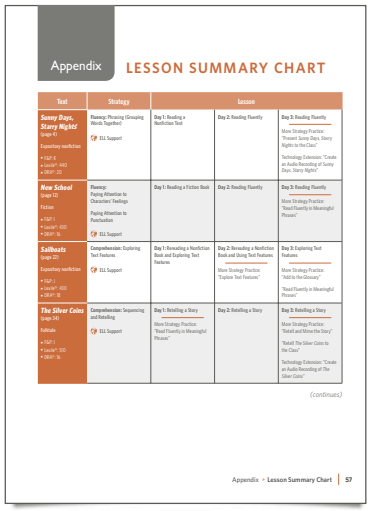
Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the Assessment Resource Book. Make a copy for each student in the group. You will use the observation sheets throughout this set.

2 | Being a Reader™ Small-group Teacher's Manual, Set 8

Set 8 | 3

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Sunny Days, Starry Nights (page 4) Expository nonfiction • F&P: K • Lexile®: 440 • DRA®: 10	**Fluency:** Phrasing (Grouping Words Together) ELL Support	Day 1: Reading a Nonfiction Text	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Present Sunny Days, Starry Nights to the Class" Technology Extension: "Create an Audio Recording of Sunny Days, Starry Nights"
New School (page 12) Fiction • F&P: I • Lexile®: 450 • DRA®: 16	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ELL Support	Day 1: Reading a Fiction Book	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"
Sailboats (page 22) Expository nonfiction • F&P: J • Lexile®: 450 • DRA®: 18	**Comprehension:** Exploring Text Features ELL Support	Day 1: Rereading a Nonfiction Book and Exploring Text Features	Day 2: Rereading a Nonfiction Book and Using Text Features More Strategy Practice: "Explore Text Features"	Day 3: Exploring Text Features More Strategy Practice: "Add to the Glossary" "Read Fluently in Meaningful Phrases"
The Silver Coins (page 34) Folktale • F&P: I • Lexile®: 510 • DRA®: 16	**Comprehension:** Sequencing and Retelling ELL Support	Day 1: Retelling a Story More Strategy Practice: "Read Fluently in Meaningful Phrases"	Day 2: Retelling a Story	Day 3: Retelling a Story More Strategy Practice: "Retell and Move the Story" "Retell The Silver Coins to the Class" Technology Extension: "Create an Audio Recording of The Silver Coins"

(continues)

Appendix • Lesson Summary Chart | 57

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

  Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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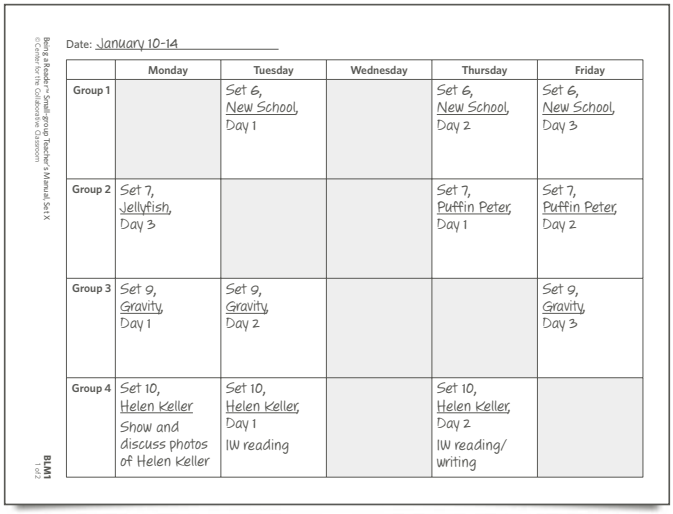

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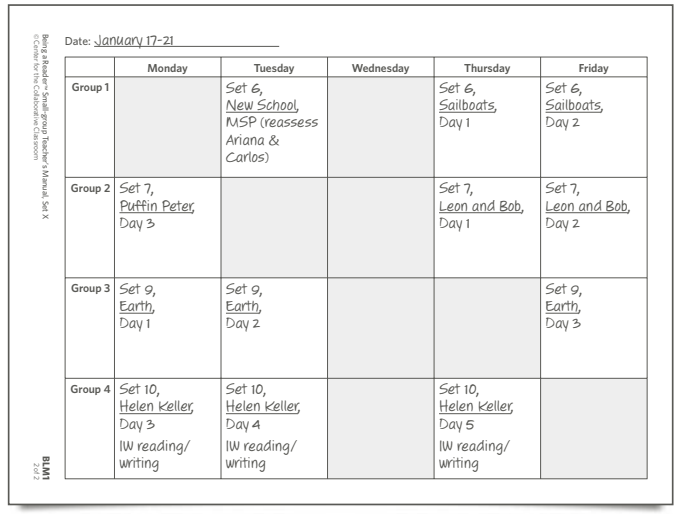
Date: January 10–14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
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Date: January 17–21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
2 of 2

PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will plan to teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9-12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to identify the students' reading levels for Small-group Reading, Sets 6-12 instruction. You may also want to use the assessment during the year to help you reevaluate placement decisions and to help you decide whether a student is ready to move to the next reading level.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Set 6

Set 6 readers are beginning to read sentences more smoothly. They build fluency by reading books with familiar phonics and high-frequency words. Set 6 books are specifically written to support decoding, and they have illustrations and photographs to aid comprehension. Some students will have encountered them in Set 5 of Small-group Reading.

Set 6 provides transitional instruction in fluency and comprehension for students who have completed Set 5 but are not yet ready for Set 7. Phrase-cued texts are provided for the books in this set to support students as they practice *phrasing*, grouping words together to read fluently. Optional assessments are available to help evaluate the students' fluency progress.



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Set 6

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 6	▪ Characters' feelings ▪ Phrasing ▪ Punctuation	▪ Polysyllabic words	▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections		
Set 7	▪ Characters' feelings ▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Predicting ▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections ▪ Topic ▪ Wondering		

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SET 6 OVERVIEW

	Fluency	Word Analysis	Comprehension
Sunny Days, Starry Nights ▪ Expository nonfiction ▪ 3 days	▪ Phrasing (grouping words together)		
New School ▪ Fiction ▪ 3 days	▪ Paying attention to characters' feelings ▪ Paying attention to punctuation		
Sailboats ▪ Expository nonfiction ▪ 3 days			▪ Exploring text features
The Silver Coins ▪ Folktale ▪ 3 days			▪ Sequencing and retelling
Ball Games ▪ Expository nonfiction ▪ 3 days		▪ Reading polysyllabic words	▪ Making text-to-self connections

Sunny Days, Starry Nights must be taught first. The remaining lessons can be taught in any order. To help you select lessons, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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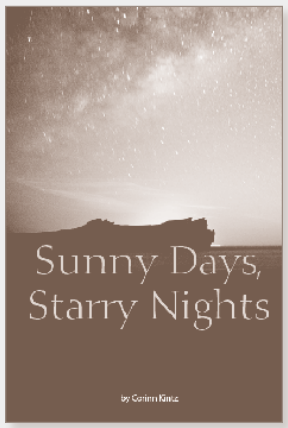
Fluency

Phrasing (Grouping Words Together)

RESOURCES



Sunny Days, Starry Nights

by Corinn Kintz

This nonfiction text explains day and night, using concrete examples.

More Strategy Practice

- "Present *Sunny Days, Starry Nights* to the Class"

Technology Extension

- "Create an Audio Recording of *Sunny Days, Starry Nights*"

Assessment Resource Book

- Set 6 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA1)

Reproducible

- "Grouping Words Together: *Sunny Days, Starry Nights*" (BLM1)

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OVERVIEW

Academic Focus

- Students read part of a nonfiction text fluently.
- Students group words together to read fluently.

Social Development Focus

- Students work in a responsible way.

DO AHEAD

✓ Prior to Day 1, have the students read *Sunny Days, Starry Nights* if they have not already done so.

✓ Prior to Day 1, practice reading page 1 of *Sunny Days, Starry Nights* aloud without proper phrasing (see Step 2).

✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Grouping Words Together: *Sunny Days, Starry Nights*" (BLM1). (Note that the first two pages of the reproducible are the phrase-cued text and the second two are the text from the book that can be used to practice or to assess reading rate and fluency.) Make one copy for each student in the group plus one for yourself. Practice reading "Grouping Words Together: *Sunny Days, Starry Nights*" (BLM1) aloud, phrasing the text as indicated (see Step 3).

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA1); see page 198 of the *Assessment Resource Book*.

✓ Prior to Day 3, assign pages in the book to the students, giving each student approximately the same amount of text (see Step 1).

✓ (Optional) Prior to Day 1, show the students a short demonstration of a flashlight shining on a globe to enhance their understanding of the book. You might search online with the keywords "night and day globe demonstration" to find videos of this activity.

ELL SUPPORT

- **Preview the Book:** In Set 6, you will ask the students to read the book prior to the small-group lessons. It may be beneficial for your students to practice reading the book aloud to you. Phrase-cued texts are provided for all the books in Set 6. If you find students struggle to read fluently, consider adding additional sessions specifically aimed toward fluency.

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Day 1

Sunny Days, Starry Nights

Reading a Nonfiction Text

Materials

- Teacher copy of *Sunny Days, Starry Nights*
- Teacher and student copies of "Grouping Words Together: *Sunny Days, Starry Nights*" (BLM1), prepared ahead

Teacher Note

Sunny Days, Starry Nights is also used in Set 5, Week 9. In that lesson, the students read *Sunny Days, Starry Nights* to practice the high-frequency words *though* and *once* and to practice decoding words with the spelling-sounds *igh*, _y /ī/ and _y /ē/.

In this lesson, the students:

- Hear part of a book read fluently
- Echo read a phrase-cued text fluently
- Group words together to read fluently

1 Gather and Review *Sunny Days, Starry Nights*

Show the cover of *Sunny Days, Starry Nights* and read the title and the name of the author aloud. Review that the students read this book earlier and remind them that this nonfiction book gives readers true information about day and night.

Ask and briefly discuss:

Q *What do you remember about* Sunny Days, Starry Nights*?*

Tell the students that today they will reread parts of *Sunny Days, Starry Nights* aloud.

2 Discuss Reading Fluently

Tell the students that today you will read page 1 of the book aloud; then you will ask partners to talk about what they noticed. Read page 1 aloud with a combination of rushed and halted phrasing. Ask:

Q *What did you notice about the way I read this? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "It sounded like you didn't know what the words meant."
>
> "I couldn't understand what you were saying."
>
> "You were saying the right words but they sounded wrong."

Explain that you were not grouping the words together to read *fluently*, or smoothly. The sentences were hard to understand, and the reading did not sound like talking.

Tell the students that today they will practice grouping words together so their reading sounds like talking.

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3 Read Aloud and Explore "Grouping Words Together"

Distribute a copy of the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet (BLM1) to each student. Give the students a few moments to look over their sheets and share what they notice with the group.

If necessary, point out that the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet shows the words from *Sunny Days, Starry Nights* without the pictures.

Have the students find and point to the first section on their sheets. Explain that each section on the sheet has the words from one page of the book.

Have the students follow along as you read the page 1 text aloud from your own copy, using the marks in the sentences to phrase your reading. Ask:

Q *What did you notice about the way that I read that time?*

> **Students might say:**
>
> "I noticed that when you got to lines, you stopped."
>
> "I could understand what you were saying."
>
> "It sounded like how you usually read to us."

Explain that the marks between words helped you know which words to group together to make the reading sound like talking.

4 Echo Read Fluently

Tell the students that they will practice grouping the words together by echo reading with you.

Ask the students to notice what you do with your voice to make the reading sound like talking so they can do the same thing with their voices. Tell them that you will use the marks between words to help you know which words to group together. Encourage them to pay attention to the marks when they echo read. For more information about echo reading, see "Echo Reading" in the Introduction.

Have the group echo read the text from *Sunny Days, Starry Nights*, using their copies of the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet (BLM1).

Explain that grouping words together is part of reading fluently, or smoothly. Tell the students that reading fluently helps readers and listeners understand and enjoy what they read.

Teacher Note

The text is marked with double lines at the ends of sentences and single lines in the middle of sentences to indicate where to pause. You can make the activity more challenging by having the students insert slightly longer pauses at the double lines.

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5 Wrap Up

Tell the students that in the next lesson they will read *Sunny Days, Starry Nights* aloud in pairs. Collect the "Grouping Words Together: *Sunny Days, Starry Nights*" sheets. Encourage the students to practice reading fluently by grouping words so their reading sounds like talking.

Day 2

Sunny Days, Starry Nights

Reading Fluently

Materials

- Teacher and student copies of "Grouping Words Together: *Sunny Days, Starry Nights*" (BLM1) from Day 1
- "Group Progress Assessment" sheet (GA1)
- (Optional) Student copies of *Sunny Days, Starry Nights*

In this lesson, the students:

- Read a phrase-cued text aloud in pairs
- Group words together to read fluently
- Work responsibly in pairs

1 Gather and Get Ready to Read

Review that in the last lesson the students practiced reading fluently by grouping words together to make their reading sound like talking. Explain that today partners will take turns reading parts of *Sunny Days, Starry Nights* aloud to each other. Ask and briefly discuss:

Q *What can you do to show you are listening when your partner reads?*

Remind the students to read just loudly enough for their partners to hear, and to listen carefully while their partners are reading.

2 Model Reading in Pairs

Distribute a copy of the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet (BLM1) to each student. Tell the students that partners will take turns reading aloud from the sheet. Explain that one partner will read a section aloud, using the marks to group the words together, while the other partner listens and follows along. For more information about reading in pairs, see "Reading in Pairs" in the Introduction.

Model the procedure by choosing a volunteer to be your partner. Read the first section aloud, using the marks to phrase the reading, as your partner follows along and listens carefully. Then have your partner read the next section aloud as you follow along and listen carefully.

Point out that you and your partner read aloud clearly, using the marks to help you group the words together, and that you followed the words on the page and listened carefully to each other.

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Remind the students that grouping words together will help them read fluently, or smoothly, so the reading sounds like talking.

3 Read Fluently in Pairs

Have partners take turns reading from the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet (BLM1). Observe the students as they read, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Can the students group the words together in meaningful phrases?
- Do they read fluently, making their reading sound like talking?
- Do they follow along and listen carefully as their partners read?

Record your observations on the "Group Progress Assessment" sheet (GA1); see page 198 of the *Assessment Resource Book*.

4 Reflect on Reading in Pairs

When all the pairs have read the text at least once, ask and briefly discuss:

Q *How did you and your partner do working together?*

Review that the students have been practicing reading fluently by grouping words together so that their reading sounds like talking. Ask:

Q *Why is it important to make your reading sound like talking? Turn to your partner.*

Have a few students share their thinking.

Collect the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet to use in the next lesson. Tell the students that in the next lesson they will practice reading pages from *Sunny Days, Starry Nights* aloud to the group.

You may wish to have the students put *Sunny Days, Starry Nights* in their toolboxes. Encourage them to reread the book independently and to practice reading fluently by grouping words together to make their reading sound like talking.

Teacher Note

If time allows, you may wish to collect the copies of the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet and have pairs use their books to take turns reading the text again.

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Day 3

Sunny Days, Starry Nights
Reading Fluently

Materials

- Teacher and student copies of *Sunny Days, Starry Nights*
- Pad of self-stick notes
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- (Optional) Teacher and student copies of "Grouping Words Together: *Sunny Days, Starry Nights*" (BLM1) from Day 2
- (Optional) Highlighter

Teacher Note

If a student requires additional support with phrasing, consider having her read from a copy of the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet (BLM1) with her section highlighted, instead of from the book.

Teacher Note

If you plan to do the more strategy practice activity "Present *Sunny Days, Starry Nights* to the Class" (see the next page) or the technology extension "Create an Audio Recording of *Sunny Days, Starry Nights*" (see the next page) with your students, consider previewing your expectations for making presentations to the class or for creating audio recordings.

In this lesson, the students:

- Read part of a book fluently
- Group words together to read fluently
- Read clearly so others can hear

1 Gather and Get Ready to Read

Tell the students that today they will take turns reading part of the book *Sunny Days, Starry Nights* aloud to the group. Ask:

Q *Why is it important to read aloud in a clear voice?*

> **Students might say:**
>
> "If you don't read clearly, the next person won't know when to read."
>
> "It's important to speak in a clear voice so other people can understand what the book is about."

Distribute several self-stick notes to each student. Tell the students which pages they each will read, and have them mark those pages with the self-stick notes. Explain that the self-stick notes will help them know when it is their turn to read.

2 Read Part of *Sunny Days, Starry Nights* Fluently

Explain that the students will practice reading their pages aloud fluently, grouping the words together to make the reading sound like talking. If necessary, model reading a page aloud fluently in a clear voice.

Have the students open their books to page 1 and take turns reading their assigned pages aloud to the group. If time allows, consider having the group practice reading the book aloud again.

INDIVIDUAL READING OBSERVATION NOTE

Listen to the students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book.*

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3 Reflect on Reading Clearly

Ask and briefly discuss:

Q *How did you do with reading aloud in a clear voice?*

Q *How did you do with making your reading sound like talking?*

Review that reading aloud fluently, grouping words together so the reading sounds like talking, helps readers and listeners understand and enjoy what they read. Invite the students to practice grouping words together by reading aloud from other books they like. Have students return *Sunny Days, Starry Nights* to their toolboxes, and encourage them to reread the book independently.

Teacher Note

You may assess an individual student's fluency by using an unmarked text of *Sunny Days, Starry Nights* as a modified running record. Use pages 3–4 of the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet (BLM1). Have the student read aloud to you from the book as you follow along on the unmarked text, noting where he or she pauses, self-corrects, or makes an error.

MORE STRATEGY PRACTICE

Present *Sunny Days, Starry Nights* to the Class

Present *Sunny Days, Starry Nights* to the whole class by having the group read aloud the individual selections they practiced. Remind the students to read fluently, and to speak loudly and clearly so their voices can be heard. Consider using a document camera to display the book illustrations to the class. For suggestions on group presentations, see "Reading for Listeners" in the Introduction.



TECHNOLOGY EXTENSION

Create an Audio Recording of *Sunny Days, Starry Nights*

Have the students record themselves reading aloud using an audio-recording device. Remind them to speak loudly and clearly so their voices can be heard in the recording. You may then play the audio recording while showing the illustrations to the class.

Consider sharing the recordings with the students' families or publishing the recordings on the Internet as podcasts. Search online using the keywords "publishing student podcasts" to learn more about creating podcasts.

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Fluency

Paying Attention to Characters' Feelings

Paying Attention to Punctuation

RESOURCES



New School

by Kenni Alden, illustrated by Juan Bautista

In this fiction book, Jade is surprised to discover she likes her new school.

More Strategy Practice

- "Read Fluently in Meaningful Phrases"

Assessment Resource Book

- Set 6 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA2)

Reproducible

- (Optional) "Grouping Words Together: *New School*" (BLM2)

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OVERVIEW

Academic Focus

- Students read fluently with attention to characters' feelings.
- Students read fluently with attention to punctuation.
- Students read and discuss a fiction text.

Social Development Focus

- Students work in a responsible way.

DO AHEAD

✓ Prior to Day 1, have the students read *New School* if they have not already done so.

✓ Prior to Day 1, practice reading pages 1–3 of *New School* aloud with expression (see Step 5).

✓ Prior to Day 2, practice reading pages 4–6 of *New School* aloud with expression (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA2); see page 199 of the *Assessment Resource Book*.

ELL SUPPORT

- **Preview the Book:** In Set 6, you will ask the students to read the book prior to the small-group lessons. It may be beneficial for your students to practice reading the book aloud to you. Phrase-cued texts are provided for all the books in Set 6. If you find students struggle to read fluently, consider adding additional sessions specifically aimed toward fluency.

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Day 1

New School

Reading a Fiction Book

Materials

- Teacher and student copies of *New School*

In this lesson, the students:

- Discuss dialogue
- Read dialogue fluently
- Echo read part of a book fluently
- Work in a responsible way

Teacher Note

New School is also used in Set 5, Week 8 ("Reteaching"). In that lesson, the students read *New School* to review the high-frequency words *even*, *picture*, *move*, and *great* and to practice decoding words with the spelling-sounds *kn* /n/, *wr* /r/, and *all* /awl/.

1 Gather and Review *New School*

Show the cover of *New School* and read the title and the names of the author and illustrator aloud. Remind the students that they read this story earlier.

Ask and briefly discuss:

Q *What do you remember about* New School*?*

2 Introduce Reading Dialogue Fluently

Tell the students that today they will reread parts of *New School* aloud. Provide the students with examples of nonfluent and fluent reading of dialogue.

> **You might say:**
>
> "If I read, 'I . . . know . . . you . . . can . . . hear . . . me . . . knocking . . . called . . . Mom,' it is hard to understand what is happening in the story. My reading did not sound like a person talking because I read one word at a time. If I read, ' "I know you can hear me knocking," called Mom,' it is easier to understand. That time I grouped the words together and read them smoothly to make my reading sound like Mom was talking."

Tell the students that they will practice making their reading sound like the characters in the story are talking.

3 Discuss Punctuation

Distribute the books and have the students open their books to page 1. Ask:

Q *What kinds of punctuation do you see on this page?*

As students share, follow up by asking questions such as:

Q *What do you know about [periods]?*

Q *What do [quotation marks] tell the reader?*

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If necessary, point out the periods, commas, exclamation point, and quotation marks on the page. Explain that paying attention to punctuation helps readers read in a way that sounds like talking.

4 Discuss Dialogue

If necessary, review that quotation marks show when characters in a story are talking and that the words inside the quotation marks are the words characters are saying. Explain that authors use *dialogue*—the words in quotation marks—when they want readers to imagine characters talking.

Tell the students that today the group will echo read some of the dialogue in *New School*. For more information about echo reading, see "Echo Reading" in the Introduction.

Tell the students to pay attention to what you do with your voice when you read dialogue to make the reading sound like talking. Encourage them to do the same thing with their voices when they read.

Teacher Note

You may want to mention that readers stop at periods and *pause*, or stop for just a little while, at commas.

5 Echo Read Dialogue Fluently

Have the group echo read page 1, two sentences at a time. Ask:

Q *What does Mom say in the part you just read?*

Then follow up by asking:

Q *How do you know that?*

If necessary, explain that Mom says the words inside the quotation marks, "I know you can hear me knocking!"

Have the students point to the words "called Mom." Tell them that "called Mom" is a *dialogue tag*, and explain that these words tell readers who is talking.

Have the students echo read page 2, one sentence at a time, and then ask:

Q *What does Jade say?*

Q *What does Mom say?*

As students share, follow up by asking:

Q *How do you know that?*

Encourage the students to use the terms *dialogue tag* and *quotation marks* to explain their thinking.

If necessary, explain that Jade says, "Come in," and that Mom says, "I know you don't want to move." Remind the students that the dialogue tags "said Jade" and "Mom said" explain which character is talking.

Have the students echo read page 3. Ask:

Q *Who says, "This move is going to wreck everything!"?*

Teacher Note

Tell the students that dialogue tags often use words like *said*, *called*, *cried*, *asked*, and *whispered*. You might consider explaining that dialogue tags can come before, after, or in the middle of dialogue.

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Follow up by asking:

Q *How do you know that?*

If necessary, tell the students that Jade says, "This move is going to wreck everything!" Explain how readers can tell Jade is talking.

> **You might say:**
>
> "Jade is upset about moving, so it makes sense that she is the one speaking. Another way to tell that Jade is the one speaking is that the dialogue tag in the first sentence on the page tells readers that Jade is talking, and the next sentence begins on the same line, so readers know that Jade is still talking. Quotation marks and dialogue tags help readers know which character is talking."

Explain that making dialogue sound like the characters are talking is part of reading fluently, or smoothly. Reading fluently helps readers and listeners understand and enjoy books.

6 Wrap Up

Tell the students that in the next lesson they will echo read more of *New School*. Ask them to put *New School* in their toolboxes. Encourage them to reread the book independently and to practice making the dialogue sound like the characters are talking.

Day 2

New School

Reading Fluently

Materials

- Teacher and student copies of *New School*
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Echo read part of a book fluently
- Read dialogue fluently
- Work in a responsible way

1 Gather and Review Dialogue

Review that in the last lesson, the students read and discussed dialogue in *New School*. Ask:

Q *What do you know about dialogue? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I know that dialogue is when characters are talking."
>
> "The words characters say are inside quotation marks."
>
> "You can tell who is talking because it says 'Mom said' or 'Jade said.'"

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If necessary, review that *dialogue* is what characters in a story say to each other. Have the students open their books to page 4. Point out quotation marks and dialogue tags on the page and review that these things help readers know which character is talking.

2 Echo Read Dialogue Fluently

Tell the students that they will begin to echo read today on page 4 and review your expectations for echo reading.

Have the students echo read the first lines of dialogue ("What if you were wrong? It could be great. Picture your new school."). Ask:

Q *Who do you think is talking?*

As students share, follow up by asking:

Q *What makes you think that?*

Point out that the dialogue they just read does not have a dialogue tag. Tell the students that sometimes when dialogue does not have a dialogue tag, readers must ask themselves which character would say that part.

Explain that readers can expect characters to take turns talking and that paying attention to where new paragraphs begin can help readers know when a different character is talking.

Point to the indentations before "What," "How," and "Picture," and explain that these show where a new paragraph begins.

> **You might say:**
>
> "I notice that each of these sentences starts further in from the side of the page than 'Picture your new school.' Each time a sentence is *indented*, or starts further in from the side of the page, that is the beginning of a new paragraph. Mom's dialogue is one paragraph and when Jade speaks, her words begin a new paragraph. Even though there is no dialogue tag in that paragraph, we know that Jade is the one speaking."

Have the group echo read the rest of the page. Ask and briefly discuss:

Q *Who says, "Picture how you would like it to be"?*

Then follow up by asking:

Q *How do you know that?*

If necessary, explain that readers can tell that Mom says, "Picture how you would like it to be," because it is a new paragraph and the dialogue tag tells readers that Mom is speaking.

Have the group echo read page 5. Ask:

Q *How do you think Jade is feeling? What makes you think that? Turn to your partner.*

Teacher Note

You may need to prompt the students to use the words *paragraph*, *dialogue tag*, and *quotation marks* as they explain their thinking.

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Have a few students share their thinking.

> **Students might say:**
> "Jade feels bad because picturing the new school didn't help."
> "I think she is sad because she says it feels wrong to move."
> "Jade is upset because she doesn't want to go to a new school."

Have the group echo read page 6. Ask and briefly discuss:

Q *What does Mom say? How do you know?*

Then ask:



Q *Why do you think she says that? Turn to your partner.*

Have a few students share their thinking.

3 Practice Reading Fluently

Have the students read the rest of the book aloud in soft voices. Encourage them to pay attention to the dialogue as they read.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

4 Reflect on Echo Reading

Ask and briefly discuss:

Q *What did you do to work responsibly during echo reading?*

Remind the students that echo reading is one way to practice reading fluently, or smoothly, in a way that sounds like talking.

Tell the students that in the next lesson they will practice reading fluently by reading *New School* aloud fluently in pairs. Ask them to return *New School* to their toolboxes. Encourage them to reread the book independently and to practice making the dialogue sound like talking.

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New School
Reading Fluently

Day 3

In this lesson, the students:

- Reread a book aloud in pairs
- Read dialogue fluently with attention to characters' feelings
- Work responsibly in pairs

Materials

- Teacher and student copies of *New School*
- "Group Progress Assessment" sheet (GA2)

1 Gather and Review *New School*

Review that in the last lesson, the students practiced reading *New School* fluently by making the *dialogue*, the words the characters in a story say, sound like the characters are talking. Explain that today they will practice reading fluently by reading with partners.

2 Review Reading Dialogue Fluently

Have the students open their books to page 2. Tell them to follow along as you read pages 2–3 aloud with expression.

After reading the pages aloud, ask:

Q *What did I do with my voice to make the dialogue sound like the characters are talking?*

> **Students might say:**
>
> "You made your voice sound like Jade was upset."
>
> "You got loud when there was an exclamation point."
>
> "You used different voices for Jade and for Mom."

Explain that readers can make dialogue sound like talking by thinking about *what* the characters say and about *how* they might say the words. Explain that paying attention to characters' feelings helps readers read dialogue in a way that sounds like talking.

3 Reread *New School* Fluently in Pairs

Explain that partners will take turns reading part of *New School* aloud to each other. Tell the students that when they read with their partners, they will use their voices to make it sound like the characters are talking. Remind the students that paying attention to dialogue as they read with their partners will help them read fluently. For more information about partner reading, see "Reading in Pairs" in the Introduction.

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Model reading pages 2–3 with a partner, using a student volunteer. Ask and briefly discuss:

Q *What can you do to show you are listening when your partner reads?*

Tell the students to follow along and listen carefully as their partners read just loudly enough for them to hear.

Encourage the students to pay attention to characters' feelings to make the dialogue sound like the characters are talking.

Have partners open to page 2 and read the book aloud in soft voices. Observe the students as partners read and offer support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Do the students read dialogue so that it sounds like the characters are talking?
- Can they read the story fluently?
- Do they follow along and listen carefully as their partners read?

Record your observations on the "Group Progress Assessment" sheet (GA2); see page 199 of the *Assessment Resource Book*.

Support any student who struggles with dialogue by reteaching Day 2, Step 2 on page 17.

4 Reflect on Reading Dialogue Fluently in Pairs

When all the pairs have read the book at least once, ask and briefly discuss:

Q *What did you like about reading dialogue with your partner?*

Review that reading dialogue fluently helps readers and listeners understand and enjoy what they read. Invite students to practice making dialogue sound like talking by reading aloud from other books they like. Have the students put *New School* in their toolboxes and encourage them to reread the book independently.

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MORE STRATEGY PRACTICE

Read Fluently in Meaningful Phrases

A phrase-cued text is available for *New School*. For more fluency practice, have a student or group of students practice grouping the words together by reading the phrase-cued text on pages 1–3 aloud. For additional instruction in using a phrase-cued text for echo reading and reading in pairs, see *Sunny Days, Starry Nights*.

You may also use an unmarked text of *New School* as a modified running record to assess an individual student's fluency. Use pages 4–6 of the "Grouping Words Together: *New School*" sheet (BLM2). Have the student read aloud to you from the book as you follow along on the unmarked text, noting where he or she pauses, self-corrects, or makes an error.

Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Grouping Words Together: *New School*" (BLM2). Make one copy for each student in the group, plus one for yourself.

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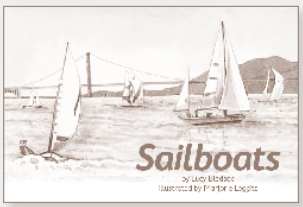
RESOURCES



Sailboats

by Lucy Bledsoe, illustrated by Marjorie Leggitt

This nonfiction text gives information about the parts of a sailboat, the role of the crew, and how the wind affects sailing.

More Strategy Practice

- "Explore Text Features"
- "Add to the Glossary"
- "Read Fluently in Meaningful Phrases"

Assessment Resource Book

- Set 6 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA3)

Reproducible

- (Optional) "Grouping Words Together: *Sailboats*" (BLM3)

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OVERVIEW

Academic Focus

- Students explore and use text features in a nonfiction text.
- Students read and discuss a nonfiction text.

Social Development Focus

- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 1, have the students read *Sailboats* if they have not already done so.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA3); see page 200 of the *Assessment Resource Book*.

ELL SUPPORT

- **Preview the Book:** In Set 6, you will ask the students to read the book prior to the small-group lessons. It may be beneficial for your students to practice reading the book aloud to you. Phrase-cued texts are provided for all the books in Set 6. If you find students struggle to read fluently, consider adding additional sessions specifically aimed toward fluency.

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Day 1

Sailboats

Rereading a Nonfiction Book and Exploring Text Features

Materials

- Teacher and student copies of *Sailboats* (pages 1–5)
- Self-stick note for each student

In this lesson, the students:

- Explore text features: table of contents and glossary
- Read and discuss part of a book

Teacher Note

Sailboats is also used in Set 5. There, the students read *Sailboats* to review the high-frequency words *because*, *talk*, *walk*, and *children* and to practice the spelling-sounds *ai*, *ay* /ā/; *oa*, *ow* /ō/; o͝o /o͞o/; and *oo*, *ew* /oo/.

1 Gather and Review *Sailboats*

Show the cover of *Sailboats* and read the title and the names of the author and illustrator aloud. Remind the students that they read this book earlier.

Ask and briefly discuss:

Q *What do you remember about* Sailboats*?*

If necessary, remind the students that this book is about *sailboats*—boats that have sails that catch the wind to move them in the water. Point out the sailboats and the sails on the front cover.

Explain that *Sailboats* is a nonfiction book and that nonfiction books give readers true information about a topic. Point out that in *Sailboats*, as in many nonfiction books, the title of the book is also the *topic*, or what the book is about.

Explain that today the students will reread part of *Sailboats*.

2 Explore the Table of Contents and Section Titles

Distribute *Sailboats*. Have the students open their books to the table of contents on the title page. Ask:

Q *What do you notice about the words on this page?*

Have a few students share their thinking.

> **Students might say:**
>
> "I notice that 'Contents' is at the top of the list."
>
> "I notice that every line has a number."
>
> "'What Is a Sailboat?' is a question."

Teacher Note

Students already familiar with tables of contents and other expository text features will benefit from seeing how a familiar book is organized.

Explain that nonfiction books often have a *table of contents*. Explain that a table of contents is a list at the front of the book that tells readers the names of the sections of a book and the page where each section starts.

TEKS 9.D.iii
TEKS 9.D.x
Student/Teacher Narrative
Step 2
(third paragraph)

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Have the students look at the table of contents and read the title of the first section, "What Is a Sailboat?" aloud. Then have them turn to page 1 and read the section title aloud. Ask:

TEKS 9.D.iii
TEKS 9.D.x
Student/Teacher Activity
Step 2
(fourth paragraph on)

Q *What do you notice about the heading on page 1?*

> **Students might say:**
>
> "I notice it's the same words as in the table of contents."
>
> "Most of the words start with capital letters."
>
> "I notice the words are bigger and darker than the rest of the words on the page."

Point out that headings let readers know what the part of the book they are reading is about. Have the students turn back to the table of contents, and then ask:

Q *On which page might you find information about the parts of a sailboat?*

Q *Which page may have information about working on a sailboat?*

Explain to the students that a table of contents can help readers find information in the book.

3 Explore the Glossary

Have the students turn to page 1. Have them find and point to the word *aid* in the first paragraph. Ask:

Q *What do you notice about the word* aid*? Turn to your partner.*

Have a few students share their thinking.

Explain that when a word is in bold type, with thicker letters than the rest of the text—like the word *aid*—readers may find more information about the word at the back of the book.

Have the students turn to page 14 and tell them that this page is a *glossary*. Explain that a glossary lists words from the book that a reader might not know and tells the reader what each word means.

Have the students find and point to the word *aid* in the glossary and read the *definition*, or meaning of the word, to themselves.

Have the students turn back to page 1 and follow along as you read the page aloud, emphasizing the word *aid*.

Explain that nonfiction books often include text features such as a table of contents or glossary that help readers understand the book and give more information about a topic.

Teacher Note

If the students are familiar with dictionaries, consider pointing out that the glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

4 Read and Discuss "What Is a Sailboat?"

Explain to the students that they will read the first section, "What Is a Sailboat?" and discuss what they read with the group.

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Have the students turn to pages 2–3. Ask them to point to the word *bow* in the diagram on page 3. Explain that the front of the sailboat is called a *bow* (pronounced /bou/). Tell them that the letters *b-o-w* are pronounced /bou/ when talking about the front of a sailboat.

Distribute the self-stick notes and have the students mark page 3 so they know where to stop reading. Have them turn back to page 1 and read the section quietly to themselves. Encourage the students to notice words in bold type and use the glossary to find out what words mean as they read.

When all the students have read the section at least once, ask and briefly discuss:

Q *What did you read about sailboats?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *How do sailboats go?*

Q *Where do sailboats sail?*

Q *What are the parts of a sailboat?*

5 Read and Discuss "Who Works on a Sailboat?"

Have the students turn to page 5 and mark the page with the self-stick note so they know where to stop reading. Ask them to turn back to page 4 and read the next section, "Who Works on a Sailboat?" quietly to themselves. Encourage the students to find the meaning of the words in bold type in the glossary as they read.

When all the students have read the section at least once, ask and briefly discuss:

Q *What did you read about the crew of a sailboat?*

6 Wrap Up

Tell the students that in the next lesson, they will reread the rest of *Sailboats* and continue using text features to help them understand information in the book. Encourage the students to notice text features in nonfiction books they read independently. Collect *Sailboats*, keeping the self-stick notes in the books.

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Sailboats
Rereading a Nonfiction Book and Using Text Features

Day 2

In this lesson, the students:

- Use text features: table of contents and glossary
- Read and discuss part of a book

Materials

- Teacher and student copies of *Sailboats* (pages 6–13)
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

1 Gather and Review the Table of Contents and Section Titles

Distribute *Sailboats*. Review that in the last lesson, the students reread part of *Sailboats* and discussed text features like the table of contents, words in bold type, and the glossary. Review that text features help readers understand information in nonfiction books and give them more information about a topic like sailboats.

Have the students open their books to the table of contents. Ask and briefly discuss:

Q *What can readers find out from the table of contents?*

If necessary, review that the table of contents tells the reader the titles of the chapters or sections of the book and the page where each section begins. Have the students point to and read the first section title aloud. Ask:

Q *What did you read about what a sailboat is?*

Have the students point to and read the second section title aloud. Ask:

Q *What did you read about who works on a sailboat?*

Explain that today the students will reread the rest of *Sailboats*. Have them point to the next section title, "Parts of a Sailboat," and read it aloud. Ask:

Q *What information might you read in this section?*

Have the students use the table of contents to turn to the first page of the section "Parts of a Sailboat." When all the students have turned to page 6, have them point to the section title and read it aloud as a group. Review that the titles of the sections in the book match the section titles in the table of contents and that they tell readers what that part of the book is about.

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2 Review Words in Bold Type and the Glossary

Explain that one part of a sailboat they will read about in the next section is the *cabin*, a little room under the deck (point to the picture of the cabin on page 9).

Have the students follow along as you read page 9 aloud, emphasizing the word *snooze*.

Have the students find and point to the word *snooze* on page 9. Review that in *Sailboats* and many other nonfiction books, readers can find the definitions, or meaning, of the words in bold type in the glossary at the back of the book.

Have the students turn to page 14, and review that this page is the glossary. Have them find and point to the word *snooze*, read the definition to themselves, and then turn back to page 9. Explain that when readers look up a word in bold type in the glossary, they can check to make sure they understand what it means by reading that part of the book again.

> **You might say:**
>
> "When I read, 'Children and others in the crew can snooze in the cabin,' I noticed the word *snooze* was in bold type, so I looked it up in the glossary. Now I know *snooze* means nap, so I'm going to fill that in. 'Children and others in the crew can snooze, or nap, in the cabin.' That makes sense because the illustration on page 9 shows a boy napping, or snoozing, on a couch in the cabin."

Encourage the students to notice other words in bold type and use the glossary as they read the rest of *Sailboats*.

3 Read and Discuss "Parts of a Sailboat"

Have the students turn to page 9 and mark the page with the self-stick note so they know where to stop reading. Tell them to turn back to page 6 and read the section "Parts of a Sailboat" quietly to themselves.

When all the students have read the section at least once, ask and briefly discuss:

Q *What did you read about the parts of a sailboat?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did you read about the sails?*

Q *What did you read about the cabin?*

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4 Read and Discuss "When to Sail"

Ask the students to turn to page 13 and mark the page with the self-stick note so they know where to stop reading. Then ask them to use the table of contents to turn to the last section, "When to Sail," and read the section quietly to themselves. Remind them to find the meaning of the words in bold type in the glossary.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the section at least once, ask:

Q *What did you read about the wind? Turn to your partner.*

Have a few students share their thinking.

Teacher Note

If the students need support remembering what they read, encourage them to refer back to the book.

5 Wrap Up

Explain that in the next lesson, the students will think and talk more about text features in *Sailboats*. Have them put the book in their toolboxes and encourage them to read it independently. Encourage them to notice and use text features in other nonfiction books they read.

MORE STRATEGY PRACTICE

Explore Text Features

Collect enough expository nonfiction books so that each student in the group has at least one to examine. Use books that the students have already read that contain examples of a range of text features, including tables of contents, indexes, headings, photos and captions, text boxes, maps, labeled diagrams, and glossaries.

Teacher Note

Prior to this activity, you will need to collect a variety of expository nonfiction books. Collect at least one book for each student in the group. You may also use chart paper and a marker to create a "Nonfiction Text Features" chart to record features the students notice to display throughout the year.

Have the students look through the books and invite them to share text features they find with the group. Ask:

Q *How did the [table of contents] help you understand the information in the book?*

Consider creating a chart titled "Nonfiction Text Features" to display in the classroom, which you can add to throughout the year.

Teacher Note

If necessary, point out and briefly explain any unfamiliar text features in the nonfiction books before having the students look through the books on their own.

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Day 3

Sailboats
Exploring Text Features

Materials

- Teacher and student copies of *Sailboats*
- "Group Progress Assessment" sheet (GA3)

Teacher Note

If the students need support remembering what they read, encourage them to refer back to the book.

In this lesson, the students:

- Use text features: diagrams and labels
- Work responsibly in pairs

1 Gather and Review *Sailboats*

Review that in the last lesson, the students reread part of *Sailboats*. Ask:

Q *What is something interesting you read in Sailboats? Turn to your partner.*

Have a few students share their thinking.

2 Review Text Features

Review that in the last lessons the students explored text features in *Sailboats*, such as section titles and words in bold type. Ask:

Q *What do you know about text features?*

Have a few students share their thinking.

> **Students might say:**
>
> "The table of contents is a text feature. It helps you find the sections in the book."
>
> "Another text feature is the glossary. It says what some words in the book mean."
>
> "Text features give more information. They help readers understand the book."

If necessary, review that text features help readers understand information in nonfiction books and give them more information about the topic.

3 Introduce Diagrams and Labels

TEKS 10.C.ii
Student/Teacher Narrative Step 3

Point out that another way to find information about a book's topic is by looking at the pictures in the book. Have the students open their books to pages 2–3 and point to the picture of the sailboat on page 3.

Tell the students that this is a special kind of picture called a *diagram*, a drawing that shows the parts of something. Tell the students that diagrams often include *labels*, words that point to and name the parts. Explain that diagrams and labels are also text features.

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Have the students reread page 2 quietly to themselves and look closely again at the diagram on page 3. Ask and discuss:

Q *What do you notice about this diagram?*

If necessary, explain that this diagram shows the parts of a sailboat. The labels tell what each part of the sailboat is called.

Explain how the diagram gives more information about the text on page 2.

> **You might say:**
>
> "This diagram gives me a lot of information to help me understand the text on page 2. It gives me more information about the words 'The front of a sailboat is the bow. The back of a sailboat is the stern.' The diagram helps me understand those words because I can see that the label that says *bow* points to the front of the sailboat and the label that says *stern* points to the back. The diagram also gives me more information about the words 'The deck is on top, where you can walk.' It helps me understand those words because it shows me what the top part of the boat looks like."

4 Discuss a Diagram

TEKS 10.C.ii
Student/Teacher Activity
Step 4

Have the students turn to pages 6–7 and spend a few moments looking closely at the diagram. Then have them read page 6 quietly to themselves. When all the students have finished reading the page, ask:

Q *How does the diagram help you understand some of the words on page 6? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "The diagram helps me understand the word *mainsail* because I can see what the mainsail looks like and where it is on the sailboat."
>
> "The diagram of the sails helps me understand the words 'The mast and the boom keep the mainsail up.' because I can see how the mast and boom hold the mainsail up."
>
> "The diagram helps me understand which sail is the jib and which sail is the mainsail."

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to use the diagram to help them understand and talk about the information in the text?
- Are they able to work responsibly in pairs?

Record your observations on the "Group Progress Assessment" sheet (GA3); see page 200 of the *Assessment Resource Book*.

Support any student who struggles by having the student reread the page and look closely at the illustration; then ask additional questions, such as:

Q *How does the diagram help you understand that [the jib is a little sail]?*

5 Reflect on Text Features

Review that in the last few lessons, the students learned about text features such as the table of contents, the glossary, words in bold type, and diagrams. Remind them that text features help readers understand information in nonfiction books and give them more information about a topic. Ask and briefly discuss:

Q *Which text feature is your favorite one to use? Why?*

Encourage the students to continue to use text features in nonfiction books they read both during and outside of Small-group Reading and to think about how text features help them understand information in books. Ask the students to put *Sailboats* in their toolboxes and encourage them to reread the book independently.

MORE STRATEGY PRACTICE

Add to the Glossary

If necessary, review that when a word is in bold type, with thicker letters than the rest of the text, the meaning of the word can usually be found in a glossary at the end of the book. Have the students open *Sailboats* to the glossary on page 14. Review that a *glossary* lists words from the book that a reader might not know and tells the reader what each word means.

Explain that the students will find another word that they think might help readers understand the book and then add the word to the glossary. Tell them that you will model how to add another word to the glossary.

Have the students turn to page 1 and follow along as you reread the page aloud. Explain that you will add the word *bay* to the glossary.

Teacher Note

Prior to this activity, collect an index card and pencil for each student in the group. Prepare a piece of chart paper with the title "More Glossary Words for Sailboats." You may also want to provide a dictionary for each student.

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You might say:

"A *bay* is a part of a lake or ocean that has land on three sides. So I am going to write *bay: a part of a lake or ocean that has land on three sides.*"

Write the word and definition where the group can read it, under the title "More Glossary Words for Sailboats."

After writing the definition of *bay*, have the students turn back to page 1 and follow along as you read the page aloud, emphasizing the word *bay*.

Distribute an index card to each student. Have each student reread the book, find a word to add to the glossary, and then write the word, the page number, and a definition on the index card. When all the students have selected and written the definition for at least one word, have the students share their words and definitions; record these on the list. Review that text features like glossaries help readers understand books and give them more information about the topics.

Read Fluently in Meaningful Phrases

A phrase-cued text is available for *Sailboats*. For more fluency practice, have a student or group of students practice grouping the words together by reading the phrase-cued text on pages 1–2 aloud. For additional instruction in using a phrase-cued text for echo reading and reading fluently in pairs, see *Sunny Days, Starry Nights*.

You may assess an individual student's fluency by using an unmarked text of *Sailboats* as a modified running record. Use pages 3–4 of the "Grouping Words Together: *Sailboats*" sheet (BLM3). Have the student read aloud to you from the book as you follow along on the unmarked text, noting where he or she pauses, self-corrects, or makes an error.

Teacher Note

If your students are familiar with dictionaries, consider having them use dictionaries to write the definitions.

Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Grouping Words Together: *Sailboats*" (BLM3). Make one copy for each student in the group, plus one for yourself.

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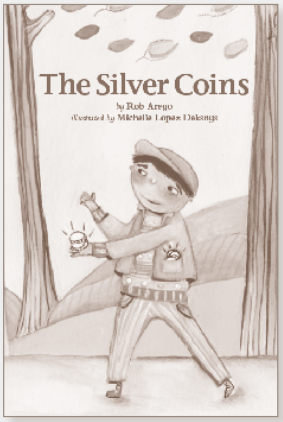
RESOURCES



The Silver Coins

by Rob Arego, illustrated by Michelle Lopez Deksnys

In this fiction text, a boy walks to town to buy food and meets three strangers along the way.

More Strategy Practice

- "Read Fluently in Meaningful Phrases"
- "Retell and Mime the Story"
- "Retell *The Silver Coins* to the Class"

Technology Extension

- "Create an Audio Recording of *The Silver Coins*"

Assessment Resource Book

- Set 6 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA4)

Reproducibles

- "Retelling *The Silver Coins*" (BLM4)
- (Optional) "Grouping Words Together: *The Silver Coins*" (BLM5)

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OVERVIEW

Academic Focus

- Students retell a story orally.
- Students retell part of a story in writing.
- Students reread and discuss a fiction text.

Social Development Focus

- Students take turns talking and listening.
- Students speak clearly so others can hear.

DO AHEAD

✓ Prior to Day 1, have the students read *The Silver Coins*, if they have not already done so.

✓ Prior to Day 2, think of a personal story that you have told many times to share with the group. You may want tell the story of a memorable experience or of a favorite movie or book (see Step 1).

✓ Prior to Day 2, decide how you will divide the pages of *The Silver Coins* among the students in the group for the group retelling (see Step 3).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Retelling *The Silver Coins*" (BLM4). Make a copy for each student in the group. You may prefer to write the sample retellings on chart paper to display during the lesson (see Step 2):

- *Once upon a time, there was a little boy. His mother gave him silver coins and told him to go into town to buy food. The boy promised he would buy only food.*
- *There once lived a boy and his mother. One day, the mother got sick and was not able to go into town to buy food. She gave the boy four silver coins and told him, "Use them only to buy food."*

✓ Prior to Day 3, cut individual sheets of lined chart paper into strips, each strip consisting of several blank lines, so that each student has space on which to write a retelling of part of the story (see Step 3). After the lesson, you will reassemble the strips to create a group retelling that can be displayed for the class.

(continues)

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DO AHEAD *(continued)*

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA4); see page 201 of the *Assessment Resource Book*.

ELL SUPPORT

- **Preview the Book:** In Set 6, you will ask the students to read the book prior to the small-group lessons. It may be beneficial for them to practice reading the book aloud to you. Phrase-cued texts are provided for all the books in Set 6. If you find students struggle to read fluently, consider adding additional sessions specifically aimed toward fluency.

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The Silver Coins
Retelling a Story

Day 1

In this lesson, the students:

- Read and discuss a fiction book
- Retell a story

1 Gather and Review *The Silver Coins*

Show the cover of *The Silver Coins* and read aloud the title and the names of the author and illustrator. Remind the students that they read this story earlier.

Ask and briefly discuss:

Q *What do you remember about* The Silver Coins*?*

If the students might benefit from thinking more deeply about the text, consider asking and discussing additional questions, such as:

Q *Why doesn't the boy spend the silver coins on books or toys?*

Q *Why do you think the boy gives the old man half his silver coins?*

Q *Why do you think the old man gives the boy the sack?*

Explain to the students that they will reread *The Silver Coins* and practice retelling the story in their own words.

2 Read and Retell Part of the Story

Distribute *The Silver Coins* and the self-stick notes. Have the students open their books to page 3 and mark it with a self-stick note so they know where to stop reading. Have the students read pages 1–3 quietly to themselves.

When all the students have read the pages at least once, ask:

Q *What happens at the beginning of the story?*

Have one student share her thinking with the group. Then ask:

Q *[Elise] told the story in her own words. How would you tell the beginning of the story in your own words? Turn to your partner.*

Have one or two students retell the beginning of the story in their own words.

Ask the students to move their self-stick notes to page 11. Have them read pages 4–11 quietly to themselves.

Materials

- Teacher and student copies of *The Silver Coins*
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

The Silver Coins is also used in Set 5. There, the students read *The Silver Coins* to review the high-frequency words *word*, *four*, and *answer* and to practice the sound /oi/ spelled *oi* and *oy*.

TEKS 7.D.i
TEKS 7.D.iii
Student/Teacher Activity
Step 2

Teacher Note

Allow the students to refer to the book, but encourage them to use their own words when they retell the story.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the pages at least once, ask:

Q *What happens in the middle of the story?*

Have one student retell the middle of the story in his own words. Then ask:

Q *How would you tell the middle of the story in your own words? Turn to your partner.*

Teacher Note

If the students have difficulty telling the middle of the story in their own words, you may choose to model retelling with one or two examples.

Have a few volunteers share.

Ask the students to move their self-stick notes to page 14. Have them read pages 12–14 quietly to themselves.

When all the students have read the pages at least once, ask:

Q *What happens at the end of the story?*

Have one student retell the end of the story in her own words. Then ask:

Q *How would you tell the end of the story in your own words? Turn to your partner.*

Have a few volunteers share.

3 Discuss Retelling

TEKS 7.D.i
TEKS 7.D.iii
Student/Teacher Narrative Step 3

Point out that the students used their own words to tell what happened in each part of the story. Explain that when readers tell a story in their own words they are *retelling* the story. Explain that when you are retelling, it is important to tell the events in a story, but that each reader may retell the story in a different way.

Teacher Note

If necessary, explain that the *events* are the things that happen in the story.

Ask and briefly discuss:

Q *How was your retelling of the end of the story the same as your partner's retelling? How was it different?*

Students might say:

"We both told about a man with an empty sack."

"I said that the sack is magic and my partner said that the sack fills with coins."

"We both said that the boy gets rich at the end."

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4 Wrap Up

Tell the students that in the next lesson, they will continue to work on retelling the story of *The Silver Coins*. Have them put *The Silver Coins* into their toolboxes and encourage them to reread the book independently.

MORE STRATEGY PRACTICE

Read Fluently in Meaningful Phrases

A phrase-cued text is available for *The Silver Coins*. For more fluency practice, have a student or group of students practice grouping the words together by reading the phrase-cued text on pages 1–3 aloud. For additional instruction in using a phrase-cued text for echo reading and reading in pairs, see *Sunny Days, Starry Nights*.

You may also use an unmarked text of *The Silver Coins* as a modified running record to assess an individual student's fluency. Use pages 3–4 of the "Grouping Words Together: *The Silver Coins*" sheet (BLM5). Have the student read aloud to you from the book as you follow along on the unmarked text, noting where he or she pauses, self-corrects, or makes an error.

Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Grouping Words Together: *The Silver Coins*" (BLM5). Make one copy for each student in the group, plus one for yourself.

The Silver Coins
Retelling a Story

Day 2

In this lesson, the students:

- Retell a story
- Reread part of a fiction book
- Listen carefully
- Speak clearly so others can hear

Materials

- Teacher and student copies of *The Silver Coins*
- Story for oral retelling, prepared ahead
- Self-stick note for each student

1 Gather and Discuss Retelling

Remind the students that in the last lesson they practiced retelling the story of *The Silver Coins*. Explain that people often retell stories from books, movies, or their own lives to share them with others. Tell the students that when people tell a story, they try to make it fun for listeners.

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Ask the students to pay attention to how you tell your story. Tell the students the personal story you prepared before the lesson. Ask and briefly discuss:

Q *How did I make the story fun to listen to?*

> **Students might say:**
>
> "You made the story fun by using different voices."
>
> "You made the story fun to listen to by sounding excited."
>
> "You acted out the part at the end."

Tell the students that you have told the story many times but that you do not use exactly the same words each time. Explain that people often *retell*, or tell again, their favorite stories. Point out that they try to make their retellings interesting for listeners.

Tell the students that today they will retell *The Silver Coins* in their own words so that the story is both fun to tell and fun to listen to.

2 Model Retelling Part of the Story

Read aloud pages 1–2 of *The Silver Coins* to the group. Then share your thinking as you decide what to include in a retelling of those pages and retell the events in your own words.

> **You might say:**
>
> "On these pages I met the main character, the boy, and I read about how his mom gave him four silver coins. I also remember that she told him that he should spend the coins only on food. To tell this part of the story in my own words, I might say, 'Once upon a time, there was a little boy. His mother gave him four silver coins and told him to go into town to buy food. The boy promised he would only buy food.' "

Ask and briefly discuss:

Q *What did you notice about my retelling?*

> **Students might say:**
>
> "I noticed you started with 'Once upon a time' and that wasn't in the story."
>
> "I noticed that you said that the boy promised he would buy food."
>
> "You didn't say the same words as in the book, but what happens in the story was still the same."

Teacher Note

The group will retell 12 pages of the story. Consider assigning roughly the same number of pages to each student.

3 Get Ready to Retell the Story as a Group

Explain that each student will reread and retell part of the story. Distribute the self-stick notes. Have the student who will retell the section of the book starting on page 3 mark the assigned pages with self-stick notes and begin quietly rereading. Continue assigning the

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remaining sections, having the students mark and then reread the appropriate pages.

When all the students have had a chance to reread their parts of the story at least once, explain that they will now practice retelling their sections of the story with their partners.



Allow them a few moments to think about what they will say to their partners. Then, have each student retell his part of the story to his partner.

After allowing time for partners to talk, explain that the group will retell the whole story of *The Silver Coins* in order with each student retelling their assigned section. Ask and briefly discuss:

- Q *How will you know when it is time to retell your part of the story?*
- Q *What can you do to make sure everyone in the group can hear the retelling?*

Explain that it will be important for everyone in the group to listen carefully so they know when to retell their parts and to speak clearly so everyone in the group can hear.

4 Retell the Story as a Group

Begin the retelling of *The Silver Coins* yourself, including an introduction that mentions the title, the author, and the illustrator.

> **You might say:**
>
> "I will begin the retelling. '*The Silver Coins* is a story written by Rob Arego and illustrated by Michelle Lopez Deksnys. Once upon a time, there was a little boy. His mother gave him four silver coins and told him to go into town to buy food. The boy promised he would buy only food.'"

Then invite the student responsible for the section beginning on page 3 to continue telling the story in her own words. After she is finished, have the next student retell his part, and so on, until the group has retold the entire story.

Have the students leave their pages marked for the next lesson.

5 Reflect on Retelling

Ask and discuss:

- Q *What went well in our retelling? What could we do better next time?*
- Q *Who might you tell this story to?*

Tell the students that in the next lesson, they will continue to work on retelling *The Silver Coins* in their own words. Have the students put *The Silver Coins* into their toolboxes, and encourage them to reread the book independently.

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Day 3

The Silver Coins

Retelling a Story

Materials

- Teacher and student copies of *The Silver Coins*
- Teacher and student copies of "Retelling *The Silver Coins*" (BLM4), prepared ahead
- Strips of lined chart paper, prepared ahead
- Markers
- "Group Progress Assessment" sheet (GA4)

In this lesson, the students:

- Retell a story in writing

1 Gather and Discuss Retelling

Remind the students that in the last lesson they read and retold the story of *The Silver Coins*. Ask and briefly discuss:

Q *What does it mean to retell a story?*

If necessary, remind the students that when readers retell stories, they use their own words to tell the events of a story in order. Tell the students that today they will write a retelling of *The Silver Coins* in their own words. Ask:

Q *Why might you want to write a retelling of a story?*

Remind the students that readers retell stories so they can share them with others. Explain that after the lesson, the group retelling of the story will be displayed for the class to see.

2 Explore Written Retellings

Distribute a copy of the "Retelling *The Silver Coins*" sheet (BLM4) to each student. Read aloud the two sample retellings as the students follow along on their copies. Ask:

Q *What do you notice about these two retellings?*

> **Students might say:**
>
> "I noticed they both start with different words."
>
> "The second one is longer than the first one."
>
> "The second one has the words that the mother says."

Point out that the two retellings do not use exactly the same words, but that they both include the events from the story in the right order. Remind the students that readers may retell a story in different ways.

Collect the copies of the "Retelling *The Silver Coins*" sheet (BLM4).

3 Retell Part of the Story in Writing

Explain that the students will retell the same part of *The Silver Coins* that they did in the previous lesson but that this time they will write their retellings. Give the students a few moments to review the pages they marked with self-stick notes on Day 2.

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Distribute the strips of chart paper and markers. Explain to the students that it is not important for them to use exactly the same words they used before. What is important is that they tell the events from their part of the story in their own words.

Have the students write their retellings.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to determine which events are important to include in a retelling?
- Are they able to put their ideas in writing?
- Are they using their own wording?

Record your observations on the "Group Progress Assessment" sheet (GA4); see page 201 of the *Assessment Resource Book*.

Support any student who struggles to write a retelling by having the student study the illustrations; then encourage him to describe the pictures and tell you what he plans to write. If necessary, you might write the student's ideas on a piece of notebook paper and have him transcribe it onto the chart paper.

4 Retell the Story as a Group

When all the students have finished writing their parts of *The Silver Coins* retelling, display the strips of chart paper so that the story is in chronological order. Have student volunteers read the collective written retelling aloud to the group.

5 Reflect on Retelling

Ask and discuss:

Q *How did we do with writing the story in our own words?*

Encourage the students to continue retelling the story of *The Silver Coins* or any other stories. You might suggest that they tell the story to a classmate during independent work time or to a family member or friend. You might also suggest that students write retellings of their favorite stories in their own words. Have the students put *The Silver Coins* into their toolboxes, and encourage them to reread the book independently.

Teacher Note

Depending on how many students you have in the group, you may choose to have each student read the section she wrote, have each student read the entire retelling, or you may choose to assign the reading in a different way.

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MORE STRATEGY PRACTICE

Retell and Mime the Story

Explain that the students will take turns retelling and *miming*, acting without talking, the story of *The Silver Coins*. Assign the students sections so that each student in the group has the opportunity to narrate and mime.

Teacher Note

Consider writing the assignments prior to beginning the activity and displaying them as you read the parts aloud to the students.

> **You might say:**
>
> "For the beginning of the story, pages 1–3, [Anna] will tell the story, [Jose] will act out the part of the boy and [Kaylee] will play the mother. Then, for the middle of the story, pages 4–11, [Justin] will tell the story, [Esther] will play the boy, [Kaylee] will play the man with the toys, and [Steven] will play the man with the books. Then, for the end of the story, pages 12–14, [Jose] will narrate the end of the story, [Anna] will play the part of the boy, and [Justin] will be the man with the sack."

Have the students who are narrating retell the beginning, middle, and end of the story using their own words while other members of the group silently act out what the narrators say.

Retell *The Silver Coins* to the Class

Have each student in the group retell the whole story of *The Silver Coins* to the whole class. Remind the students to use their own words when retelling and to speak loudly and clearly so their voices can be heard. Consider using a document camera to display the book's illustrations to the class. For suggestions on group presentations, see "Reading for Listeners" in the Introduction.

After a student takes a turn, have her ask the class:

Q *What did you notice about my retelling?*

Teacher Note

If you are using the *Being a Writer*™ program from Center for the Collaborative Classroom, you might use the procedure for Author's Chair sharing.



TECHNOLOGY EXTENSION

Create an Audio Recording of *The Silver Coins*

Have the students record their group retelling of *The Silver Coins* using an audio-recording device. Remind them to speak loudly and clearly so their voices can be heard in the recording. You may then play the audio recording while showing the illustrations or while students mime the story.

Consider sharing the recording with the students' families or publishing the recording on the Internet as a podcast. Search online using the keywords "publishing student podcasts" to learn more about creating student podcasts.

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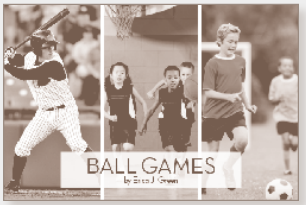
Comprehension — Making Text-to-self Connections

Word Analysis — Reading Polysyllabic Words

RESOURCES



Ball Games

by Erica J. Green

This nonfiction text provides readers with an overview of several sports that use balls, including kickball, baseball, and cricket.

More Strategy Practice

- "Read Fluently in Meaningful Phrases"
- "Explore Compound Words"
- "Create a Compound Word Bank"

Assessment Resource Book

- Set 6 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA5)

Reproducibles

- "Reading Two-syllable Words" (BLM6)
- (Optional) "Grouping Words Together: *Ball Games*" (BLM7)

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OVERVIEW

Academic Focus

- Students make and discuss text-to-self connections.
- Students read and discuss polysyllabic words.
- Students read and discuss compound words.
- Students explore using context to determine word meaning.
- Students read and discuss a nonfiction text.

Social Development Focus

- Students share their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 1, have the students read *Ball Games* if they have not already done so.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Reading Two-syllable Words" (BLM6). Make one copy for each student in the group, plus one for yourself (see Step 3).

✓ Prior to Day 2, title a sheet of chart paper "Two-syllable Words" (see Step 5).

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA5); see page 202 of the *Assessment Resource Book*.

ELL SUPPORT

- **Preview the Book:** In Set 6, you will ask the students to read the book prior to the small-group lessons. It may be beneficial for your students to practice reading the book aloud to you. Phrase-cued texts are provided for all the books in Set 6. If you find students struggle to read fluently, consider adding additional sessions specifically aimed toward fluency.

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Day 1

Ball Games

Making Text-to-self Connections

Materials

- Teacher and student copies of *Ball Games*
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Make and discuss text-to-self connections
- Read and discuss a book
- Share their thinking
- Work responsibly in pairs

Teacher Note

Ball Games is also used in Set 5, Week 7. There, the students read *Ball Games* to practice the high-frequency words *even* and *picture* and to practice decoding words with the spelling *all* /awl/.

1 Gather and Review *Ball Games*

Show the cover of *Ball Games* and read the title and the name of the author aloud. Remind the students that they read the book earlier. Ask and briefly discuss:

Q *What do you remember about* Ball Games*?*

2 Introduce and Model Making Text-to-self Connections

Distribute *Ball Games*. Ask the students to open their books to page 1 and have them follow along as you read. Read pages 1–3 aloud. Explain that readers often think about how what they read reminds them of their own lives. Then model making a connection to the pages.

> **You might say:**
>
> "When I read the part about the batter watching the ball it reminded me of a baseball game I went to. I was sitting behind home plate so I could see each person who came up to bat. Every time a new person came up to bat, I imagined what it would be like if that player hit a home run."

Teacher Note

You may want to explain that *home plate* is the place where players stand when it is their turn to bat, or hit the ball, and the place where runners score after they run around all the bases.

Tell the students that thinking about how things in the book remind them of their own lives is called *making text-to-self connections*. Explain that they can make text-to-self connections to *Ball Games* by thinking about how the book reminds them of things that have happened to them, things they have done, and games they have played.

Reread pages 1–3 aloud; then ask and briefly discuss:

Q *What is something in the part I just read that reminds you of your own life? What does it remind you of?*

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3 Read Part of *Ball Games* in Pairs and Make Text-to-self Connections

Explain that the students will work in pairs to read more of the book. Model partner reading with a student volunteer, if necessary. For more information, see "Reading in Pairs" in the Introduction. Ask and briefly discuss:

Q *What can you do to work well with your partner?*

Distribute the self-stick notes. Have the students mark page 9 so they know where to stop reading, and then ask them to turn back to page 4.

Have partners read pages 4–9, sharing text-to-self connections if they finish early.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 4–9 at least once, ask:

Q *When were you or someone else hurt while playing a game? What did you or others do to help? Turn to your partner.*

Have a few students share their thinking.

Have partners continue reading to the end of the book, sharing text-to-self connections if they finish early.

When all the students have read to the end of the book at least once, ask:

Q *When have you been part of a team? What did you like about working together? Turn to your partner.*

Have a few students share their thinking.

4 Reflect on Making Text-to-self Connections

Remind the students that when readers make text-to-self connections, they use what they know from their own lives to help them understand and enjoy what they read. Ask:

Q *Which text-to-self connection did you enjoy sharing?*

Invite the students to continue making text-to-self connections when they read and to share their connections with others. Ask the students to put *Ball Games* into their toolboxes, and encourage them to reread the book independently.

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Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Grouping Words Together: *Ball Games*" (BLM7). Make one copy for each student in the group, plus one for yourself.

MORE STRATEGY PRACTICE

Read Fluently in Meaningful Phrases

A phrase-cued text is available for *Ball Games*. For more fluency practice, have a student or group of students practice grouping the words together by reading the phrase-cued text on pages 1–3 aloud. For additional instruction in using a phrase-cued text for echo reading and reading in pairs, see *Sunny Days, Starry Nights*.

You may also use an unmarked text of *Ball Games* as a modified running record to assess an individual student's fluency. Use pages 4–6 of the "Grouping Words Together: *Ball Games*" sheet (BLM7). Have the student read aloud to you from the book as you follow along on the unmarked text, noting where he or she pauses, self-corrects, or makes an error.

Day 2

Ball Games

Identifying and Reading Polysyllabic Words

Materials

- Teacher and student copies of *Ball Games*
- Teacher and student copies of "Reading Two-syllable Words" (BLM6), prepared ahead
- Pencil for each student
- "Two-syllable Words" chart, prepared ahead
- "Group Progress Assessment" sheet (GA5)

In this lesson, the students:

- Read and discuss polysyllabic words
- Work responsibly in pairs

1 Gather and Review *Ball Games*

Review that in the last lesson, the students read *Ball Games* with partners and thought about how things in the book reminded them of their own lives. Ask and briefly discuss:

Q *Which text-to-self connections did you make with* Ball Games*?*

Remind the students that making connections helps them use what they know to understand and enjoy books.

Explain that in today's lesson, the students will look more closely at some of the words they read in *Ball Games*.

2 Discuss Syllables

Remind the students that words are made up of syllables. Ask and briefly discuss:

Q *What do you know about syllables?*

> **Students might say:**
>
> "Syllables are parts of words."
>
> "I know that each syllable has a vowel sound."
>
> "Words can have a lot of syllables."

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Review that a *syllable* is a word part that has one vowel sound. Remind the students that some words have one syllable and some words have more than one syllable. Review that breaking a longer word into syllables can make the word easier to read.

3 Model Identifying Polysyllabic Words

Show the students a copy of the "Reading Two-syllable Words" sheet (BLM6). Tell them that the words on the sheet are from the book *Ball Games*.

Explain that the students will each receive a copy of the sheet to read quietly to themselves. After they read, they will work with their partners to look for two-syllable words and each student will circle the words on his own sheet.

Model reading the first sentence on the sheet aloud and identifying and circling the two-syllable words.

> **You might say:**
>
> "'In this picture of a baseball game, a tall man stands at the plate.' I'm going to read the sentence again and stop when I think I hear a two-syllable word. 'In this picture . . .' I hear two syllables in *picture*, pic-ture, so I'm going to circle *picture*. Let me start the sentence again. 'In this picture of a baseball . . .' I hear two syllables in *baseball*, base-ball, so I'm going to circle *baseball*. 'In this picture of a baseball game, a tall man stands at the plate.' I don't hear any other two-syllable words in the sentence, so I will move on to the next sentence."

Ask:

Q *What can you do if you and your partner disagree on whether to circle a word?*

> **Students might say:**
>
> "If we disagree, one person could circle the word and the other person doesn't have to."
>
> "I can say the word again to make sure I hear more than one syllable."
>
> "I could clap on the syllables. Maybe I'll change my mind."

4 Identify Polysyllabic Words in Pairs

Distribute a copy of the "Reading Two-syllable Words" sheet (BLM6) and a pencil to each student. Have the students read the sheet quietly to themselves.

When partners have finished reading, have them work together to identify two-syllable words. Make sure each student circles the words on her own sheet.

Observe the students as they identify two-syllable words, offering support as needed.

Teacher Note

If the students need additional review, say some one-, two-, and three-syllable words aloud, clapping on the syllables as you say them. Have the students identify how many syllables are in each word.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to identify two-syllable words?
- Are there particular types of words they struggle to identify as polysyllabic words?
- Are they able to work together to identify polysyllabic words?

Record your observations on the "Group Progress Assessment" sheet (GA5); see page 202 of the *Assessment Resource Book*.

Support any student who struggles to identify two-syllable words by reviewing that one way to check the number of syllables in a word is to read the word aloud and clap on the syllables. Listen as the student reads and claps on difficult words, and provide guidance as necessary.

5 Discuss Polysyllabic Words

When most pairs have finished circling the two-syllable words, explain that the students will share words they circled and talk about breaking the words into syllables. Have a volunteer share a word, and record it on the "Two-syllable Words" chart. Ask:

Q *How do you know there are two syllables in this word?*

Support the students in discussing two-syllable words by asking follow-up questions such as:

Q *What is the first syllable? What is the second syllable?*

Q *Do you agree that [af] is the first syllable? Why or why not?*

Draw a dot between each syllable, just below the word, to indicate the syllable break. Have the students read the word chorally one syllable at a time as you frame each syllable with your thumb and forefinger; then have them read the whole word as you sweep under it.

Repeat this procedure with several more words the students suggest.

Tell the students that when they come to challenging words, they can frame and read the syllables one at a time before reading the whole word.

6 Reflect on Working in Pairs

Ask and briefly discuss:

Q *How did you and your partner do working together?*

Explain that in the next lesson, the students will think and talk more about two-syllable words in *Ball Games*. Have them put their books into their toolboxes, and encourage them to reread the book independently.

Teacher Note

Save the "Two-syllable Words" chart to use on Day 3.

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Ball Games
Analyzing Compound Words

Day 3

In this lesson, the students:

- Read and discuss polysyllabic words
- Read and discuss compound words
- Explore using context to determine word meaning

Materials

- Teacher and student copies of *Ball Games*
- "Two-syllable Words" chart from Day 2

1 Gather and Review Polysyllabic Words

Review that in the last lesson, the students talked about two-syllable words they found in part of *Ball Games*. Direct the students' attention to the "Two-syllable Words" chart and have the students chorally read the words using the framing procedure from Day 2, Step 5 on the previous page. Ask:

Q *How does breaking a word into syllables help you read the word?*

> **Students might say:**
>
> "It helps because if you can read the parts, you can read the whole word."
>
> "If you know part of the word, it can help you figure out the whole word."

Remind the students that thinking about how words break into syllables helps them know what to do when they read challenging words. Explain that today they will think about and discuss more two-syllable words in *Ball Games*.

2 Discuss Compound Words

Write the compound words *kickball*, *dodgeball*, and *ballpark* on the chart, and explain that these are some of the two-syllable words from *Ball Games*. Draw a dot between each syllable, just below the word, and have the students chorally read the words using the framing procedure. Ask:

Q *What do you notice about the syllables in these words? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "Some syllables are in more than one word."
>
> "All the syllables are words."
>
> "*Ball* is the first syllable in *ballpark*, and it's the second syllable in *kickball*."

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Point out that each of these two-syllable words is made up of two smaller one-syllable words. Explain that when two or more words are joined together to make a longer word, the longer word is called a *compound word*.

3 Explore Meaning in Compound Words

Explain that thinking about the meanings of the smaller words in a compound word can sometimes help readers figure out the meaning of the longer word. Direct the students' attention to the word *kickball*. Ask and briefly discuss:

Q *How do the smaller words* kick *and* ball *help you understand the meaning of* kickball*?*

Repeat this procedure for the words *dodgeball* and *ballpark*.

Write *inside* and *outside* where the group can see them, drawing dots to indicate the syllable breaks, and have the students read the words using the framing procedure. Then ask and briefly discuss:

Q *What do you notice about the syllables in these words?*

Point out that *inside* and *outside* are compound words. Ask:

Q *Do the smaller words in* inside *and* outside *help you understand what* inside *and* outside *mean? Why do you think that? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think so. *In* and *out* are opposites, so I know *inside* and *outside* are opposites."
>
> "I don't think so, because parks and playgrounds are outside but *side* isn't a place."
>
> "I think they do help, because you can be on the side of a door that faces in or the side that faces out."

Remind the students that thinking about the smaller words in a compound word sometimes helps readers figure out the meaning of the compound word. Point out that other times the smaller words do not help with meaning, but noticing the smaller words can still help readers break the compound word into syllables and read it more easily.

4 Explore Using Context to Determine Word Meaning

Tell the students that if they are still not sure about the meaning of a compound word after thinking about the smaller words, other information in the book or photographs may help them figure it out.

Teacher Note

You may want to explain that *dodge* means "quickly get out of the way" of something.

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Have the students turn to page 6 and ask a volunteer to read the page aloud; then ask:

Q *How might a reader figure out the meaning of* inside *and* outside*? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "One picture shows kids playing basketball in a gym and the other shows kids playing on the playground. Those places are inside and outside."
>
> "It says, 'This game can be played inside or outside.' It seems like that part is about where people can play."

Encourage the students to notice compound words they come across in their reading and to think about whether the meanings of the smaller words help them figure out the meaning of the longer words.

5 Wrap Up

Have the students put *Ball Games* into their toolboxes, and encourage them to reread the book independently.

MORE STRATEGY PRACTICE

Explore Compound Words

Write the following compound words where the group can see them, drawing dots to show the syllable breaks, just below the word. Do not leave a space between the syllables when you write the words. Have the students chorally read each word aloud using the framing procedure from Day 2, Step 5 on page 52, and use each word in a sentence. For each word, discuss whether the meanings of the smaller words help the students figure out the meaning of the longer words.

ball.game	"The ballgame ended with one of my teammates hitting a home run."
kick.stand	"He put down his kickstand when he parked so the bike wouldn't tip over."
waste.bas.ket	"When she finished the granola bar, she threw the wrapper in the wastebasket."
road.side	"On the way home, they found a lost shoe on the roadside."
bed.side	"I keep a glass of water by my bedside in case I get thirsty during the night."

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Read and discuss the meanings of other compound words with word parts from *Ball Games*. Remind the students to notice other compound words as they read and to think about whether the meanings of the smaller words helps them figure out the meaning of the longer words.

Create a Compound Word Bank

Write the title "Compound Words" on a sheet of chart paper. Have the students brainstorm compound words they know or have come across in their reading and record them. Consider posting the chart in the classroom and having the students add to it throughout the year. Encourage them to use words from the chart and other compound words they know in their writing.

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Sunny Days, Starry Nights* (page 4) Expository nonfiction ▪ F&P: K ▪ Lexile®: 440 ▪ DRA®: 20	**Fluency:** Phrasing (Grouping Words Together) ELL Support	**Day 1:** Reading a Nonfiction Text	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently More Strategy Practice: "Present *Sunny Days, Starry Nights* to the Class" Technology Extension: "Create an Audio Recording of *Sunny Days, Starry Nights*"
New School (page 12) Fiction ▪ F&P: I ▪ Lexile®: 430 ▪ DRA®: 16	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"
Sailboats (page 22) Expository nonfiction ▪ F&P: J ▪ Lexile®: 430 ▪ DRA®: 18	**Comprehension:** Exploring Text Features ELL Support	**Day 1:** Rereading a Nonfiction Book and Exploring Text Features	**Day 2:** Rereading a Nonfiction Book and Using Text Features More Strategy Practice: "Explore Text Features"	**Day 3:** Exploring Text Features More Strategy Practice: "Add to the Glossary" "Read Fluently in Meaningful Phrases"
The Silver Coins (page 34) Folktale ▪ F&P: I ▪ Lexile®: 510 ▪ DRA®: 16	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Retelling a Story More Strategy Practice: "Read Fluently in Meaningful Phrases"	**Day 2:** Retelling a Story	**Day 3:** Retelling a Story More Strategy Practice: "Retell and Mime the Story" "Retell *The Silver Coins* to the Class" Technology Extension: "Create an Audio Recording of *The Silver Coins*"

(continues)

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(continued)

Text	Strategy	Lesson		
Ball Games (page 46) Expository nonfiction ▪ F&P: J ▪ Lexile®: 510 ▪ DRA®: 18	**Word Analysis:** Reading Polysyllabic Words **Comprehension:** Making Text-to-self Connections ELL Support	**Day 1:** Making Text-to-self Connections More Strategy Practice: "Read Fluently in Meaningful Phrases"	**Day 2:** Identifying and Reading Polysyllabic Words	**Day 3:** Analyzing Compound Words More Strategy Practice: "Explore Compound Words" "Create a Compound Word Bank"

* *Sunny Days, Starry Nights* must be taught first.

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **More Strategy Practice:** This lesson includes optional additional instruction on a strategy taught in this set of lessons or covered elsewhere in Small-group Reading. You may want to plan for an extended session or schedule an additional meeting with the group.
- **Technology Extension:** This lesson includes an optional supplemental activity. You may want to plan for an extended session or schedule an additional meeting with the group.

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Being a Reader™

Set 6 Overview

	Strategy	Book
Fluency	• Phrasing (grouping words together)	*Sunny Days, Starry Nights*
	• Paying attention to characters' feelings • Paying attention to punctuation	*New School*
Word Analysis	• Reading polysyllabic words	*Ball Games*
Comprehension	• Exploring text features	*Sailboats*
	• Sequencing and retelling	*The Silver Coins*
	• Making text-to-self connections	*Ball Games*

Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501-1042
800.666.7270
collaborativeclassroom.org

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Small-group Teacher's Manual

CCC Collaborative Literacy

Being a Reader™



SET

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Being a Reader™

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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270; fax: (510) 464-3670
collaborativeclassroom.org

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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity. This *Teacher's Manual* contains additional lessons for Set 6. See the *Small-group Teacher's Manual* for Set 6 in addition to this manual.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading, an understanding of their ability to interact with texts, and a sense of themselves as readers. Shared reading also develops oral fluency, which is an essential part of learning to read fluently.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7–12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6–12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Exploring Descriptive Language		□					
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)	■	□		■	■	■ □	
Understanding problem and solution	□	□	■	■		■ □	
Making text-to-self connections	■ □	■			■ □	■	
Making text-to-text connections		■	■	■ □	■ □	□	■
Determining topic		■	■	■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■	■	□			
Determining theme		■	□		■	■	
Exploring elements of poetry		■					
Exploring text structure	■		■				
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions		■ □	■		■		■
Responding to literature		■	■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice or Extension activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves).

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When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers understand that nonfiction texts are often organized in predictable ways. Retelling nonfiction uncovers chronological **text structure**. **Problem and solution** helps readers make connections between events, ideas, and pieces of information within nonfiction texts.

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Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach. **Exploring elements of poetry**, including descriptive language, helps students access this genre with its very specific demands.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the

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students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.



PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between seven and twelve texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

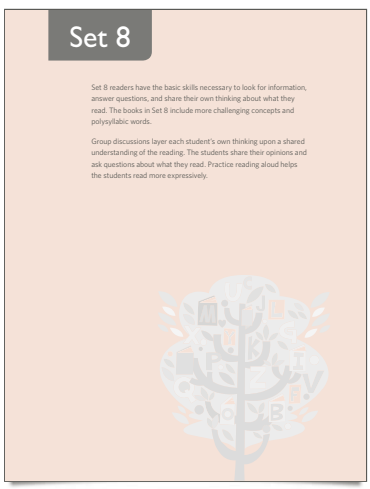
Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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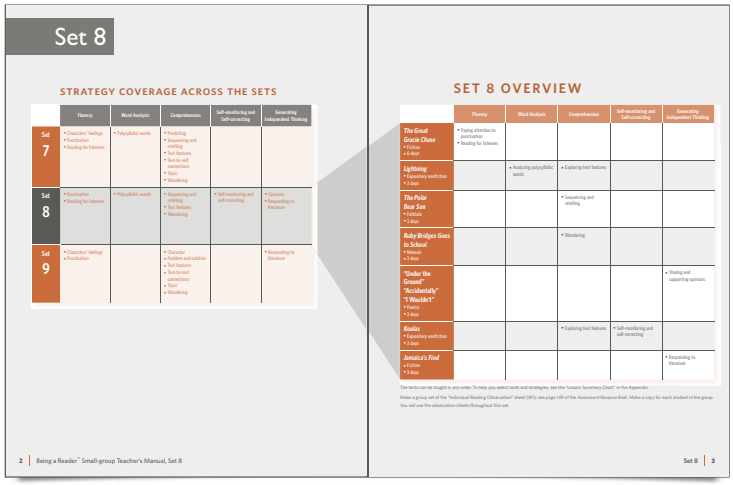
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set. The table in this *Teacher's Manual* includes all the lessons in the *Small-group Teacher's Manual* for Set 7 and the lessons in this manual.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so. Some groups may not need all the lessons in this Set to progress to the next level.


Set 8

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 7	• Characters' feelings • Punctuation • Reading for listeners	• Polysyllabic words	• Predicting • Sequencing and retelling • Text features • Text-to-self connections • Topic • Wondering		
Set 8	• Punctuation • Reading for listeners	• Polysyllabic words	• Sequencing and retelling • Text features • Wondering	• Self-monitoring and self-correcting	• Opinions • Responding to literature
Set 9	• Characters' feelings • Punctuation		• Character • Problem and solution • Text features • Text-to-text connections • Topic • Wondering		• Responding to literature

2 | Being a Reader™ Small-group Teacher's Manual, Set 8

SET 8 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Great Gracie Chase • Fiction • 6 days	• Paying attention to punctuation • Reading for listeners				
Lightning • Expository nonfiction • 3 days		• Analyzing polysyllabic words	• Exploring text features		
The Polar Bear Son • Folktale • 3 days			• Sequencing and retelling		
Ruby Bridges Goes to School • Memoir • 3 days			• Wondering		
"Under the Ground" "Accidentally" "I Wouldn't" • Poetry • 3 days					• Sharing and supporting opinions
Koalas • Expository nonfiction • 3 days			• Exploring text features	• Self-monitoring and self-correcting	
Jamaica's Find • Fiction • 3 days					• Responding to literature

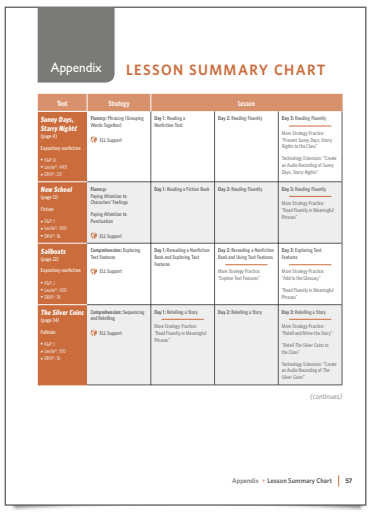
The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary Chart" in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (SR1); see page 169 of the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

Set 8 | 3

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Sunny Days, Starry Nights! (page 4) Expository nonfiction • FGP: K • Lexile®: 440 • DRA®: 20	**Fluency:** Phrasing (Grouping Words Together) ELL Support	**Day 1:** Reading a Nonfiction Text	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently More Strategy Practice: "Present Sunny Days, Starry Nights to the Class" Technology Extension: "Create an Audio Recording of Sunny Days, Starry Nights"
New School (page 12) Fiction • FGP: I • Lexile®: 450 • DRA®: 16	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"
Sailboats (page 20) Expository nonfiction • FGP: I • Lexile®: 450 • DRA®: 18	**Comprehension:** Exploring Text Features ELL Support	**Day 1:** Rereading a Nonfiction Book and Exploring Text Features	**Day 2:** Rereading a Nonfiction Book and Using Text Features More Strategy Practice: "Explore Text Features"	**Day 3:** Exploring Text Features More Strategy Practice: "Add to the Glossary" "Read Fluently in Meaningful Phrases"
The Silver Coins (page 34) Folktale • FGP: I • Lexile®: 510 • DRA®: 16	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Retelling a Story More Strategy Practice: "Read Fluently in Meaningful Phrases"	**Day 2:** Retelling a Story	**Day 3:** Retelling a Story More Strategy Practice: "Retell and Mime the Story" "Retell The Silver Coins to the Class" Technology Extension: "Create an Audio Recording of The Silver Coins"

(continues)

Appendix > Lesson Summary Chart | 57

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

  Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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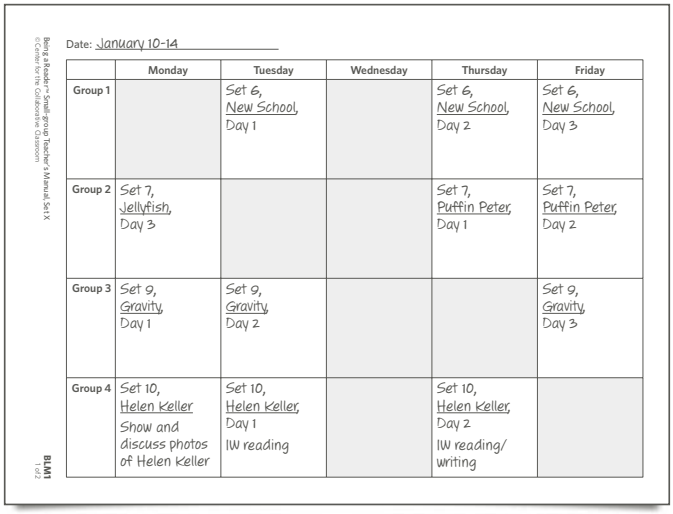
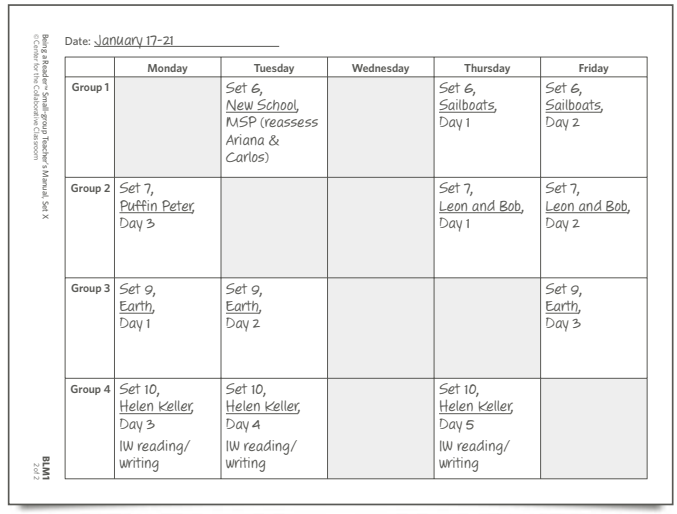


Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 10–14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
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Date: January 17–21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
2 of 2

PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will plan to teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9–12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

The Small-group Placement Assessment for Sets 7–12 will help you determine the appropriate small group in which to place each student. Alternatively, you can use another assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to determine the students' levels. For more information about placing students in Set 6, see "Administering Placement Assessments" in the *Assessment Resource Book*.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Sets 6 and 6A

Set 6 readers are beginning to read sentences more smoothly. They build fluency by reading books with familiar phonics and high-frequency words. Set 6 books are specifically written to support decoding, and they have illustrations and photographs to aid comprehension. Some students will have encountered them in Set 5 of Small-group Reading.

Set 6 provides transitional instruction in fluency and comprehension for students who have completed Set 5 but are not yet ready for Set 7. Phrase-cued texts are provided for the books in this set to support students as they practice *phrasing*, grouping words together to read fluently. Optional assessments are available to help evaluate the students' fluency progress.



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Sets 6 and 6A

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 6	▪ Characters' feelings ▪ Phrasing ▪ Punctuation	▪ Polysyllabic words	▪ Character ▪ Important ideas ▪ Sequencing and retelling ▪ Text features ▪ Text structure ▪ Text-to-self connections		
Set 7	▪ Characters' feelings ▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Elements of poetry ▪ Predicting ▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections ▪ Text-to-text connections ▪ Theme ▪ Topic ▪ Wondering		▪ Opinions ▪ Responding to literature

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SETS 6 AND 6A OVERVIEW

	Fluency	Word Analysis	Comprehension
Sunny Days, Starry Nights ▪ Expository nonfiction ▪ 3 days	▪ Phrasing (grouping words together)		
New School ▪ Fiction ▪ 3 days	▪ Paying attention to characters' feelings ▪ Paying attention to punctuation		
Sailboats ▪ Expository nonfiction ▪ 3 days			▪ Exploring text features
The Silver Coins ▪ Folktale ▪ 3 days			▪ Sequencing and retelling
Ball Games ▪ Expository nonfiction ▪ 3 days		▪ Reading polysyllabic words	▪ Making text-to-self connections
Scout's Puppies ▪ Narrative nonfiction ▪ 3 days			▪ Determining important ideas ▪ Exploring text structure ▪ Sequencing and retelling
Ann's Book Club ▪ Fiction ▪ 3 days	▪ Paying attention to characters' feelings ▪ Paying attention to punctuation		▪ Understanding character

■ = Set 6 ■ = Set 6A

The texts can be taught in any order. To help you see the texts and strategies, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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Comprehension

Determining Important Ideas and Retelling

RESOURCES



Scout's Puppies

by Kenni Alden, illustrated by Gail Guth

This nonfiction text provides information about how puppies grow.

More Strategy Practice

- "Read Fluently in Meaningful Phrases"

Technology Extension

- "Create an Audio Recording of *Scout's Puppies*"

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 6 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA6)

Reproducibles

- "Puppy Development Pages" (BLM8)
- (Optional) "Grouping Words Together: *Scout's Puppies*" (BLM9)

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OVERVIEW

Academic Focus

- Students reread and discuss a nonfiction book.
- Students explore author's purpose and text structure in a nonfiction book.
- Students identify and retell important ideas in a nonfiction book.
- Students sequence events in a nonfiction book.

Social Development Focus

- Students listen respectfully and share their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA6); see the Set 6 assessments in the *Assessment Resource Book*.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Puppy Development Pages" (BLM8).

✓ Prior to Day 3, cut individual sheets of lined chart paper into strips, with each strip consisting of several blank lines, so that the students have space on which to write a retelling of part of the text (see Step 3).

ELL SUPPORT

- Preview the Book: The students should have encountered all the books in Set 6 previously in Set 5. It may be beneficial for English Language Learners to practice reading *Scout's Puppies* aloud to you prior to this week's lessons. Phrase-cued texts are provided for all the books in Set 6. If you find students struggle to read fluently, consider adding additional sessions specifically aimed toward fluency.

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Day 1

Scout's Puppies

Retelling a Nonfiction Book and Exploring Text Structure

Materials

- Teacher and student copies of *Scout's Puppies*
- Group set of the "Individual Reading Observation" sheet (IR1)

Teacher Note

Scout's Puppies is also used in Set 5. There, the students read *Scout's Puppies* to review the high-frequency words *enough*, *watch*, and *been* and to practice decoding words in which the final *y* changes to *i* when *-es* or *-ed* is added.

In this lesson, the students:

- Reread and discuss a nonfiction book
- Use illustrations in the book to retell its key ideas
- Discuss how information in the book is organized
- Speak clearly so others can hear

1 Gather and Review *Scout's Puppies*

Show the cover of *Scout's Puppies* and read the title and the names of the author and illustrator aloud. Remind the students that they read this story earlier.

Ask:

Q *What do you remember about this book?*

Tell the students that in today's lesson they will reread *Scout's Puppies* and practice retelling its parts.

2 Reread *Scout's Puppies*

Distribute *Scout's Puppies* and have the students reread the book quietly to themselves.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

3 Retell *Scout's Puppies* Using Illustrations

Explain that when readers retell a nonfiction book, they use their own words to tell the important events or ideas from the book in the correct order. Explain that retelling nonfiction helps readers understand what they read and share what they learn from their reading with others. Show page 1 of *Scout's Puppies* and point to the picture of Scout on the blanket. Ask:

Q *What happens first in the book?*

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Have one or two students retell what happens.

Show the remaining illustrations in the book, stopping on each illustration to have one or two students retell what is happening in that part. Encourage the students to use the illustrations to help them think about what is important to retell from each part.

4 Explore Text Structure

Explain that authors of nonfiction texts are careful to organize the ideas in their texts in ways that readers can understand and follow them. Ask:

Q *How does the author organize the ideas in* Scout's Puppies*? What comes first? Next? Last?*

Q *How do the words and pictures help you understand how the information is organized?*

> **Students might say:**
>
> "It's organized in order. It starts when the puppies are born. It ends when they get adopted at two months."
>
> "The author tells us how old the puppies are in each part. Like two weeks or one month."
>
> "In addition to what [Miki] said, you know the author is going in order because the puppies get a little bigger in each picture."

If necessary, explain that the author of *Scout's Puppies* tells events in the order they happen, beginning when the puppies are born and ending when they go to new homes at two months old. Explain that when the events in a text are told in the order in which they happen, we say that the text is organized *chronologically*. Point out that the author uses phrases like "at first" (p. 4), "about two weeks" (p. 7), and "After about one month" (p. 8) to tell readers how old the puppies are in each part of the text. Show the illustrations on pages 2–3, 6–7, and 12–13 and point out that the puppies get bigger in each picture. This is another clue that the information in the book is organized according the puppies' age. Explain that thinking about how an author organizes information in a nonfiction book can help readers understand the book.

5 Wrap Up

Tell the students that they will continue to think and talk about *Scout's Puppies* in the next lesson. Have them put *Scout's Puppies* into their toolboxes and encourage them to reread the book independently.

Teacher Note

Allow the students to refer to the book, but encourage them to use their own words when they retell.

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Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Grouping Words Together: *Scout's Puppies*" (BLM9). Make one copy for each student in the group, plus one for yourself.

MORE STRATEGY PRACTICE

Read Fluently in Meaningful Phrases

A phrase-cued text is available for *Scout's Puppies*. For more fluency practice, have a student or group of students practice grouping the words together by reading the phrase-cued text aloud. For additional instruction in using a phrase-cued text for echo reading and reading in pairs, see *Sunny Days, Starry Nights* (Set 6).

You may also use an unmarked text of *Scout's Puppies* as a modified running record to assess an individual student's fluency. Use the "Grouping Words Together: *Scout's Puppies*" (BLM9). Have the student read aloud to you from the book as you follow along on the unmarked text, noting where he or she pauses, self-corrects, or makes an error.

Day 2

Scout's Puppies

Determining Important Ideas

Materials

- Teacher and student copies of *Scout's Puppies*
- "Puppy Development Pages," prepared ahead (BLM8)
- Self-stick notes
- Pencils
- "Group Progress Assessment" sheet (GA6)

TEKS 10.A.i
Student/Teacher Activity
Step 1

In this lesson, the students:

- Reread parts of a nonfiction book
- Discuss the author's purpose
- Identify and record important ideas from the book
- Work responsibly in pairs

1 Review *Scout's Puppies* and Discuss Author's Purpose

Show your copy of *Scout's Puppies* and remind the students that in the last lesson they reread the book and used the illustrations to help them retell its parts. Review that retelling nonfiction helps readers understand what they read and share what they learn from their reading with others. Ask:

Q *What do you think the author of* Scout's Puppies *wants readers to learn from the book? Turn to your partner.*

Students might say:

"I think she wants us to learn how puppies grow."

"I agree with [Raul]. I think she wants readers to learn what puppies are like at different ages and how they change."

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Tell the students that today they will revisit *Scout's Puppies* and think about what information is important to understand and remember from each part.

2 Practice Determining Important Ideas

Have the students follow along as you read pages 2–4 aloud. Then ask:

Q *How old are the puppies in this part?*

On a sheet of chart paper, write the title "Puppies When They Are First Born." Ask:

Q *What seems important to understand and remember about puppies when they are first born?*

Invite a few volunteers to share their thinking and record their ideas on the chart.

Puppies When They Are First Born

- Can't see or hear
- Use their noses to smell milk
- Need lots of food and sleep
- Sleep most of the time

3 Determine and Record Important Ideas in Pairs

Distribute the "Puppy Development Pages" (BLM8) so that each pair of students has one page. Then distribute the self-stick notes and have the students use the notes to mark the pages in *Scout's Puppies* that are noted on their "Puppy Development" page. (For example, the pair with the "Puppies at Two Weeks" page will mark pages 6–7 in the book.) Explain that first partners will work together to decide what information in their section seems important to understand and remember. Then they will write those important ideas on the paper. Give partners ample time to identify and record important ideas.

Teacher Note

If you have more pages than pairs of students, give some pairs multiple pages. If there are more than 8 students in the group, make some partnerships groups of three.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are partners able to identify the important ideas from their section of the book?
- Do they take turns talking, listening, and writing?

Record your observations on the "Group Progress Assessment" sheet (GA6); see the Set 6 assessments in the *Assessment Resource Book*.

Support any student who struggles with identifying important ideas by having them read the section of the book they were assigned aloud to you. Then ask:

Q *What things do the puppies do [at one month]?*

Point to the picture(s) and ask:

Q *What are the puppies doing in this picture? Does that seem important to remember?*

4 Share and Discuss Important Ideas

When all the students have finished writing, have each pair of students share the important ideas they identified with the group. Have one partner read the part of the book they were assigned and the other partner read the important ideas they wrote down. After each pair shares, discuss:

Q *Is there anything else that seems important to understand and remember about the puppies [at two weeks]?*

Allow partners time to add to their "Puppy Development Pages" based on the discussion, if necessary.

5 Wrap Up

Explain that thinking about important ideas in nonfiction texts helps readers understand and remember what they read and share it with others. Tell the students that in the next lesson they will use the notes they took today to retell the parts of *Scout's Puppies* in writing. Collect the "Puppy Development Pages" to use on Day 3. Have the students put *Scout's Puppies* into their toolboxes and encourage them to reread the book independently.

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Scout's Puppies
Retelling a Nonfiction Book

Day 3

In this lesson, the students:

- Retell parts of a nonfiction book in writing
- Sequence events in the book
- Work responsibly in pairs

1 Gather and Discuss Retelling

Show the cover of *Scout's Puppies* and remind the students that in the last lesson they discussed what the author, Kenni Alden, might want readers to learn from the book and then they worked in pairs to identify information in the book that seems important to understand and remember. Explain that in today's lesson, partners will use the notes they took yesterday to retell the parts of the book in writing. Ask:

Q *Why might you want to retell information from a nonfiction book?*

If necessary, review that retelling information from nonfiction books helps readers understand and remember what they read and share what they learn from their reading with others.

2 Model Writing a Retelling from Notes

Direct the students' attention to the "Puppies When They Are First Born" chart and review that the chart lists the important information from the first part of *Scout's Puppies*. On a strip of chart paper, model writing a retelling of the first part of the book using the important ideas on the chart.

> **You might say:**
>
> "In my retelling I want to combine the important ideas from the first part of the book into a few sentences that tell what puppies are like when they are first born. I want to be sure to include the puppies' age in my retelling so that my readers know how old they are. I'll write: *When puppies are first born, they need lots of food and sleep. They can't see or hear. They use their noses to smell their mother's milk. They sleep most of the time.*

3 Retell Parts of the *Scout's Puppies* in Writing

Explain that each student will work with the same partner as on Day 2 to write a retelling using the important ideas the pair identified in the previous lesson. Distribute the "Puppy Development Pages" from Day 2 and give the students a few minutes to review their notes.

Materials

- Teacher copy of *Scout's Puppies*
- "Puppies When They Are First Born" chart, from Day 2
- "Puppy Development Pages," from Day 2
- Strips of lined chart paper, prepared ahead
- Markers

Teacher Note

In this lesson, the students use their written notes from Day 2 to retell *Scout's Puppies*. You will need just one copy of the book to support the discussion at the end of today's lesson..

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Distribute the strips of chart paper and markers and have partners work together to write their retellings. Remind the students to include the puppies' age and all the important ideas from their "Puppy Development" page in their retelling.

4 Sequence Retellings

When all the students have finished writing their retellings, collect the strips of chart paper. Place the students' retellings, along with your model, in random order where all the students in the group can see them. Explain that the group will now work together to put the retellings in order to create a complete written retelling of *Scout's Puppies*. Use the following questions to help the students sequence the retellings. Remind the students that they can use the puppies' age in each part of the text to help them determine the correct order. Ask:

Q *What part comes first? How do you know?*

Q *What part do you think comes next? Why do you think so?*

Reposition the strips of paper based on the students' responses.

5 Retell *Scout's Puppies* as a Group and Reflect

When the group is satisfied with the order of events in the collective retelling, check it against your copy of the book and move any strips that are out of order. Facilitate a discussion as you do so about why the revised order makes sense. Then have student volunteers read the collective written retelling aloud to the group.

Afterward, discuss:

Q *How did we do retelling the important ideas from* Scout's Puppies *in our own words?*

Encourage the students to share what they learned about how puppies grow with people outside of the group. You might suggest that they tell what they learned to a classmate during independent work time or to a family member or friend. You might also suggest that students practice retelling what they learn from other nonfiction books they read.

Teacher Note

Depending on how many students you have in the group, you may choose to have each pair read the section they wrote, or you may choose to assign the reading in a different way.

TECHNOLOGY EXTENSION

Create an Audio Recording of *Scout's Puppies*

Have the students record their group retelling of *Scout's Puppies* using an audio-recording device. Remind them to speak loudly and clearly so their voices can be heard in the recording. You may then play the audio recording while showing the illustrations from the book.

Consider sharing the recording with the students' families or publishing the recording on the Internet as a podcast. Search online using the keywords "publishing student podcasts" to learn more about creating student podcasts.

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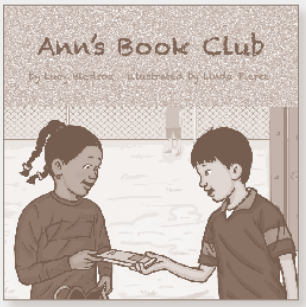
Comprehension	Understanding Character
Fluency	Paying Attention to Characters' Feelings and to Punctuation

RESOURCES



Ann's Book Club

by Lucy Bledsoe, illustrated by Linda Pierce

In this fiction text, Ann learns that she has to compromise with the other children in her book club if she wants the club to work.

More Strategy Practice

- "Read Fluently in Meaningful Phrases"

Extension

- "Explore Problem and Solution in *Ann's Book Club* and Make Text-to-self Connections"

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 6 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA7)

Reproducibles

- (Optional) "Grouping Words Together: *Ann's Book Club*" (BLM10)

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OVERVIEW

Academic Focus

- Students read and discuss a fiction text.
- Students explore characters' feelings and character change in a fiction text.
- Students refer to the text and illustrations to support their thinking.
- Students read dialogue fluently with attention to punctuation and characters' feelings.

Social Development Focus

- Students listen respectfully and share their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 2, practice reading page 1-7 of *Ann's Book Club* aloud with expression (see Steps 2 and 3).

✓ Prior to Day 3, practice reading pages 8-9 of *Ann's Book Club* aloud with expression (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA7); see the Set 6 assessments in the *Assessment Resource Book*.

ELL SUPPORT

- **Preview the Book:** The students should have encountered all the books in Set 6 previously in Set 5. It may be beneficial for English Language Learners to practice reading *Ann's Book Club* aloud to you prior to this week's lessons. Phrase-cued texts are provided for all the books in Set 6. If you find students struggle to read fluently, consider adding additional sessions specifically aimed toward fluency using the phrase-cued text.

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Day 1

Ann's Book Club

Exploring Character in a Fiction Book

Materials

- Teacher and student copies of *Ann's Book Club*
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Reread parts of a fiction book
- Explore characters' feelings and character change in the story
- Discuss lessons in the story
- Share and support their thinking

Teacher Note

Ann's Book Club is also used in Set 5. There, the students read *Ann's Book Club* to review the high-frequency words *head* and *read* and to practice reading two-syllable words.

1 Gather and Review *Ann's Book Club*

Show the cover of *Ann's Book Club* and read the title and the names of the author and illustrator aloud. Remind the students that they read this story earlier.

Ask and briefly discuss:

Q *What do you remember about* Ann's Book Club*?*

If you think the students would benefit from thinking more deeply about the text, consider asking and discussing additional questions, such as:

Q *Who are the characters in the story?*

Q *What is the problem in the story?*

Q *How do the children solve the problem?*

2 Read Part of the Book Aloud and Discuss Characters' Feelings

Tell the students that today they will reread parts of *Ann's Book Club* and talk about how the characters are feeling in those parts. Explain that paying attention to characters' feelings can help readers understand and enjoy stories.

Distribute *Ann's Book Club*. Have the students open to page 1 and follow along as you read page 1 aloud. Ask and discuss:

Q *How do you think Ann is feeling in this part? How do you think the other children are feeling? What makes you think that?*

As the students share, remind them to refer to the words and illustrations in the book, or what they know from their own experiences, to help them explain their thinking.

Teacher Note

If the students struggle to answer the questions, you may want to share your own thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

> **Students might say:**
>
> "I think she's excited because she's starting a book club."
>
> "I agree with [Mira]. Also she's yelling, which makes me think she's excited."
>
> "The other kids in the picture look happy. They're doing fun things on the playground."

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3 Discuss Characters' Feelings in Pairs

Distribute the self-stick notes and have the students mark page 9 so they know where to stop reading. Then have them reread pages 2–9 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have reread the pages, ask and discuss:

Q *How is Ann feeling now? How are the other children feeling? How do you know? Turn to your partner.*

Remind the students to refer to the book or their own experiences to explain their thinking. After partners have had a chance to talk, invite a few students to share their ideas with the group.

> **Students might say:**
>
> "Carl and Dexter seem excited about the book club. Carl wants to read about thunder and Dexter wants to read about bugs."
>
> "Ann's getting upset now. It says so on page 5."
>
> "She's upset that the other kids want to read about things she's not interested in. I'd be upset too if I were her."

Have the students read the rest of the book quietly to themselves. Then use the questions above to have partners discuss the characters' feelings on pages 10–13 and page 14.

4 Explore Character Change and Lessons in the Story

Tell the students that it is common in fiction stories for a main character's feelings to change between the beginning of a story and the end. Show page 9 in your copy of *Ann's Book Club* and read it aloud. Then show page 14 and read it aloud. Ask the questions that follow, giving the students time to look through their own copies of the book before sharing their ideas.

Q *How do Ann's feelings change between the middle of the story and the end? Why do you think her feelings change?*

After a few moments, invite volunteers to share their thinking. Remind them to refer to the story, the illustrations, or what they know from experience to explain their thinking.

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Students might say:

"At first she's mad because she doesn't want to read the books her friends want to read. Then she realizes that they can compromise on what to read."

"I think her feelings change because she talks with the other kids about their problem and how to solve it."

"Maybe she realizes that her book club won't work if she doesn't listen to the other kids."

Explain that main characters in stories often learn important lessons that readers can use in their own lives. Ask and discuss:

Q *What lesson do you think Ann learns in this story? How can you use that lesson in your own life? Turn to your partner.*

5 Wrap Up

Tell the students that they will continue to think and talk about *Ann's Book Club* in the next lesson. Have them put *Ann's Book Club* into their toolboxes and encourage them to reread the book independently.

EXTENSION

Explore Problem and Solution in *Ann's Book Club* and Make Text-to-self Connections

Distribute *Ann's Book Club* if the students do not already have it in their toolboxes, and remind the students that they read the story earlier. Explain that characters in stories usually have a problem they need to solve. Ask and discuss the questions that follow. Encourage the students to refer to their copies of the book to help them answer the questions.

Q *What is the problem in* Ann's Book Club*?*

Q *How do the children solve their problem?*

Have a few volunteers share their thinking. Then ask:

Q *Have you ever had a problem like this one, when you and your friends disagreed about what to do? Were you able to solve your problem? What happened?*

Tell the students that when readers think about how a story reminds them of their own lives, they are *making connections* to the story. Explain that making connections to stories helps readers understand and enjoy them.

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Ann's Book Club
Reading Fluently

Day 2

In this lesson, the students:

- Echo read part of a book fluently
- Read dialogue fluently
- Work in a responsible way

Materials

- Teacher and student copies of *Ann's Book Club*
- Group set of the "Individual Reading Observation" sheet (IR1), from Day 1

1 Gather and Review *Ann's Book Club*

Show your copy of *Ann's Book Club* and remind the students that in the last lesson they talked about how the characters are feeling in different parts of the story. Tell the students that today they will read parts of *Ann's Book Club* aloud and practice making their reading sound like the characters in the story are talking.

2 Model Reading Dialogue Fluently

Explain that you will read a part of *Ann's Book Club* aloud in two different ways; then partners will talk about what they noticed.

Distribute *Ann's Book Club*. Ask the students to open their books to page 1 and follow along in their books as you read the page two times, first fluently, with expression, and then in an inexpressive voice. After you have read the page aloud twice, ask:

Q *What did you notice about the two different ways I read this page? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "It was more fun to listen to the first time."
>
> "The first way you read it I could tell Ann is excited."
>
> "The second way you read the page, you sounded like a robot. It was hard to understand because you didn't stop in between sentences."

Direct the students' attention to the quotation marks on page 1 and review that quotation marks show when characters in a story are talking and that the words inside the quotation marks are the words the characters are saying. Explain that authors use dialogue—the words in quotation marks—when they want readers to know that the characters are talking.

Point to the exclamation point on page 1 and review that authors use exclamation points to show strong feeling. An exclamation point tells readers that the words that come before it should be read in a loud or excited way.

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3 Echo Read Fluently

Tell the students that today they will practice echo reading some of the dialogue in *Ann's Book Club*. For more information about echo reading, see "Echo Reading" in the Introduction.

Tell the students to pay attention to what you do with your voice when you read dialogue to make the reading sound like real people talking. Encourage the students to do the same thing with their voices as they read.

Have the students echo read the dialogue on page 2. ("I do!" Carl says, tapping the top of his head. "I want to read about storms and thunder.") Ask:

Q *Who is talking on this page? How do you know?*

If necessary, explain that Carl is the person speaking on page 2. Tell the students that "Carl says" is a *dialogue tag*, and explain that a dialogue tag tells readers who is talking.

Next, have the students echo read the dialogue on page 3. Then ask:

Q *Who is talking on this page? How do you know?*

Point out that page 3 does not have a dialog tag, and explain that readers have to use other clues to figure out that Ann is the person talking.

> **You might say:**
>
> "One way I can tell that Ann is talking is that the sentence in quotes comes right after the sentence about Ann. Also, I know that characters usually take turns talking, so it makes sense that Ann would speak after Carl speaks."

In the same way, echo read and discuss the dialogue on pages 4–7, one page at a time.

ELL Note

Consider providing additional support for the students by having them echo read pages 8–14. (For more information, see "Support for English Language Learners" in the Introduction.).

4 Practice Reading Fluently

Have the students reread the rest of the book aloud in soft voices. Encourage them to pay attention to who is speaking as they read.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

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5 Reflect on Echo Reading

Ask and briefly discuss:

Q *What did you do to work responsibly during echo reading?*

Tell the students that in the next lesson, they will continue to practice reading fluently by reading *Ann's Book Club* aloud in pairs. Ask them to return *Ann's Book Club* to their toolboxes. Encourage them to reread the book independently and to pay attention to who is speaking in each part.

Ann's Book Club
Reading Fluently

Day 3

In this lesson, the students:

- Reread a book aloud in pairs
- Read dialogue fluently with attention to characters' feelings
- Work responsibly in pairs

Materials

- Teacher and student copies of *Ann's Book Club*
- "Group Progress Assessment" sheet (GA7)

1 Gather and Introduce the Lesson

Review that in the last lesson, the students echo read part of *Ann's Book Club* and talked about dialogue, or the words the characters in a story say. Explain that today partners will reread *Ann's Book Club* with attention to characters' feelings.

2 Model Reading Fluently with Expression

Distribute *Ann's Book Club* and have the students open their books to page 8. Tell the students that you will read pages 8–9 aloud as they follow along in their books. Ask them to listen for and think about how the characters are feeling. Read pages 8–9 aloud with expression.

Ask and briefly discuss:

Q *How is Carl is feeling in this part? How is Ann feeling?*

As students share, follow up by asking:

Q *How did the way I read the words help you know that?*

> **Students might say:**
>
> "I think Carl is confused about why Ann is getting so upset."
>
> "You used a quiet voice for Carl and a different, louder voice for Ann."
>
> "I agree with [David]. Your made you voice really loud when you got to the exclamation points in Ann's part."

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Point to the word *my* on page 9 and explain that this is an *italicized* word. Tell the students that readers read italicized words more slowly and with more feeling.

Explain that readers can make dialogue sound like talking by thinking about *what* the characters say and about *how* they might say the words. Explain that paying attention to characters' feelings helps readers read dialogue in a way that sounds like talking.

3 Reread *Ann's Book Club* Fluently in Pairs

Show page 1 of *Ann's Book Club* and, if necessary, model reading with a partner using a student volunteer. (For more information, see "Reading in Pairs" in the Introduction.)

Ask and briefly discuss:

Q *What can you do to show you are listening when your partner reads?*

Tell the students to follow along and listen carefully as their partners read just loudly enough for them to hear. Explain that when they read with their partners, they will use their voices to make it sound like the characters are talking. Review that paying attention to how the characters are feeling will help them read fluently.

Have the students turn to page 1 read the book aloud in soft voices. Observe the students as partners read and offer support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Can the students read the dialogue in the story fluently?
- Do they read in a way that reflects an understanding of how the characters are feeling?
- Do they follow along and listen carefully as their partners read?

Record your observations on the "Group Progress Assessment" sheet (GA7); see the Set 6 assessments in the *Assessment Resource Book*.

Support any student who struggles to read dialogue fluently by reteaching Day 2, Step 3, using pages 8–14 of *Ann's Book Club*.

4 Reflect on Reading Dialogue Fluently in Pairs

When all the pairs have read the book at least once, ask and briefly discuss:

Q *What did you like about reading dialogue with your partner?*

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Explain that reading dialogue fluently helps readers and listeners understand and enjoy what they read. Invite the students to practice reading dialogue fluently by reading aloud from other books they like. Have the students put *Ann's Book Club* into their toolboxes and encourage them to reread the book independently.

MORE STRATEGY PRACTICE

Read Fluently in Meaningful Phrases

A phrase-cued text is available for *Ann's Book Club*. For more fluency practice, have a student or group of students practice grouping the words together by reading the phrase-cued text aloud. For additional instruction in using a phrase-cued text for echo reading and reading in pairs, see *Sunny Days, Starry Nights* (Set 6).

You may also use an unmarked text of *Ann's Book Club* as a modified running record to assess an individual student's fluency. Use "Grouping Words Together: *Ann's Book Clubs*" (BLM10). Have the student read aloud to you from the book as you follow along on the unmarked text, noting where he or she pauses, self-corrects, or makes an error.

Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Grouping Words Together: *Ann's Book Club*" (BLM10). Make one copy for each student in the group, plus one for yourself.

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Sunny Days, Starry Nights (Set 6, page 4) Expository nonfiction ▪ F&P: K ▪ Lexile®: 440 ▪ DRA®: 20	**Fluency:** Phrasing (Grouping Words Together) ELL Support	**Day 1:** Reading a Nonfiction Text	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently More Strategy Practice: "Present *Sunny Days, Starry Nights* to the Class" Technology Extension: "Create an Audio Recording of *Sunny Days, Starry Nights*"
New School (Set 6, page 12) Fiction ▪ F&P: I ▪ Lexile®: 430 ▪ DRA®: 16	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"
Sailboats (Set 6, page 22) Expository nonfiction ▪ F&P: J ▪ Lexile®: 430 ▪ DRA®: 18	**Comprehension:** Exploring Text Features ELL Support	**Day 1:** Rereading a Nonfiction Book and Exploring Text Features	**Day 2:** Rereading a Nonfiction Book and Using Text Features More Strategy Practice: "Explore Text Features"	**Day 3:** Exploring Text Features More Strategy Practice: "Add to the Glossary" "Read Fluently in Meaningful Phrases"
The Silver Coins (Set 6, page 34) Folktale ▪ F&P: I ▪ Lexile®: 510 ▪ DRA®: 16	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Retelling a Story More Strategy Practice: "Read Fluently in Meaningful Phrases"	**Day 2:** Retelling a Story	**Day 3:** Retelling a Story More Strategy Practice: "Retell and Mime the Story" "Retell *The Silver Coins* to the Class" Technology Extension: "Create an Audio Recording of *The Silver Coins*"

(continues)

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(continued)

Text	Strategy	Lesson		
Ball Games (Set 6, page 46) Expository nonfiction ▪ F&P: J ▪ Lexile®: 510 ▪ DRA®: 18	**Word Analysis:** Reading Polysyllabic Words **Comprehension:** Making Text-to-self Connections ELL Support	**Day 1:** Making Text-to-self Connections More Strategy Practice: "Read Fluently in Meaningful Phrases"	**Day 2:** Identifying and Reading Polysyllabic Words	**Day 3:** Analyzing Compound Words More Strategy Practice: "Explore Compound Words" "Create a Compound Word Bank"
Scout's Puppies (Set 6A, page 4) Narrative nonfiction ▪ F&P: I ▪ Lexile®: 500 ▪ DRA®: 16	**Comprehension:** Determining Important Ideas Retelling ELL Support	**Day 1:** Retelling a Nonfiction Book and Exploring Text Structure More Strategy Practice: "Read Fluently in Meaningful Phrases"	**Day 2:** Determining Important Ideas	**Day 3:** Retelling a Nonfiction Book Technology Extension: "Create an Audio Recording of *Scout's Puppies*"
Ann's Book Club (Set 6A, page 14) Fiction ▪ F&P: I ▪ Lexile®: 400 ▪ DRA®: 16	**Comprehension:** Understanding Character **Fluency:** Paying Attention to Characters' Feelings and Punctuation	**Day 1:** Exploring Character in a Fiction Book Extension: "Explore Problem and Solution in *Ann's Book Club* and Make Text-to-self Connections"	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"

■ = Set 6 ■ = Set 6A

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **More Strategy Practice:** This lesson includes optional additional instruction on a strategy taught in this set of lessons or covered elsewhere in Small-group Reading. You may want to plan for an extended session or schedule an additional meeting with the group.
- **Extension/Technology Extension:** This lesson includes an optional supplemental activity. You may want to plan for an extended session or schedule an additional meeting with the group.

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Being a Reader™

Sets 6 and 6A Overview

	Strategy	Book
Fluency	• Paying attention to characters' feelings • Paying attention to punctuation	*New School* *Ann's Book Club*
	• Phrasing (grouping words together)	*Sunny Days, Starry Nights*
Word Analysis	• Reading polysyllabic words	*Ball Games*
Comprehension	• Determining important ideas • Exploring text structure	*Scout's Puppies*
	• Exploring text features	*Sailboats*
	• Making text-to-self connections	*Ball Games*
	• Sequencing and retelling	*The Silver Coins* *Scout's Puppies*
	• Understanding character	*Ball Games* *Ann's Book Club*

Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501-1042
800.666.7270
collaborativeclassroom.org

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Small-group Teacher's Manual

CCC Collaborative Literacy

Being a Reader™



SET 7

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Being a Reader™

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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270; fax: (510) 464-3670
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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading and an understanding of their ability to interact with texts.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7–12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6–12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)		□		■	■	■ □	
Understanding problem and solution				■		■ □	
Making text-to-self connections	■	■			■ □	■	
Making text-to-text connections				■ □	■ □	□	■
Determining topic		■		■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■		□			
Determining theme					■	■	
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions			■		■		■
Responding to literature			■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

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Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

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Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

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Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between five and nine texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

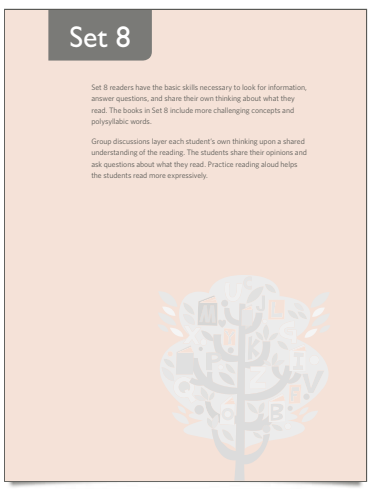
Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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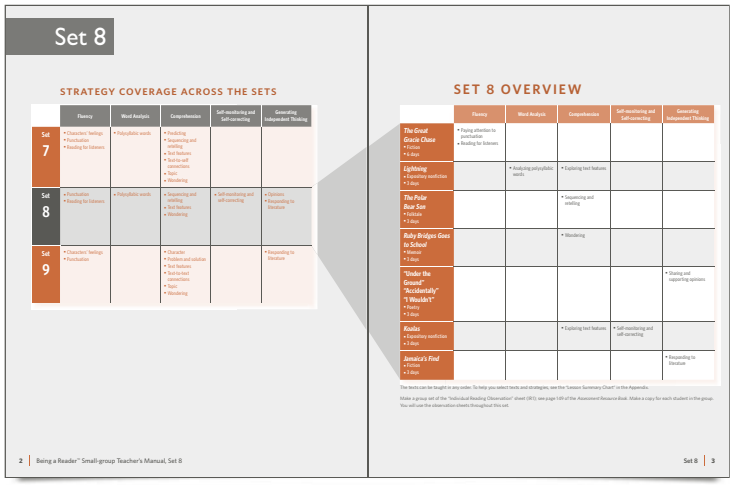
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so.

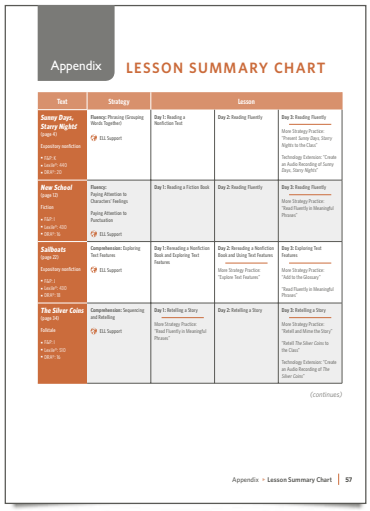

Set 8

STRATEGY COVERAGE ACROSS THE SETS

SET 8 OVERVIEW

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

  Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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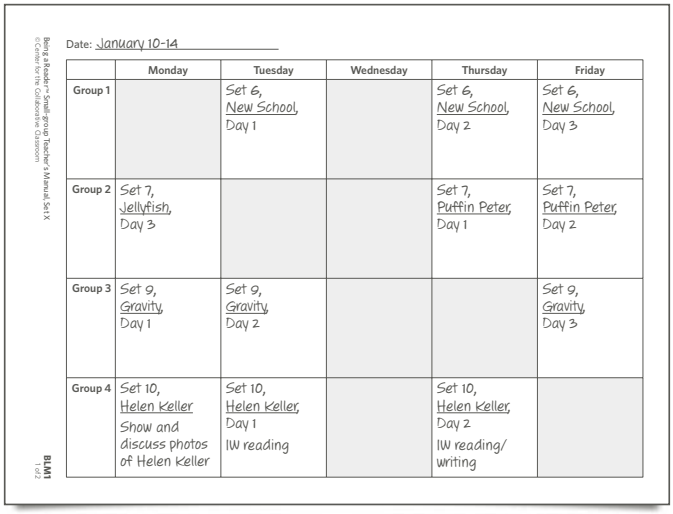
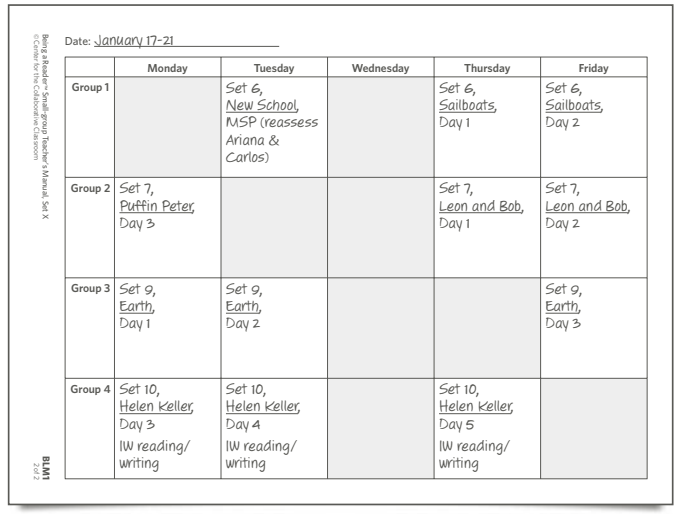


Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 10-14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 17-21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
2 of 2

PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9-12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to identify the students' reading levels for Small-group Reading, Sets 6-12 instruction. You may also want to use the assessment during the year to help you reevaluate placement decisions and to help you decide whether a student is ready to move to the next reading level.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Set 7

Set 7 readers decode more confidently. They comprehend more complex sentences and apply their polysyllabic decoding skills to picture books, beginning chapter books, and single-topic nonfiction books. They build fluency and comprehension by reading and rereading texts.

Discussions help the students build a shared understanding of what they read. With guidance, the students organize information from books to help them retell stories and share ideas with others. Readers' theater and other activities, such as reading in pairs and echo reading, provide opportunities for fluency practice.



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Set 7

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 6	▪ Characters' feelings ▪ Phrasing ▪ Punctuation	▪ Polysyllabic words	▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections		
Set 7	▪ Characters' feelings ▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Predicting ▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections ▪ Topic ▪ Wondering		
Set 8	▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Sequencing and retelling ▪ Text features ▪ Wondering	▪ Self-monitoring and self-correcting	▪ Opinions ▪ Responding to literature

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SET 7 OVERVIEW

	Fluency	Word Analysis	Comprehension
Chameleon! ▪ Expository nonfiction ▪ 3 days	▪ Paying attention to punctuation		
"A Small Stall" from Cowgirl Kate and Cocoa ▪ Fiction: chapter book ▪ 6 days	▪ Paying attention to characters' feelings ▪ Reading for listeners		
Jellyfish ▪ Expository nonfiction ▪ 3 days		▪ Analyzing polysyllabic words	▪ Exploring text features
Elephant ▪ Expository nonfiction ▪ 3 days			▪ Exploring text features
Puffin Peter ▪ Fiction ▪ 3 days			▪ Sequencing and retelling
Aggie Gets Lost ▪ Fiction: chapter book ▪ 3 days			▪ Sequencing and retelling
Iris and Walter and Cousin Howie ▪ Fiction: chapter book ▪ 3 days			▪ Making text-to-self connections
What's It Like to Be an Ant? ▪ Expository nonfiction ▪ 3 days			▪ Determining topic ▪ Exploring text features
Leon and Bob ▪ Fiction ▪ 3 days			▪ Wondering ▪ Making and supporting predictions

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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Paying Attention to Punctuation

RESOURCES



Chameleon!

by Joy Cowley, photographs by Nic Bishop

In this nonfiction text, a hungry chameleon searches for a new tree home that has juicy insects for him to eat.

Extension

- "Learn More About Chameleons"

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA1)

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OVERVIEW

Academic Focus

- Students read fluently with attention to punctuation.
- Students read and discuss a nonfiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen respectfully and share their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 2, practice reading pages 18–19 of *Chameleon!* aloud, both with and without attention to punctuation (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA1); see page 204 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *friend*, *again*, and *find* to the word wall if they are not already displayed.

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Day 1

Chameleon!
Reading a Nonfiction Book

Materials

- Teacher and student copies of *Chameleon!*
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

ELL Note

You may want to explain that the chameleon watches for *danger*—something that might *harm*, or hurt, him as he searches for a new tree home.

Teacher Note

If you do the extension "Learn More About Chameleons" on page 11, you will read the "Did You Know?" section on pages 30–31 aloud. This section is much more challenging to read than the rest of the book, so the students are not expected to read it themselves at this time.

In this lesson, the students:

- Read and discuss a book
- Listen respectfully and share their thinking

1 Gather and Introduce *Chameleon!*

Show the cover of *Chameleon!* and read the title and the names of the author and photographer aloud. Tell the students that this book is a nonfiction book about a chameleon that searches for a new tree home. Explain that a *nonfiction* book gives true information about something.

Explain that a *chameleon* is a type of lizard and that some chameleons can change the color of their skin.

Direct the students' attention to the photograph on the front cover; then ask and briefly discuss:

Q *What do you notice about the chameleon in this photograph?*

2 Read and Discuss the Book

Distribute *Chameleon!* and the self-stick notes. Have the students open their books to page 29 and mark the page so they know where to stop reading. Then ask them to turn back to page 2 and read *Chameleon!* quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the book at least once, ask and discuss:

Q *What happens in this book?*

Discussion Support

If the students have difficulty answering this question, ask additional questions such as:

Q *What is the chameleon looking for?*

Q *What animals does the chameleon see on his walk?*

Q *What happens at the end of the book?*

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3 Wrap Up

Tell the students that in the next lesson they will reread and discuss part of *Chameleon!* Ask them to put *Chameleon!* in their toolboxes, keeping the self-stick notes on page 29 of their books. Encourage them to reread the book independently.

GUIDED SPELLING

food	"The chameleon wants to find food."
looks	"He looks for a new home."
friends	"The two chameleons are friends."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

food: Point to the *flute* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /o͞o/. Tell the students that in *food* the sound /o͞o/ is spelled *o-o*.

looks: Point to the *book* picture on the "Spelling-Sound Chart" and remind the students that there is only one spelling for the sound /o͞o/. Support the students in writing the base word, *look*, before adding the inflectional ending to write *looks*.

friends: Support the students in writing the high-frequency word, *friend*, before adding the inflectional ending to write *friends*.

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Day 2

Chameleon!
Reading Fluently

Materials

- Teacher and student copies of *Chameleon!*
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

In this lesson, the students:

- Read part of a book fluently with attention to punctuation
- Hear part of a book read aloud fluently
- Listen respectfully and share their thinking

1 Gather and Get Ready to Read

Remind the students that in the last lesson they read and discussed *Chameleon!* Ask and briefly discuss:

Q *What do you remember about* Chameleon!*?*

Tell the students that today they will reread and discuss part of *Chameleon!*

2 Read Aloud Part of *Chameleon!* and Discuss Reading Fluently in Pairs

Have the students open their books to pages 18–19. Tell them that you will read these pages aloud in two different ways and then ask them to talk with their partners about what they noticed.

Ask the students to follow along in their books as you read. The first time, read fluently, paying attention to the punctuation. Then, reread the page without paying attention to the punctuation. After you have read pages 18–19 aloud twice, ask:

Q *What did you notice about the two different ways I read these pages? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I noticed the book was easier to understand the first time you read it."
>
> "The second time, you didn't stop at the end of sentences. That made it hard to follow what was going on."
>
> "The first time you read, you said *step*, then you paused."

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Explain that the first time you read *fluently*, making your reading sound like talking. The second time you did not read fluently, so it was hard to understand and enjoy what you read.

3 Discuss Paying Attention to Punctuation

Have the students turn to pages 16 and 17 and follow along as you read the pages aloud. Emphasize the punctuation as you read. Then ask and briefly discuss:

Q *What did you notice about the way I read these pages?*

Point out the question mark, exclamation points, periods, and comma. Ask:

Q *How do you think the punctuation helped me read in a way that sounds like talking?*

If necessary, explain that the question mark showed you to read the sentence as a question, the exclamation point helped you read in an excited way, and the comma and periods showed you to pause briefly.

Have the students turn to page 19, and explain that the punctuation mark that looks like three periods in a row is called an ellipsis. Ellipses tell the reader to slow down and leave pauses between the words. Read page 19 aloud, leaving pauses between the words.

Explain that paying attention to punctuation such as question marks, exclamation points, commas, periods, and ellipses helps readers read fluently, or in a way that sounds like talking.

4 Read Part of *Chameleon!* Fluently

Tell the students that they will now read pages 18–29.

Encourage them to pay attention to punctuation as they read. Have the students read aloud in soft voices.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 18–29 at least once, ask:

Q *What punctuation did you notice as you were reading?*

As students share, follow up by asking:

Q *What did you do when you came to that [ellipsis]?*

5 Reflect on Reading Fluently

Ask and briefly discuss:

Q *Why is it important to pay attention to punctuation when you read?*

> **Students might say:**
>
> "Because punctuation can help you know when to stop or pause."
>
> "Exclamation points tell you when to sound excited, and question marks tell you when to sound like you're asking a question."
>
> "Paying attention to punctuation helps me understand what I'm reading."

Tell the students that paying attention to punctuation helps readers read fluently, so that their reading sounds like talking.

Tell the students that in the next lesson they will pay attention to punctuation as they reread *Chameleon!* with their partners. Ask them to put *Chameleon!* in their toolboxes, keeping the self-stick notes on page 29. Encourage them to reread the book independently.

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GUIDED SPELLING

creeps "The chameleon creeps on the ground."

greets "The chameleon greets his friend."

again "The chameleon will change colors again."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

ELPS 5.C.ii
Guided Spelling section, including Spelling Support

Spelling Support

creeps: Point to the *tree* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ē/. Tell the students that in *creeps* the sound /ē/ is spelled *e-e*. Support the students in writing the base word, *creep*, before adding the inflectional ending to write *creeps*.

greets: Follow the same procedure to support the students in spelling *greets*.

EXTENSION

Learn More About Chameleons

Remind the students that nonfiction books give *facts*, or true information, about things such as animals, plants, and places.

Read the "Did You Know?" section on pages 30–31 aloud. Stop after the first paragraph and ask:

Q *What facts did you learn? Turn to your partner.*

Have a few students share their thinking. Then repeat this procedure with the remaining paragraphs.

ELL Note

Consider sharing some examples of facts with the students, such as, "One *fact*, or true thing, about giraffes is that they have long necks."

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Day 3

Chameleon!
Reading Fluently

Materials

- Teacher and student copies of *Chameleon!*
- "Group Progress Assessment" sheet (GA1)

In this lesson, the students:

- Read fluently with attention to punctuation
- Read a book aloud in pairs
- Work responsibly in pairs
- Listen respectfully and share their thinking

1 Gather and Get Ready to Read in Pairs

Remind the students that in the last lesson they paid attention to punctuation as they read part of *Chameleon!* Tell them that today they will read the whole book with their partners. For more information about reading in pairs, see "Reading in Pairs" in the Introduction.

Show pages 2–5 and, if necessary, model reading with a partner using a student volunteer. Ask and briefly discuss:

Q *What can you do to show you are listening when your partner reads?*

> **Students might say:**
>
> "I'll follow along in my book as my partner reads."
>
> "I can stay quiet while my partner is reading."

Tell the students to follow along and listen carefully as their partners read just loudly enough for them to hear.

2 Read Fluently in Pairs

Have the students open their books to page 2. Tell them to pay attention to punctuation so that their reading sounds like talking.

Have partners read the book aloud. Observe the students, offering support as needed.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Do the students read fluently by paying attention to punctuation?
- Do they read aloud in voices that are just loud enough for their partners to hear?
- Do they follow along and listen carefully as their partners read?

Record your observations on the "Group Progress Assessment" sheet (GA1); see page 204 of the *Assessment Resource Book*.

Support any student who struggles to read fluently by echo reading or choral reading part of *Chameleon!* with her.

3 Reread Favorite Pages Fluently in Pairs

Remind the students that paying attention to punctuation helps readers read fluently so that their reading sounds like talking.

Ask the students to find two pages that they enjoyed reading fluently. Have them read the pages aloud to themselves in soft voices.

Then have the students take turns reading them aloud with their partners.

Invite volunteers to read the pages they chose aloud to the group. After each volunteer reads aloud, ask:

Q *What made these pages fun to read aloud?*

Explain that reading fluently helps readers and listeners enjoy and understand books.

Encourage the students to continue to pay attention to punctuation as they read other books, both during and outside of Small-group Reading.

4 Reflect on Working Responsibly

Ask and briefly discuss:

Q *What did you do to be responsible when you were reading with your partner today?*

Ask the students to put *Chameleon!* in their toolboxes and encourage them to reread the book independently.

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GUIDED SPELLING

hurt	"The gecko looks scary, but it will not hurt the chameleon."
jumps	"The gecko jumps from the tree."
finds	"The chameleon finds food in a tree."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

hurt: Point to the *bird* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ûr/. Tell the students that in *hurt* the sound /ûr/ is spelled *u-r*.

jumps: Support the students in writing the base word, *jump*, before adding the inflectional ending to write *jumps*.

finds: Support the students in writing the high-frequency word, *find*, before adding the inflectional ending to write *finds*.

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Fluency

Paying Attention to Characters' Feelings

Reading for Listeners

RESOURCES



"A Small Stall" from *Cowgirl Kate and Cocoa: Horse in the House*

by Erica Silverman, painted by Betsy Lewin

In this chapter of a fiction book, Cowgirl Kate awakens to find her horse, Cocoa, in her bedroom.

More Strategy Practice

- "Read Other Chapters Fluently"

Extensions

- "Read Chapter 2, 'An Even Smaller Stall'"
- "Read Chapter 3, 'The Biggest Stall'"
- "Read Chapter 4, 'The Best Stall of All'"
- "Read Chapter 5, 'The Barn'"

Technology Extension

- "Create a Video Recording of Readers' Theater"

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week and the next.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheets (GA2–GA3)

Reproducible

- "Script for 'A Small Stall'" (BLM1)

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OVERVIEW

Academic Focus

- Students read fluently with attention to characters' feelings.
- Students rehearse and perform readers' theater.
- Students read and discuss a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students work responsibly in pairs and groups.
- Students speak clearly so others can hear.
- Students listen carefully.

DO AHEAD

✓ Prior to Day 1, introduce reading dialogue to the students if you have not done so already. (You may want to use the *New School* lessons on reading dialogue, found in Set 6.) Note that some of the dialogue in "A Small Stall" is unassigned, meaning that the speakers are not identified with dialogue tags such as "said Kate" or "asked Cocoa."

✓ Prior to Day 2, practice reading page 6 of "A Small Stall" aloud, both with and without attention to the characters' feelings (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA2); see page 205 of the *Assessment Resource Book*.

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Script for 'A Small Stall'" (BLM1). Make enough copies for each student in the group to have one, plus one for yourself. (Consider making a few extra copies of the script in case the students make mistakes when highlighting their lines on Day 5.) Then read the script to familiarize yourself with the text.

✓ Prior to Day 4, decide how you will assign students to work in groups of three for Days 4–6.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 6, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA3); see page 206 of the *Assessment Resource Book*.
- ✓ Prior to Day 6, schedule this lesson for a time when your small group can perform their readers' theater for the whole class, and decide on a space where the audience can gather to see the performance. If your small group includes more than one set of performers, decide whether you want them to perform during the same timeframe or at different times of the day or week. You may choose to have the readers' theater groups perform during Small-group Reading or at another time of the day.
- ✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *said*, *walk*, *many*, *want*, and *won't* to the word wall if they are not already displayed.

ELL SUPPORT

- **Build Background Knowledge:** Point out Cowgirl Kate on the front cover and explain to the students that she is a *cowgirl*—a girl who gathers farm animals together while riding a horse. Cowgirl Kate takes care of her horse, Cocoa, who likes to eat *hay*—grass cut and dried for farm animals to eat. Show the illustration on page 37 and point out the hay.

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Cowgirl Kate and Cocoa: Horse in the House

Reading a Fiction Book

Day 1

In this lesson, the students:

- Read and discuss the first chapter

1 Gather and Introduce *Cowgirl Kate and Cocoa: Horse in the House*

Show the cover of *Cowgirl Kate and Cocoa: Horse in the House* and read the title and the names of the author and painter aloud. Point out Cowgirl Kate and her horse Cocoa on the cover.

Explain that Cocoa lives in a stall in a barn. Show pages 36–38 to the students.

> **You might say:**
>
> "The illustrations show the inside of a barn. (Point out the stalls.) A barn is often divided into small, rectangle-shaped areas with low walls in between them, called *stalls*. Barns have stalls so that each animal can have its own space."

Show the table of contents on page 3 and point out that the book has five chapters about Cowgirl Kate and Cocoa. Tell the students that the table of contents tells readers the names of the chapters and the pages the chapters start on.

2 Read and Discuss "A Small Stall"

Tell the students that today they will read the first *chapter*, or part of a book, quietly to themselves and then discuss it with their partners and the group.

Distribute *Cowgirl Kate and Cocoa: Horse in the House* and the self-stick notes. Have the students open their books to page 13 and mark the page so they know where to stop reading.

Ask them to use the table of contents to turn to the first page of the first chapter, "A Small Stall," and read the chapter quietly to themselves.

Materials

- Teacher and student copies of *Cowgirl Kate and Cocoa: Horse in the House* (pages 4–13)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

If necessary, tell the students that the *painter* is the person who painted the illustrations for the book.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask and briefly discuss:

Q *What happens in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Cocoa look for in Cowgirl Kate's bedroom?*

Q *What happens at the end of the chapter?*

Ask:

Q *Why do you think the author called this chapter "A Small Stall"? Turn to your partner.*

Have a few students share their thinking.

ELL Note

You might write the prompt "I think the author called this chapter 'A Small Stall' because . . ." for your English Language Learners to help them verbalize their answers to the question.

3 Wrap Up

Tell the students that in the next lesson, they will reread and discuss part of "A Small Stall." Collect *Cowgirl Kate and Cocoa: Horse in the House*, keeping the self-stick notes in the books.

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GUIDED SPELLING

bedroom	"Kate sleeps in a bedroom."
cowgirl	"Kate is a cowgirl."
said	"Cocoa said he pushed the door."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

bedroom: Tell the students that *bedroom* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words. For *room*, point to the *flute* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell /o͞o/. Tell the students that in *room* the sound /o͞o/ is spelled *o-o*.

cowgirl: Follow the same procedure to support students in spelling the compound word *cowgirl*. For *cow*, point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell /ou/. Tell the students that in *cow* the sound /ou/ is spelled *o-w*. For *girl*, point to the *bird* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell /ûr/. Tell the students that in *girl* the sound /ûr/ is spelled *i-r*.

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Day 2

Cowgirl Kate and Cocoa: Horse in the House

Reading Fluently

Materials

- Teacher and student copies of *Cowgirl Kate and Cocoa: Horse in the House*

In this lesson, the students:

- Hear part of a book read aloud fluently
- Echo read fluently with attention to characters' feelings

1 Gather and Review "A Small Stall"

Remind the students that in the last lesson, they read and discussed "A Small Stall," the first chapter of *Cowgirl Kate and Cocoa: Horse in the House*. Review that in "A Small Stall," Cowgirl Kate's horse, Cocoa, comes into her bedroom and decides the room is too small for him.

2 Read Aloud Part of the Chapter and Discuss Characters' Feelings

Explain that you will read part of "A Small Stall" aloud in two different ways; then partners will talk about what they noticed.

Distribute *Cowgirl Kate and Cocoa: Horse in the House*. Ask the students to open their books to page 6 and follow along in their books as you read the page two times, first fluently, with attention to the characters' feelings, and then in an inexpressive voice. After you have read the page aloud twice, ask:

Q *What did you notice about the two different ways I read this page? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "It was more interesting to listen to the first time."
>
> "The first way you read it, I could tell what was happening in the story."
>
> "The second way you read the page, you sounded like a robot. It was hard to understand, because you didn't stop in between sentences."

Tell the students that you will reread the page again as they follow along in their books. Ask them to listen for and think about how Cowgirl Kate is feeling. Reread page 6 aloud with attention to characters' feelings.

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Ask and briefly discuss:

Q *How do you think Cowgirl Kate is feeling in the part I just read?*

As students share, follow up by asking:

Q *How did the way I read the words help you know that?*

3 Discuss Reading Fluently

Explain to the students that thinking about what the characters say and how they might say their words helps readers read *fluently*, or smoothly, in a way that sounds like talking. Tell them that readers use their voices to show how characters are feeling, such as worried, excited, angry, or surprised.

> **You might say:**
>
> "When I reread the page just now, I showed how the characters feel. I used my voice to show that Cowgirl Kate is feeling worried. I know that Cowgirl Kate is feeling worried because she thinks she will be in trouble if her parents find Cocoa in her bedroom."

4 Echo Read Fluently

Tell the students that today they will echo read two pages of "A Small Stall." Explain the procedure for echo reading, if necessary. Tell the students that echo reading is one way to practice reading fluently, in a way that sounds like talking.

Encourage them to notice what you do with your voice to show how the characters are feeling, then do the same thing with their voices. For more information about echo reading, see "Echo Reading" in the Introduction.

Have the students open their books to pages 7–8 and then have the group echo read the pages, two sentences at a time.

Explain that paying attention to the characters' feelings helps readers and listeners understand and enjoy books.

5 Reflect on Echo Reading

Ask and briefly discuss:

Q *How did you do with echo reading? What makes you think that?*

Tell the students that in the next lesson, they will show how characters feel as they read "A Small Stall" aloud with their partners. Collect *Cowgirl Kate and Cocoa: Horse in the House*, keeping the self-stick notes in the books.

Teacher Note

You may want to explain that paying attention to punctuation can also help readers know how characters are feeling. When readers see an exclamation point at the end of the sentence they may put surprise, excitement, or anger into their voices when they read the sentence. When they see a question mark, they may read the sentence in a way that shows that the character is asking a question.

ELL Note

Consider providing additional support for the students by having them echo read pages 9–10.

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GUIDED SPELLING

small	"Cocoa thinks Kate's bedroom is too small."
stall	"Cocoa calls Kate's bedroom a stall."
walked	"Cocoa walked out of Kate's house."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

small: Tell the students that in *small* the sounds /awl/ are spelled *a-l-l*.

stall: Tell the students that in *stall* the sounds /awl/ are spelled *a-l-l*.

walked: Support the students in writing the high-frequency word, *walk*, before adding the inflectional ending to write *walked*.

Teacher Note

You may decide to have the students read this chapter independently or during Small-group Reading. Ask:

- Q *What happens in this chapter?*
- Q *Why do you think the author named this chapter "An Even Smaller Stall"?*

EXTENSION

Read Chapter 2, "An Even Smaller Stall"

Distribute *Cowgirl Kate and Cocoa: Horse in the House*. Have the students open their books to page 17 and mark the page so they know where to stop reading. Then ask them to use the table of contents to turn to the first page of the second chapter, "An Even Smaller Stall," and read the chapter to themselves in soft voices.

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Cowgirl Kate and Cocoa: Horse in the House

Reading Fluently

Day 3

In this lesson, the students:

- Read a chapter aloud in pairs
- Read fluently with attention to characters' feelings
- Work responsibly in pairs

Materials

- Teacher and student copies of *Cowgirl Kate and Cocoa: Horse in the House*
- "Group Progress Assessment" sheet (GA2)

1 Gather and Get Ready to Read Fluently in Pairs

Review that in the last lesson, the students echo read part of "A Small Stall." Explain that today partners will read "A Small Stall" with attention to characters' feelings.

2 Read Fluently in Pairs

Show pages 4–7 of "A Small Stall" and, if necessary, model reading with a partner using a student volunteer. For more information, see "Reading in Pairs" in the Introduction.

Ask and briefly discuss:

Q *What can you do to show you are listening when your partner reads?*

Tell the students to follow along and listen carefully as their partners read just loudly enough for them to hear.

Distribute *Cowgirl Kate and Cocoa: Horse in the House*. Tell the students that when they read with their partners, they will use their voices to make it sound like the characters are talking. Review that paying attention to how characters feel will help them read fluently.

Have the students open to page 4 and begin reading in pairs. If necessary, have the students open their books to page 13 and mark the page with a self-stick note so they know where to stop reading. Observe the students as they read, offering support as needed.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Do the students read in a way that reflects an understanding of how the characters are feeling?
- Do they read aloud clearly in voices that are just loud enough for their partners to hear?
- Do they follow along and listen carefully as their partners read?

Record your observations on the "Group Progress Assessment" sheet (GA2); see page 205 of the *Assessment Resource Book*.

Support any student who struggles to read with attention to characters' feelings by reteaching Day 2, Step 4, using pages 10–13 of "A Small Stall."

3 Discuss Reading Fluently

When all the pairs have read the chapter at least once, ask and briefly discuss:

Q *What did you do with your voice to show how the characters are feeling?*

Review that readers read fluently by paying attention to characters' feelings when they read aloud to others or themselves.

Explain that in the next lesson, the students will learn about another way to read fluently. They will learn how to read a story aloud for a group of listeners.

4 Reflect on Listening Carefully

Ask and briefly discuss:

Q *How did you do with listening to your partner read?*

Q *What might you want to do differently next time?*

Have the students put *Cowgirl Kate and Cocoa: Horse in the House* into their toolboxes and encourage them to reread "A Small Stall" independently.

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GUIDED SPELLING

my "My horse is named Cocoa."

cried "Cowgirl Kate cried aloud."

many "Cocoa and Cowgirl Kate have many adventures."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

my: Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that the sound /ī/ at the end of a word is usually spelled *y*. Tell the students that in *my* the sound /ī/ is spelled *y*.

cried: Remind the students that the sound /ī/ at the end of a word is usually spelled *y* and have the students write the base word, *cry*. Then support the students in changing *y* to *i* before adding the inflectional ending to write *cried*.

EXTENSION

Read Chapter 3, "The Biggest Stall"

Have the students open *Cowgirl Kate and Cocoa: Horse in the House* to page 25 and mark the page so they know where to stop reading. Then ask them to use the table of contents to turn to the first page of the third chapter, "The Biggest Stall," and read the chapter to themselves in soft voices.

Teacher Note

You may decide to have the students read this chapter independently or during Small-group Reading. Ask:

- Q *What does Cocoa do in Cowgirl Kate's house?*
- Q *How do you think Kate feels about having Cocoa in her house? What in the book makes you think that?*

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Day 4

Cowgirl Kate and Cocoa: Horse in the House

Introducing Readers' Theater

Materials

- Copies of "Script for 'A Small Stall'" (BLM1), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1
- Pen or pencil for each student

Teacher Note

The students will work together in groups of three for the next three lessons.

In this lesson, the students:

- Learn the purpose and procedure for readers' theater
- Read a readers' theater script
- Reach agreement with their group
- Work responsibly in groups

1 Gather and Introduce Readers' Theater

Remind the students that in the last lesson, partners read "A Small Stall" with attention to characters' feelings. Explain that today the students will learn about readers' theater—a way of reading stories for a group of listeners. For more information about readers' theater, see "Reading for Listeners" in the Introduction.

Explain readers' theater and tell the students that they will perform a reading of "A Small Stall" for the class.

> **You might say:**
>
> "You will *perform*, or do, a readers' theater of 'A Small Stall' for the class. When you read, you will show how Cowgirl Kate and Cocoa feel using your voices. Readers' theater is like a play, but you will not need costumes and you do not need to memorize what you will say. In the coming days, you will work in groups to *rehearse*, or practice, reading what you will say for the performance."

2 Introduce the Script

Show the students a copy of the "Script for 'A Small Stall'" sheet (BLM1) and tell them that this is called a *script*. Then explain what a script is and describe the procedure for readers' theater.

> **You might say:**
>
> "This script tells the story of 'A Small Stall' with parts for each person to read. In this script, there are three parts—Cowgirl Kate, Cowgirl Kate's horse, Cocoa, and the narrator—and each person in your group will read one part. The narrator describes what Cowgirl Kate and Cocoa do during the readers' theater."

Distribute a copy of the "Script for 'A Small Stall'" sheet to each student and ask the students to look at the first page. Ask and briefly discuss:

Q *What do you notice about the script?*

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Have the students place one finger at the beginning of Cocoa's second sentence ("I pushed the door open and walked in."). Explain that the student reading each part will know when to speak because the name of each part is written in *bold type*, or words with thicker letters than the rest of the text.

> **You might say:**
>
> "The names are written this way to help readers find the words they will say. In this readers' theater, readers do not read the names written in capital letters aloud, just the words that follow. The words each reader says are called *lines*. The person who is playing the part of Cocoa will read the line aloud, 'I pushed the door open and walked in,' after the narrator reads the line, 'Cocoa grinned.'"

Ask and briefly discuss:

Q *What is one of Cowgirl Kate's lines in the script?*

As students share, follow up by asking:

Q *How do you know that?*

3 Read the Script and Discuss Choosing Parts

Have the students read the script quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to one or two students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have finished reading the script at least once, explain that because there are three parts in the story—Cowgirl Kate, Cocoa, and the narrator—the students will work in groups of three with each student playing one part. Tell them that the readers' theater groups will work together to decide who will read each part. Ask and briefly discuss:

Q *How can your group decide who will read each part?*

Q *Why is it important to be OK with reading any of the parts?*

> **Students might say:**
>
> "You can talk about who wants to play which part."
>
> "All the parts in the story are important."
>
> "You can't read the script without someone playing each part."

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Teacher Note

If you do not have the right number of students to create groups of three, have two students read one of the parts chorally or have one of the students play two parts.

If necessary, support any groups who struggle to choose parts by reminding them that it is important for them to be OK with playing any part. Explain that they may not get the parts they want most but that every part is needed to perform the readers' theater.

Teacher Note

If the students have difficulty answering the questions, offer some of your observations.

4 Choose Parts

Divide the students into groups of three.

Have the students in each group choose parts; then distribute the pens or pencils and have the students write their names and their parts on their scripts.

As the students work, make note of the readers' theater groups and the parts the students have selected.

5 Reflect on Group Work

When all the groups have chosen parts, ask and briefly discuss:

Q *What went well with choosing parts?*

Q *What was difficult or challenging about choosing parts?*

Tell the students that in the next lesson, the groups will rehearse reading their scripts—they will read their lines in clear voices with attention to characters' feelings.

Ask the students to put the scripts in their toolboxes. Encourage them to practice reading their lines independently.

GUIDED SPELLING

sniffed	"Cocoa sniffed his nose."
grinned	"Cowgirl Kate grinned at Cocoa."
wanted	"Cocoa wanted to explore."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

sniffed: Support the students in writing the base word, *sniff*, before adding the inflectional ending to write *sniffed*.

grinned: Support the students in writing the base word, *grin*, before adding the inflectional ending to write *grinned*. Remind the students that when they hear a short-vowel sound in a word, there must be two consonants before the ending.

wanted: Support the students in writing the high-frequency word, *want*, before adding the inflectional ending to write *wanted*.

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EXTENSION

Read Chapter 4, "The Best Stall of All"

Have the students open *Cowgirl Kate and Cocoa: Horse in the House* to page 33 and mark the page so they know where to stop reading. Then ask them to use the table of contents to turn to the first page of the fourth chapter, "The Best Stall of All," and read the chapter to themselves in soft voices.

Teacher Note

You may decide to have the students read this chapter independently or during Small-group Reading. Ask:

Q *How does Cowgirl Kate feel at the end of this chapter? What makes you think that?*

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Day 5

Cowgirl Kate and Cocoa: Horse in the House

Rehearsing Readers' Theater

Materials

- Copies of "Script for 'A Small Stall'" (BLM1) from Day 4, plus any extra copies, prepared ahead
- Highlighter for each student
- (Optional) Clear loose-leaf sheet protector for each student

In this lesson, the students:

- Rehearse a readers' theater script, reading with attention to characters' feelings
- Speak clearly so others can hear
- Work responsibly in groups

1 Gather and Get Ready to Rehearse

Review that in the last lesson, the students read the script for "A Small Stall," and then worked in groups to choose parts for readers' theater. Explain that today the students will *rehearse*, or practice, reading the script with their groups to get ready to perform for the class.

Ask the students to watch and listen carefully as you model reading the script. Stand and face the students. Then, holding the script in front of your body but below your face, read part of the script in a loud, clear voice with attention to characters' feelings. Ask:

Q *What did you notice about how I read? Turn to your partner.*

Have a few students share their thinking.

If necessary, point out that you held the script still and kept it below your face. Explain that it is important for the students to stand in a way that lets the *audience*, the group of people who watch them perform, see their faces and hear their lines. Tell them that you read in a loud, clear voice with attention to how characters feel.

2 Highlight Readers' Theater Scripts

Explain that the students will now use highlighters to mark their own lines on their scripts. Tell them to imagine that you are playing Cowgirl Kate and ask the students to watch and listen as you highlight your copy of the script.

> **You might say:**
>
> "I am going to highlight Cowgirl Kate's lines. Highlighting your lines will help you know when it is your turn to read. You will all highlight the last line of the script because Cowgirl Kate, Cocoa, and the narrator say the last line—'The end.'—together."

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Distribute the highlighters and have the students mark their parts. If you are using sheet protectors, have the students put their scripts into the protectors.

3 Practice Reading and Following the Script

When all the students have finished highlighting their scripts, explain that groups will now practice reading their scripts aloud. Tell the students that it is important to follow along in their scripts as the other students read their parts aloud. Ask:

Q *Why is it important to follow along carefully as other members of your group are reading?*

If necessary, explain that following along will help the students know when it is their turn to read.

Have the students in each group take turns reading their parts aloud at least once.

4 Read the Script with Attention to Characters' Feelings

Review that earlier, the students read the chapter "A Small Stall" with attention to characters' feelings. Tell them that today they will practice reading the script to make it sound like the characters are talking.

Tell the students that although the narrator is not a character with feelings, the narrator describes what Cowgirl Kate and Cocoa do. Explain that it is important for the students who play the part of the narrator to speak in clear voices so that listeners can understand what the characters are doing.

Have groups read the script again, remembering to speak in clear voices and paying attention to characters' feelings.

5 Reflect on Reading the Script

Ask and briefly discuss:

Q *If you read the part of Cowgirl Kate or Cocoa, how did you show how the characters feel?*

Q *How did you do with speaking clearly?*

Tell the students that in the next lesson, the readers' theater groups will perform "A Small Stall" for the class.

Have the students put their scripts in their toolboxes. Ask them to practice reading their lines from "A Small Stall" independently.

Teacher Note

Have any extra copies of the script you prepared ahead available for students who make mistakes highlighting their lines.

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GUIDED SPELLING

drive	"The truck can drive off."
hiding	"Cocoa thought Kate was hiding something."
won't	"Cocoa won't sleep in Kate's bedroom."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

drive: Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell the students that in *drive* the sound /ī/ is spelled *i_e*.

hiding: Support the students in writing the base word, *hide*. Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell the students that in *hide* the sound /ī/ is spelled *i_e*. Support the students in erasing the *e* and adding the inflectional ending to write *hiding*.

Teacher Note

You may decide to have the students read this chapter independently or during Small-group Reading. Ask:

- **Q** *What does Cowgirl Kate love about the barn?*
- **Q** *How does the story end?*

EXTENSION

Read Chapter 5, "The Barn"

Have the students use the table of contents to turn to the first page of the fifth chapter, "The Barn," and read the chapter to themselves in soft voices.

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Cowgirl Kate and Cocoa: Horse in the House

Performing Readers' Theater

Day 6

In this lesson, the students:

- Read a script with attention to characters' feelings
- Give a readers' theater performance
- Speak clearly so others can hear
- Listen carefully

Materials

- Copies of "Script for 'A Small Stall'" (BLM1) from Day 5
- "Group Progress Assessment" sheet (GA3)

1 Gather and Get Ready for Readers' Theater

Have the readers' theater groups bring their copies of the "Script for 'A Small Stall'" sheets (BLM1) and have the class gather, facing the performance space. Tell the class that small groups of students have prepared readings of a story called "A Small Stall" that they will perform for the class.

Tell the class that in this readers' theater, students will perform three parts—Cowgirl Kate, Cowgirl Kate's horse, Cocoa, and a narrator. The narrator describes what Cowgirl Kate and Cocoa are doing during the readers' theater. Ask and briefly discuss:

Q *How will the performers need to read so that the audience can understand what they say?*

If necessary, remind the performers to speak in loud, clear voices so everyone can hear and to stand in a way that lets the audience see their faces and hear their lines. Review that the performers playing Cowgirl Kate or Cocoa will read with attention to the characters' feelings to help the audience understand and enjoy the readers' theater. Then ask and briefly discuss:

Q *How can the audience members show that they are listening?*

Teacher Note

Check in with individual students to make sure they have practiced their lines before they perform for the class. You may want to listen to the students read their lines, offering support as needed. If necessary, provide the students with additional structured practice time.

Teacher Note

Over the course of the year, different students will perform the same readers' theater script. Encourage the class to notice things they appreciate about each performance.

2 Perform Readers' Theater

Have the first group of performers stand in a line facing the audience, making sure they hold their scripts below their faces, and then read the script aloud. Observe the performers as they read and the audience as they listen, offering support as needed.

Teacher Note

You may want to have the narrator sit in a chair or stand off to the side during the performance to help the audience differentiate the narrator from Cowgirl Kate and Cocoa.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the performers, ask yourself:

- Are the students able to follow the script?
- Do the students read with attention to characters' feelings?
- Are they able to speak loudly and clearly when performing?

As you observe the audience, ask yourself:

- Are the students able to watch and listen carefully?

Record your observations on the "Group Progress Assessment" sheet (GA3); see page 206 of the *Assessment Resource Book*.

Support any performer who struggles to read fluently for an audience by reteaching Day 5. You may also want to have the student practice reading a different part.

3 Discuss Readers' Theater

When the first group has finished performing, ask the audience:

Q *What is one thing you liked about the performance?*

Then share your observations with the students.

> **You might say:**
>
> "I noticed that the performers were following along and were ready when it was their turn to read."
>
> "I heard performers speaking in clear voices so that we could all understand the story."
>
> "I could tell how Cowgirl Kate and Cocoa were feeling most of the time."

Repeat Steps 2 and 3 for any remaining group performances.

4 Reflect on Being a Respectful Audience

When all the groups have had a chance to perform, ask and briefly discuss questions such as the following:

Q *What did you do to be a good audience?*

Q *How do you think that made the performers feel?*

Encourage the performers to continue paying attention to characters' feelings to help them read fluently as they read other books, both during and outside of Small-group Reading.

Teacher Note

Guided Spelling instruction is not included today to allow time for the students to perform the readers' theater scripts for the class.

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Point out that *Cowgirl Kate and Cocoa: Horse in the House* is one of a series of books. Invite the students to read other Cowgirl Kate and Cocoa books in the classroom or to find them at the school or local library.

Have the students return their scripts to their toolboxes. Encourage them to read their own parts and other parts from "A Small Stall" independently.

MORE STRATEGY PRACTICE

Read Other Chapters Fluently

Depending on the needs of the students, you might use additional chapters of *Cowgirl Kate and Cocoa: Horse in the House* to reteach reading fluently with attention to characters' feelings. Consider creating additional readers' theater scripts for other chapters.



TECHNOLOGY EXTENSION

Create a Video Recording of Readers' Theater

Record the students doing their readers' theater performances using a video-recording device. Remind them to speak loudly and clearly so their voices can be heard in the recording. You may then play the video recording to the class.

Consider sharing the recording with the students' families or publishing the recording on the Internet. Search online using the keywords "publishing student videos" to learn more about creating videos.

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Readers' Theater

Script for "A Small Stall"

from *Cowgirl Kate and Cocoa: Horse in the House*
by Erica Silverman

The parts are:

- Narrator
- Cowgirl Kate
- Cocoa

Narrator: I play the narrator.

Cowgirl Kate: I play Cowgirl Kate.

Cocoa: I play Cocoa, Cowgirl Kate's horse.

Narrator: "A Small Stall," written by Erica Silverman and painted by Betsy Lewin. Cowgirl Kate felt horse whiskers on her face. She woke up. She opened her eyes.

Cowgirl Kate: Cocoa! How did you get into the house?

Narrator: Cocoa grinned.

Cocoa: I pushed the door open and walked in.

Cowgirl Kate: You have to leave! What if my parents see you?

Cocoa: They won't. I saw them drive off in the truck.

Cowgirl Kate: They'll be back.

Narrator: Cowgirl Kate jumped out of bed. She got dressed.

Cowgirl Kate: Come on, I'll walk you to the back of the barn.

Cocoa: I'm tired of the barn. And I've always wanted to explore the house.

Narrator: Cocoa looked under the bed.

Cocoa: Where's your hay?

Cowgirl Kate: Cocoa, you have looked in my window many times. Have you ever seen any hay?

(continues)

Adapted from *Cowgirl Kate and Cocoa* by Erica Silverman, illustrated by Betsy Lewin. Text copyright © 2005 by Erica Silverman. Illustrations copyright © 2005 by Betsy Lewin. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

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Script for "A Small Stall"

(continued)

Cocoa: I thought you were hiding it.

Narrator: Cocoa sniffed the rug. He looked behind the dresser. Then he snorted.

Cocoa: No hay! What kind of a stall *is* this?

Cowgirl Kate: It's a bedroom. People sleep in bedrooms. Horses belong in barns.

Cocoa: I belong with you, but your stall is too small.

Narrator: Cocoa turned and walked out.

Cowgirl Kate: Where are you going?

Cocoa: To find a bigger stall.

All: The end.

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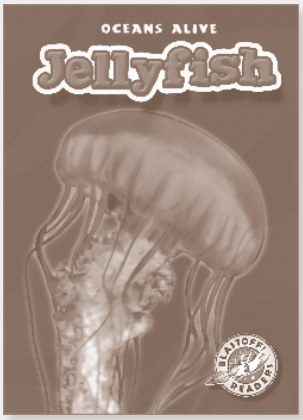
Word Analysis — Analyzing Polysyllabic Words

Comprehension — Exploring Text Features

RESOURCES



Jellyfish

by Ann Herriges

This nonfiction text gives information about the lives of these curious ocean creatures.

More Strategy Practice

- "Explore Labels"

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA4)

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OVERVIEW

Academic Focus

- Students identify, discuss, and write polysyllabic words.
- Students explore and use text features in a nonfiction text.
- Students read and discuss a nonfiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share their thinking.
- Students listen carefully.
- Students reach agreement with their partners.

DO AHEAD

✓ Prior to Day 1, examine the text features closely (table of contents, glossary, and labels) to help you support the students.

✓ Prior to Day 2, title a sheet of chart paper "Words with More Than One Syllable" (see Day 2, Step 5).

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA4); see page 207 of the *Assessment Resource Book*.

✓ Prior to Day 3, title a piece of chart paper "Words with Parts We Know" (see Day 3, Step 6). Under the title, list the words *listening*, *roundest*, *jellybean*, *bitten*, *tender*, *anybody*, *uncle*, *forgotten*, *interesting*, *overlooking*, *uncurl*, and *selfish*.

✓ (Optional) Prior to Day 1, show the students a short video of jellyfish swimming to help build the students' background knowledge. You might search online with the keywords "jellyfish swimming video" to find videos of jellyfish swimming.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *some* and *live* to the word wall if they are not already displayed.

ELL SUPPORT

- **Preview the Book:** Preview the book with your students before Day 1. Discuss the illustrations or have the students flip through the book on their own. Clarify vocabulary:

  spreads out: reaches out in different directions (p. 15)

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Day 1

Jellyfish

Reading a Nonfiction Book and Exploring Text Features

Materials

- Teacher and student copies of *Jellyfish*
- A self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

Jellyfish includes information about how jellyfish move. Consider helping the students visualize by taking a moment to pantomime a jellyfish swimming or, if you have shown a video of jellyfish swimming, remind the students to keep in mind what they saw in the video as they read.

In this lesson, the students:

- Explore text features: table of contents and glossary
- Read and discuss a book
- Share their thinking

1 Gather and Introduce *Jellyfish*

Show the title page of *Jellyfish* and read the title and the name of the author aloud. Ask and briefly discuss:

Q *What do you think you know about jellyfish?*

Tell the students that *Jellyfish* is a *nonfiction* book, a book that gives true information. Point out that in *Jellyfish*, the title of the book is also the *topic*, or what the whole book is about.

2 Introduce the Table of Contents

Distribute *Jellyfish* and have the students open to page 3. Tell the students that nonfiction books like *Jellyfish* often have a *table of contents*. Explain that a table of contents is a list at the front of a book that tells the reader the different sections, or parts, of a book and the page where each section begins.

Have the students read the table of contents quietly to themselves. Ask and briefly discuss:

Q *Now that you have seen the table of contents, what do you think you will learn about jellyfish? Why do you think that?*

> **Students might say:**
>
> "We will probably learn how jellyfish get food because one part is called 'How Jellyfish Eat.'"
>
> "I see 'How Jellyfish Swim' in the table of contents. I think I might read about how jellyfish move in the water."

3 Read Aloud Part of *Jellyfish* and Introduce the Glossary

Have the students turn to page 4 and follow along as you read pages 4–5 aloud. Ask:

Q *What do you notice about the words on these pages? Turn to your partner.*

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Have a few students share their thinking.

> **Students might say:**
>
> "I see the word *jellyfish* three times."
>
> "I notice that the word *smack* is darker than the other words."
>
> "Page 5 has two sentences, but page 4 only has one."

Have the students find and point the word *smack* on page 5, then point out that the word is in *bold type*, with thicker letters than the rest of the text. Explain that in a nonfiction book, the meaning of a word in bold type can usually be found in the glossary at the end of the book.

Have the students turn to the glossary on page 22. Explain that a glossary lists words from the book that a reader might not know and tells the reader what each word means.

Have the students point to the word *smack* and read the definition quietly to themselves. Ask and briefly discuss:

Q *What did you find out about the word* smack*?*

Review that when the students see a word in bold type, they can find out more about the word in the glossary.

4 Read and Discuss Part of the Book

Distribute the self-stick notes. Have the students turn to page 21 and mark the page so they know where to stop reading. Explain that they will read the book and then discuss the reading with partners and the group.

Have the students turn back to page 4 and read pages 4–21 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read through page 21 at least once, ask:

Q *What did you learn about jellyfish?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did you read about jellyfishes' bodies?*

Q *What did you read about how jellyfish find food?*

Q *What did you read about how jellyfish move?*

Teacher Note

If the students are familiar with dictionaries, you may want to point out that the glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

Teacher Note

The glossary in *Jellyfish* contains challenging vocabulary and concepts. If you notice students using the glossary independently, consider supporting them by having them read the glossary entry aloud to you and asking questions such as:

Q *What did you find out about [stinging cells] from reading the glossary?*

Q *How could you say what you read about [currents] in your own words?*

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5 Read Aloud and Discuss Part of *Jellyfish*

Point out that this book gives readers information about how jellyfish eat. Tell the students that you will read part of the book aloud, and then they will discuss what they hear about how jellyfish find and eat food.

Have the students open their books to page 14 and follow along as you read pages 14–17 aloud. When you have finished reading, explain that you will read the same part aloud again.

Have the students turn back to page 14. Ask them to listen for information they may have missed the first time. When you have read the pages a second time, ask and discuss:

Q *What did you hear about tentacles?*

Q *What parts of jellyfishes' bodies help them eat? How do the [stinging cells] help them eat?*

> **Students might say:**
>
> "I heard that tentacles are like arms. They can be long or short."
>
> "Tentacles help jellyfish find food."
>
> "The tentacles help jellyfish eat because they have stinging cells."
>
> "I heard that the stinging cells help them catch food."

6 Reflect on the Reading

Ask and briefly discuss:

Q *What did you find out about jellyfish that surprised you?*

Explain that in the next lesson, the students will look more closely at some of the words in *Jellyfish*. Ask them to put *Jellyfish* into their toolboxes and encourage them to reread the book independently.

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GUIDED SPELLING

smooth	"The body of a jellyfish is smooth and squishy."
tube	"A jellyfish's mouth is shaped like a short tube."
some	"Some jellyfish don't have any color."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

smooth: Point to the *flute* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /o͞o/. Tell the students that in *smooth* the sound /o͞o/ is spelled *o-o*.

tube: Follow the same procedure to support the students in spelling *tube*. Tell the students that in *tube* the sound /o͞o/ is spelled *u_e*.

MORE STRATEGY PRACTICE

Explore Labels

Have the students open their books to page 14 and point to the word *tentacles* in the photograph. Ask and briefly discuss:

Q *Why do you think this word is here?*

Explain that in this photograph, the word *tentacles* is a *label* and that a label names part of a photograph or illustration. Have the students point to the arrow, and explain that a label often has a line or arrow pointing to the part of the photograph or illustration it names.

Tell the students that the photograph shows the body of a jellyfish. The label helps the reader find the tentacles and know what they look like.

Have the students turn to page 18 and follow along in their books as you read the page aloud, and then have them point to the label. Ask:

Q *How does the label "mouth" help you understand this page? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "It helps me know which part of the jellyfish's body is the mouth."
>
> "The part you read is about the mouth and the label shows the mouth."
>
> "Seeing the mouth in the picture helps me know what the mouth looks like."

TEKS 10.C.i
Student/Teacher Activity
More Strategy Practice

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Point out that the label "mouth" helps readers understand both the text and the photograph on the page. Encourage the students to continue to look carefully at the photographs in *Jellyfish*—and the photographs or illustrations in other nonfiction books—and to read the labels to find out more about the topic.

Day 2

Jellyfish
Analyzing Polysyllabic Words

Materials

- Teacher and student copies of *Jellyfish*
- Paper and pencil for each pair of students
- "Words with More Than One Syllable" chart, prepared ahead
- Marker
- "Group Progress Assessment" sheet (GA4)

In this lesson, the students:

- Identify and discuss polysyllabic words from a book
- Write polysyllabic words
- Read polysyllabic words using syllables
- Share their thinking
- Listen carefully
- Reach agreement with their partners

1 Gather and Review *Jellyfish*

Remind the students that in the last lesson, they read and discussed the nonfiction book *Jellyfish*. Ask and discuss:

Q *What do you remember reading about jellyfish?*

Teacher Note

If the students need support answering the question, encourage them to refer back to the text.

2 Review Syllables

Explain that in today's lesson, the students will look closely at some of the longer words in *Jellyfish* and think about ways to read longer words more easily. Ask and briefly discuss:

Q *What do you know about syllables?*

> **Students might say:**
>
> "I know that syllables are parts of words."
>
> "Every syllable has a vowel sound."
>
> "I know words can have a lot of syllables."

Teacher Note

If the students need practice orally identifying syllables, choose some examples of one-, two-, and three-syllable words. Say the words one at a time. For each word, have the students say and clap on the syllables, and then have them tell you how many syllables are in the word.

Explain that words are made of syllables and that a word can have one or more syllables.

> **You might say:**
>
> "I'm thinking about the word *pen*: 'I put my *pen* in my backpack.' The word *pen* is made of one syllable—*pen*. Now I'm thinking about the word *pencil*. 'I wrote in my journal with a *pencil*.' The word *pencil* is made of two syllables, *pen* and *cil*."

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3 Model Identifying Polysyllabic Words in Pairs

Tell the students that they will work in pairs to find words with more than one syllable in part of *Jellyfish*. Explain that as partners look for words, they will take turns being the reader and the recorder. Explain that the reader will read one sentence aloud slowly and clearly, while the recorder listens carefully for words with more than one syllable. If both partners agree that a word has more than one syllable, the recorder will write the word.

Choose a volunteer to model the activity with you. Explain that the volunteer will be the reader and you will be the recorder for the first sentence.

Have the students open their books to page 13. Have the volunteer read aloud the first sentence on page 13 as you and the group follow along and listen carefully. Model identifying and discussing polysyllabic words with your partner.

> **You might say:**
>
> "My partner just read, 'Some jellyfish are no color at all.' I know I heard words with more than one syllable. I'm going to read from the beginning of the sentence just to make sure I remember which words to write. 'Some jellyfish . . . .' I hear three syllables in *jellyfish*: je-ly-fish. [Address your partner.] Do you agree that *jellyfish* has more than one syllable? Okay, I'm going to write *jellyfish*. Let me start the sentence again. 'Some jellyfish are no color . . . .' [Address your partner.] I hear two syllables in *color*: col-or. Do you? We agree on that, too, so I'm going to write *color*. 'Some jellyfish are no color at all.' I don't hear any other words with more than one syllable in the sentence. For the next sentence, I'm going to be the reader and my partner will be the recorder, so I'll give her the paper and pencil."

Point out that your partner read the sentence aloud clearly while you followed along in your book and listened carefully. Tell the students to read in voices that are just loud enough for them and their partners to hear. Ask and briefly discuss:

Q *What can you do if you and your partner do not agree that a word has more than one syllable?*

> **Students might say:**
>
> "If we don't agree, we could talk more."
>
> "I also can listen carefully to what my partner says. She might have a different idea."
>
> "I could read the word again. Maybe I'll change my mind."

Remind the students to share their thinking and listen carefully to their partners' thinking as they discuss the words.

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4 Identify and Discuss Polysyllabic Words in Pairs

Have the students open their books to page 8. Ask partners to decide who will be the reader and who will be the recorder for the first sentence. Remind them to take turns being the reader and the recorder for the sentence on page 9.

Distribute a piece of paper and a pencil to each pair.

Have the students read pages 8–9 in pairs, discussing and recording polysyllabic words as they read. Observe partners as they work, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to identify polysyllabic words?
- Are they able to read polysyllabic words fluently?
- Are they able to reach agreement about which words to record?

Record your observations on the "Group Progress Assessment" sheet (GA4); see page 207 of the *Assessment Resource Book*.

Support any student who struggles by explaining that one way to check the number of syllables in a word is to read the word aloud and clap the syllables. Listen as the student reads and claps out difficult words, and provide guidance as necessary.

5 Share and Record Polysyllabic Words

When most pairs have finished, explain that the students will share the words they wrote; then the group will read all the words together.

Have pairs take turns sharing one or two words with the group. Record the words on the "Words with More Than One Syllable" chart. Continue until all the polysyllabic words have been charted.

6 Read Polysyllabic Words by Syllable

Tell the students that they will practice reading the words they found one syllable at a time before reading the whole word. Explain that breaking longer words they already know into syllables will help them read longer words they do not recognize.

Teacher Note

The polysyllabic words on these pages are: *open*, *jellyfish*, *umbrellas*, *bodies*, and *squishy*. If a student suggests a one-syllable word, have the students say and clap on the syllables in the word together. Ask:

Q *Does this word have one or more than one syllable? How do you know?*

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Have the students read each word one syllable at a time as you frame it; then have them read the whole word as you sweep under it.

Tell the students that when they read a longer word, it is important to ask themselves if what they read sounds like a word they know. If it sounds like a word they know, they will reread to make sure the word makes sense in the sentence.

Tell them that if what they read does not sound like a word they know or does not make sense in the sentence, they can try reading it a different way or ask for help.

7 Reflect on Working in Pairs

Ask and briefly discuss:

Q *How did you and your partner do working together? If you did not agree on whether a word had more than one syllable, what did you do?*

Explain that in the next lesson, the students will look closely at more words in *Jellyfish*. Have them return their books to their toolboxes and encourage them to reread the book independently.

Teacher Note

To frame a syllable, use your thumb and index finger just below the syllable. To read a two-syllable word:

- Frame the first syllable and have the students read it.
- Frame the second syllable and have the students read it.
- Point to the left of the word and have the students read the whole word as you sweep under it.

Teacher Note

Save the "Words with More Than One Syllable" chart to use on Day 3.

GUIDED SPELLING

brings	"A jellyfish brings food to its mouth with its tentacles."
stinging	"Stinging cells on the tentacles can catch food."
live	"Jellyfish live in the ocean."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

brings: Support the students in writing the base word, *bring*, before adding the inflectional ending to write *brings*.

stinging: Follow the same procedure to support the students in spelling *stinging*.

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Day 3

Jellyfish
Analyzing Polysyllabic Words

Materials

- Teacher and student copies of *Jellyfish*
- "Words with More Than One Syllable" chart from Day 2
- Paper and pencil for each pair of students
- "Words with Parts We Know" chart, prepared ahead
- Marker

In this lesson, the students:

- Identify and discuss polysyllabic words in a book
- Read polysyllabic words using syllables and other word parts
- Share their thinking
- Reach agreement with their partners

1 Gather and Review the "Words with More Than One Syllable" Chart

Direct the students' attention to the "Words with More Than One Syllable" chart. Review that in the last lesson, the students practiced reading longer words from *Jellyfish* by breaking them into syllables. Ask and briefly discuss:

Q *How does breaking longer words into syllables help you?*

2 Review Identifying Polysyllabic Words

Explain that today partners will work together to find words with more than one syllable in another part of *Jellyfish* and add them to the chart. Review the procedure for identifying and recording polysyllabic words from Day 2.

Teacher Note

If necessary, model the activity again using page 14 of *Jellyfish* (see Day 2, Step 3).

3 Identify and Discuss Polysyllabic Words in Pairs

Have the students open their books to page 16. Ask pairs to decide who will be the reader and who will be the recorder for the first sentence. Remind partners to take turns being the reader and recorder and to be sure they agree before recording a word.

Distribute a piece of paper and a pencil to each pair. Have the students read pages 16–19 in pairs, discussing and recording polysyllabic words as they read.

Teacher Note

The polysyllabic words on pages 16–19 are: *tentacles*, *stinging*, *jellyfish*, *body*, *curly*, *feeding*, and *around*. If a student suggests a one-syllable word, have the group say and clap the syllables in the word together. Ask:

Q *Does this word have one or more than one syllable? How do you know?*

4 Share and Record Polysyllabic Words

When most pairs have finished, explain that the students will share the words they wrote with the group, and then the group will read the words.

Have pairs take turns sharing one or two words with the group. Record the words on the chart. Continue until all the polysyllabic words have been charted.

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5 Read Polysyllabic Words by Syllable

Tell the students that they will practice reading the words they found one syllable at a time before reading the whole word. Explain that breaking longer words they already know into syllables will help them read longer words they do not recognize.

Use framing (see Day 2, Step 6) to have the students read the words on the chart.

Review that looking closely at words and thinking about how they break into smaller parts helps readers know what to do when they read longer words.

6 Use Known Word Parts to Read Polysyllabic Words

Explain that when the students come to a longer word they do not recognize, it can be helpful to look for syllables or other parts of the word they recognize. Finding parts they know how to read can help readers break the word into smaller parts and read the whole word. Direct the students' attention to the "Words with Parts We Know" chart and explain that these words have syllables and other parts of words the students read in *Jellyfish*.

Words with Parts We Know

listening	uncle
tenderness	forgotten
roundest	interesting
jellybean	overlooking
bitten	uncurl
anybody	selfish

Point to the word *listening* and model using known word parts to read it.

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You might say:

"I'm looking closely at this word. I can see right away that I know how to read the second syllable. It's a word I recognize: *ten*. [Use your thumb and forefinger to frame *ten*.] I see a syllable I know at the end of the word, too: /ing/. [Use your thumb and forefinger to frame *ing*.] That just leaves the part at the beginning, so I'm going to read all the parts in order and then read the whole word. [Frame and read *lis*, *ten*, and *ing*.] *Lis-ten-ing.* Now I'm going to say the whole word and see if I recognize it [Mispronounce the word by voicing the *t*]: *listening*. I don't recognize it but it sounds like a word I do know: *listening*."

Point out that when you read the word, you checked to see if it sounded like a word you know. Tell the students that if they read a word and it does not sound like a word they know, they can try reading it a different way or ask for help.

Direct the students' attention to the next word on the list. Ask:

Q *What syllables or other parts of this word do you know how to read?*

Students might say:

"I see the word *ten* at the beginning. I know how to read that."

"I know how to read the last syllable: *ness*."

"I know how to read *tender*. *Tender* is a word."

As the students share, frame the parts they suggest with your thumb and forefinger.

Point out that different readers may recognize different parts of longer words and that is fine. What is important is that they use the parts they know to help them read the whole word. Use framing (see Day 2, Step 6) to have the students read the word *tenderness*.

Direct the students' attention to the next word on the list. Ask:

Q *What parts of this word do you know how to read?*

Use your thumb and forefinger to frame syllables or other word parts the students identify. When they have named all or most of the parts of a word, use framing to have the students chorally read the word.

After the group reads the word, use it in a sentence. (For example, you might say, "I picked the *roundest* pumpkin I could find because I wanted it to look like a basketball.") Repeat this procedure for the rest of the words on the list.

Teacher Note

You may want to define any unfamiliar words on the list. If the students struggle to find parts they know how to read, support them by asking additional questions such as:

Q *Do you see a part you know how to read in the middle of the word? At the end? What is it?*

Q *Do you see a smaller word you know inside the word? What is it?*

Q *If you look at the part [after got] what's left?*

7 Reflect on Reading Polysyllabic Words

Ask:

Q *If you are reading and come to a long word that is challenging to read, what can you do to help you read the word? Turn to your partner.*

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Have a few students share their thinking.

> **Students might say:**
>
> "You can see if there is a word you know inside the long word."
>
> "You can read the parts and then read the whole word."
>
> "If you know part of the word, you can use it to figure out the rest."

Remind the students that when readers come to a longer word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help readers break the word into smaller parts and read the whole word.

Encourage the students to use what they know about reading longer words to help them when they read other books, both during and outside of Small-group Reading. Ask them to return *Jellyfish* to their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

roundest	"The moon is roundest when it is a full moon."
around	"We went around the school to get to the park."
smoothest	"Sam picked up the smoothest stone on the beach."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

roundest: Support the students in writing the base word, *round*. Point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ou/. Tell the students that in *round* the sound /ou/ is spelled *o-u*. Then support the students in adding the ending to write *roundest*.

around: Follow the same procedure to support the students in spelling *around*. You may wish to support the students by pronouncing the initial schwa sound using the short vowel /ă/.

smoothest: Support the students in writing the base word, *smooth*. Point to the *flute* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /o͞o/. Tell the students that in in *smooth* the sound /o͞o/ is spelled *o-o*. Then support the students in adding the ending to write *smoothest*.

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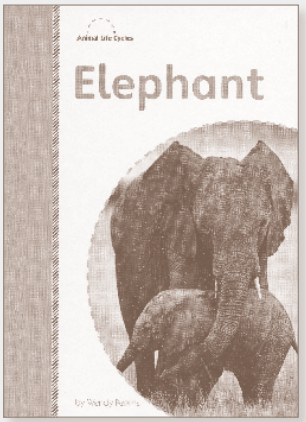
RESOURCES



Elephant

by Wendy Perkins

This nonfiction text gives information about the life cycle of an elephant.

More Strategy Practice

- "Explore the Index"

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA5)

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OVERVIEW

Academic Focus

- Students explore and use text features in a nonfiction text.
- Students read and discuss a nonfiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen respectfully and share their thinking.

DO AHEAD

✓ Prior to Day 1, examine the text features closely (table of contents, labels, timeline, and glossary) to help you support the students.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA5); see page 208 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *four*, *between*, and *most* to the word wall if they are not already displayed.

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Day 1

Elephant

Exploring Text Features

Materials

- Teacher and student copies of *Elephant* (pages 3–5)

In this lesson, the students:

- Listen to and discuss part of a book
- Explore text features: labels and table of contents
- Listen respectfully and share their thinking

1 Gather and Introduce *Elephant*

Show the cover of *Elephant* and read the title and the name of the author aloud. Ask and briefly discuss:

Q *What do you think you know about elephants?*

Explain that *Elephant* is a *nonfiction* book, a book that gives readers true information. Point out that in *Elephant*, as in many nonfiction books, the title of the book is also the topic, or what the book is about. Tell the students that this book is about what happens when an elephant grows from a baby to an adult.

Tell the students that you will read part of *Elephant* aloud and then the students will discuss what you read with their partners and the group.

2 Read Aloud and Discuss "A Life Cycle"

Distribute *Elephant*. Have the students open their books to page 4. Tell the students that this section is called "A Life Cycle." Explain that this section gives information about the elephant's *life cycle*, the parts of an elephant's life as it grows from a baby to an adult.

Have the students follow along in their books as you read page 4 aloud.

Then direct the students' attention to the photographs and labels on the bottom of pages 4 and 5. Explain that many nonfiction books have *labels*—words that name part or all of a photograph. Point to the photographs and labels on pages 4 and 5 and read the labels aloud.

Explain that a *calf* is a baby elephant. Tell the students that when a calf is old enough to stop drinking its mother's milk, it becomes an *adolescent*—between being a baby and being an adult.

Reread pages 4–5 aloud, including the labels. Ask:

Q *What did you hear about the elephant's life cycle? Turn to your partner.*

Have a few students share their thinking.

Ask the students to look closely at the photographs on pages 4 and 5 and read the labels. Ask:

Q *What do you notice about these photographs? Turn to your partner.*

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Have a few students share their thinking.

> **Students might say:**
>
> "The first photograph shows a baby elephant, and the label says that it's a calf."
>
> "I notice that these photographs show the elephant growing from a baby to an adult."
>
> "I think that these photographs show how an elephant grows because the photographs get bigger and bigger."

Remind the students that these labels tell the reader the parts of the life cycle of an elephant—calf, adolescent, and adult. Explain that looking carefully at photographs and labels helps readers understand what they read.

3 Introduce the Table of Contents

Have the students turn to page 3 and tell them that this is the table of contents. Tell the students that nonfiction books often have a table of contents. Explain that a *table of contents* is a list at the front of a book that tells the reader the different *sections*, or parts, of a book, and where each section begins.

Have the students read the table of contents quietly to themselves. If necessary, review the definitions for *life cycle*, *calf*, and *adolescent*. Ask:

Q *Now that you have seen the table of contents, what do you think you will learn about elephants in this book? Why do you think that? Turn to your partner.*

Have a few students share their thinking.

Then ask and briefly discuss:

Q *Which page would you turn to if you wanted to find information about adult elephants?*

Explain that nonfiction books often include *text features*, such as a table of contents and labels, to help readers find and understand information in a book.

4 Reflect on Working in Pairs

Ask and briefly discuss:

Q *How did you do working with your partner today?*

Tell the students that in the next lesson they will read more of *Elephant* and continue to use text features to help them understand information in the book. Collect *Elephant* to use in the next lesson.

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GUIDED SPELLING

can't	"A newborn elephant can't take care of itself."
didn't	"We didn't finish reading about elephants today."
four	"A four-year-old calf is an adolescent."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

can't: Tell the students that *can't* is a *contraction*, a combination of two words that uses an apostrophe to replace some of the letters. Write *cannot* on your wipe-off board and have the students read the word. Erase the letters *no* and insert an apostrophe. Point out that the word *can't* means the same thing as *cannot*.

didn't: Follow the same procedure to support the students in spelling *didn't*.

four: Tell the students that there are two words that sound the same but that are spelled differently and have different meanings, *for* (as in "This gift is for you.") and *four* (as in "Four comes after three."). These words are called *homophones*. Tell the students that the word they will write today is the *four* that means the number after three.

Teacher Note

A third homophone, *fore*, is unlikely to be in the students' vocabulary.

Day 2

Elephant

Reading a Nonfiction Book and Exploring Text Features

Materials

- Teacher and student copies of *Elephant* (pages 6–11)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Read and discuss part of a book
- Use text features: photo glossary and table of contents
- Listen respectfully and share their thinking

1 Gather and Review "A Life Cycle" and Introduce "Calf"

Review that in the last lesson, the students heard the first section of the book *Elephant* and looked closely at photographs and labels to help them learn more about elephants. Ask:

Q *What do you remember about* Elephant*? Turn to your partner.*

Have a few students share their thinking.

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Explain that today the students will read and discuss the next section, "Calf." Tell them that they will use text features, such as the table of contents and labels, to find information and learn more about elephants.

2 Read and Discuss "Calf"

Distribute the books and the self-stick notes. Have the students open their books to page 11 and mark the page so they know where to stop reading. Then ask them to use the table of contents to find the page where the second section, "Calf," begins. After most students have found the page number, have them turn to page 6.

Have the students read pages 6–11 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the pages at least once, ask:

Q *What did you learn about elephants today? Turn to your partner.*

Have a few students share their thinking.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does a calf eat?*

Q *What did you read about a calf's tusks?*

3 Explore the Photo Glossary

Tell the students that they will look closely at a page of *Elephant*. Have the students open their books to page 10. Ask them to reread pages 10–11 quietly to themselves and think about what they notice. Ask:

Q *What do you notice about pages 10 and 11? Turn to your partner.*

Have a few students share their thinking.

Students might say:

"Some of the words are in orange."

"I noticed that the words in orange on page 10 are the same as the labels for the photographs on page 11."

ELL Note

You may want to explain to your students that *tusks* are the long teeth that stick out of elephants' mouths. Tell them that a calf cannot use its small tusks to *defend*, or protect, itself.

Teacher Note

You may want to point out the timeline at the bottom of page 6. Explain that the timeline shows the order of *events*, or important things that happen, in an elephant's life cycle. Encourage the students to use the timeline to keep track of the order of events in the elephant's life cyle as they read the rest of the book.

TEKS 2.D.ii
Student/Teacher Activity
Step 3

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Teacher Note

If the students are familiar with dictionaries, you may want to point out that the photo glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

Teacher Note

You may want to write *herd* and *heard* on the board and explain that although the words sound the same, they are spelled differently and have different meanings. Point to the word *heard* and explain that it means "listened to." Point to the word *herd* and review its definition.

Have the students find and point to the word *herd* in the last sentence. If necessary, point out that the word *herd* is written in a different color from the other words on the page. Explain that when a word is in a different color, they can find more information about the word at the back of the book.

Have the students turn to pages 20–21 and point to the words *Photo Glossary* at the top of page 20. Explain that a *glossary* lists words from the book that a reader might not know and tells the reader what each word means. Explain that a *photo glossary* also shows photographs to help the reader understand the words.

Have the students find and point to the word *herd* in the glossary and read the definition to themselves. Then have them turn back to page 10 and reread the page.

Ask and briefly discuss:

Q *Does the word* herd *make sense in the part you just read? Why or why not?*

Explain that when readers come to a word in a different color and look it up in the glossary, they can check to make sure they understand what it means by reading that part of the book again.

4 Wrap Up

Tell the students that in the next lesson they will continue to use text features, such as the photo glossary, labels, and table of contents and that they will read more about elephants.

Collect *Elephant,* keeping the self-stick notes in the books.

MORE STRATEGY PRACTICE

Explore the Index

Tell the students that some nonfiction books have another text feature at the end of the book called an *index*. Distribute *Elephant* and have the students open their books to page 22; ask them to point to the index at the top of the page. Have them read the index quietly to themselves and think about what they notice. Ask:

Q *What do you notice about the index? Turn to your partner.*

Have a few students share their thinking.

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Explain that the index is a text feature that tells the reader where in the book to look for information on topics like calf, herd, and tusks.

Point out that next to each topic is the number of the page or pages in the book where the topic is explained. Ask the students to point to the word *bull* in the index. Explain that the numbers 16 and 18 tell readers that they can find information about a bull on pages 16 and 18.

Tell the students you will show them how to use the index to find information about a bull. Model using the index by locating the word *bull* and turning to the first page that is referenced (page 16).

Explain that you will read the page aloud, and ask the students to listen for information about bulls. Point out that it is important to listen carefully because information about bulls may appear more than once on the page.

Have the students follow along in their books as you read page 16 aloud. Ask and briefly discuss:

Q *What did you hear about bulls?*

Have the students use the index to find and turn to the second page referenced for the word *bull* (page 18). Ask them to read the page quietly to themselves to find more information about bulls. Ask and briefly discuss:

Q *What did you find out about bulls on this page?*

Point out that some of the information about bulls is in the definition in the photo glossary. Remind the students that *definitions* are explanations that help readers understand important words in the book.

Tell the students that the index in a nonfiction book helps readers quickly find all the places in the book where a topic or a word is mentioned. Explain that readers often use the index if they have a question or want to find out more about a topic.

Teacher Note

If the students are familiar with alphabetical order, you may want to point out that the topics are listed in alphabetical order.

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GUIDED SPELLING

herd	"There are 12 elephants in the herd."
heard	"Have you ever heard the sound an elephant makes?"
between	"An adolescent elephant is between three and five years old."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

herd: Tell the students that there are two words that sound the same but that are spelled differently and have different meanings, *herd* (as in "a herd of animals") and *heard* (as in "I heard you shouting."). These words are called *homophones*. Tell the students that the first word they will write is *herd*, which means a group of animals. Point to the *bird* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ûr/. Tell the students that in *herd* the sound /ûr/ is spelled *e-r*.

heard: Tell the students that the next word they will write is *heard*, which means listened to in the past. Tell the students that in *heard* the sound /ûr/ is spelled *e-a-r*.

Day 3

Elephant

Reading a Nonfiction Book and Exploring Text Features

Materials

- Teacher and student copies of *Elephant* (pages 12–19)
- "Group Progress Assessment" sheet (GA5)

In this lesson, the students:

- Read and discuss part of a book
- Reflect on text features: photo glossary, table of contents, and labels
- Listen respectfully and share their thinking

1 Gather and Review *Elephant*

Remind the students that in the last lesson they read part of the nonfiction book *Elephant* and used text features, such as a table of contents and photo glossary, to find information. Ask:

Q *What do you remember about* Elephant*? Turn to your partner.*

Have a few students share their thinking.

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Distribute *Elephant*. Have the students open to the table of contents and use it to turn to the third section, "Adolescent."

Direct the students' attention to the word *adolescent* in orange on page 12. Remind the students that when they see a word in a different color from the rest of the words, they can find the definition in the photo glossary on pages 20–21.

Tell them to use the photo glossary to help them understand the meaning of words when they read *Elephant* today.

2 Read and Discuss "Adolescent" and "Adult"

Tell the students that they will now read the next two sections in *Elephant*, "Adolescent" and "Adult." Have the students open their books to page 19 and mark the page so they know where to stop reading. Then have them turn back to page 12 and read the pages quietly to themselves.

When all the students have read the sections at least once, ask and briefly discuss:

Q *What did you read about elephants today?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did you read about female adolescent elephants?*

Q *What did you read about male adolescent elephants?*

Q *What did you read about adult male elephants?*

Ask:

Q *What did you read about elephants that surprised you? Turn to your partner.*

Have a few students share their thinking. Then ask:

Q *What are some things you are still wondering about elephants? Turn to your partner.*

Have a few students share their thinking.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students using the photo glossary to look up the meaning of words?
- Are the students discussing the book with their partners and the group?
- Are the students able to listen respectfully and share their thinking?

(continues)

ELL Note

You may want to review with your students that after a calf is old enough to stop nursing, or drinking, its mother's milk, it is *no longer* a baby—not a baby anymore. It is now an *adolescent*.

You may also want to explain that *bull*, or adult male, elephants live *by themselves*—alone.

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GROUP PROGRESS ASSESSMENT NOTE *(continued)*

Record your observations on the "Group Progress Assessment" sheet (GA5); see page 208 of the *Assessment Resource Book*.

Support any student who struggles to use the photo glossary by modeling the procedure from Day 2, Step 3, using an additional word from the photo glossary.

3 Reflect on Text Features

Review that in the last few lessons, the students learned about text features such as a table of contents, labels, and a photo glossary. Ask and briefly discuss:

Q *Which text feature is your favorite one to use? Why?*

Remind the students that text features help readers find and understand information in a book. Encourage the students to use text features as they read other nonfiction books, both during and outside of Small-group Reading. Ask the students to put *Elephant* into their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

drinks	"An elephant calf drinks its mother's milk."
tusks	"Tusks are long, sharp teeth."
most	"Most male elephants leave the herd when they are 10 years old."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

drinks: Support the students in writing the base word, *drink*, by asking them to listen carefully to the sounds in the word. Then support them in adding the inflectional ending to write *drinks*.

tusks: Follow the same procedure to support the students in spelling *tusks*.

Teacher Note

The sound /n/ before /k/ may be difficult for the students to hear. Pronouncing the word carefully will help them recognize the sound /n/.

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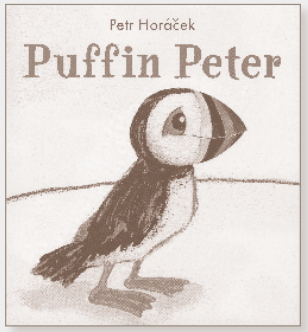
RESOURCES



Puffin Peter

Written and illustrated by Petr Horáček

In this fiction text, Puffin Peter is lost at sea and embarks on a search for his friend Paul.

More Strategy Practice

- "Discuss Other Sequencing Words or Phrases"

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA6)

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OVERVIEW

Academic Focus

- Students retell a story.
- Students use sequencing words to tell events of a story in order.
- Students read and discuss a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students reach agreement with their partners.

DO AHEAD

✓ Prior to Day 1, title a piece of chart paper "Sequencing Words." Under the title, write the words *First*, *Next*, *Then*, and *Finally* in a column. (See Step 3.)

✓ Prior to Day 1, create the student "Sequencing Word" cards by writing *First*, *Next*, *Then*, and *Finally* on index cards for each pair of students. (See Step 4.)

✓ Prior to Day 2, read the "Sample Group Retellings" to familiarize yourself with the examples of group retellings of *Puffin Peter*.

✓ Prior to Day 2, divide the book into sections based on the number of pairs in your group. If you have three pairs, you might assign pages and sequencing words to pairs as follows: "Next" (pages 12–17), "Then" (pages 18–25), "Finally" (pages 26–33). You will model retelling with the word "First" and the first 11 pages, so do not assign them to any group. (See Step 3.)

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA6); see page 209 of the *Assessment Resource Book*.

✓ Prior to Day 2, title a sheet of chart paper "Retelling *Puffin Peter*." (See Step 5.)

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *were*, *where*, and *their* to the word wall if they are not already displayed.

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ELL SUPPORT

- **Build Background Knowledge:** The students may benefit from hearing the names for the different species of birds featured in the book prior to reading. Prior to Day 1, you may choose to show the students pictures—from the book or from the Internet—of a puffin, a parrot, a penguin, and a toucan.

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Puffin Peter
Reading a Fiction Book

Day 1

In this lesson, the students:

- Use sequencing words to describe events in order
- Read and discuss a book
- Listen respectfully to the thinking of others and share their own

1 Gather and Introduce *Puffin Peter*

Explain that today, the students will read a book quietly to themselves and then discuss it with partners and the group.

Show the cover of *Puffin Peter* and read the title and the name of the author and illustrator aloud (PEE-tuhr HOHR-uh-chehk). Explain that a *puffin* is a type of bird and that *Puffin Peter* is a fiction book about a puffin named Peter who is looking for his friend Paul.

2 Read and Discuss the Book

Distribute *Puffin Peter*. Have the students read the book quietly to themselves.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read the book at least once, ask and discuss:

Q *What happens in this story? What are the main events?*

Discussion Support

If the students have difficulty remembering the main events of the story, ask additional questions such as:

Q *What happens to Peter and Paul in the storm?*

Q *How does the whale help Peter?*

Q *How does the story end?*

Materials

- Teacher and student copies of *Puffin Peter*
- "Sequencing Word" chart, prepared ahead
- Student "Sequencing Word" cards for each pair, prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

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TEKS 7.D.ii
TEKS 7.D.iv
TEKS 8.C.ii
TEKS 8.C.viii
Student/Teacher Narrative Step 3

3 Explore Sequencing with Illustrations

Ask the students to open their books to pages 8–9. Give them a few moments to look at the illustrations. Then, pointing to each of the four illustrations, ask:

Q *What do you notice about the illustrations on these pages? What changes from left to right?*

> **Students might say:**
>
> "There are four drawings that are put together on the pages."
>
> "The storm gets bigger and darker."

Explain that the four pictures on these two pages tell the story of what happens during the storm when Peter and Paul become separated.

Display the "Sequencing Words" chart where the group can see it. Tell the students that words such as *first*, *next*, *then*, and *finally* are called *sequencing words* and that sequencing words help readers tell *events*, the things that happen, in a way that makes sense. Explain that the students will use these words to tell the events of the storm in order.

Have the students point to the first picture on page 8 and allow them a few moments to examine the picture. Then, point to the word *First* and ask:

Q *What happens first?*

Have a volunteer use the sequencing word *First* to describe the first picture. Allow a few students to add their own observations.

Have the students point to the second picture and allow them a few moments to examine the picture. Then, point to the word *Next* and ask:

Q *What happens next?*

Have a volunteer use the sequencing word *Next* to describe the picture and allow a few students to add their own observations.

Repeat the procedure with the sequencing words *Then* and *Finally* to have the students describe the last two pictures. Ask:

Q *Then what happens?*

Q *Finally what happens?*

If necessary, remind the students to use the sequencing words.

Teacher Note

Save the "Sequencing Words" chart to use on Days 2 and 3.

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4 Retell the Story in Pairs

Explain that partners will now use sequencing words to retell the main events of the story.

Distribute the sequencing word cards to each pair and explain that partners can use the cards to help them retell the story. Ask and briefly discuss:

Q *How can you and your partner take turns retelling the story?*

Have the pairs retell the main events in order and, if necessary, remind them to use the sequencing words.

5 Reflect on Working in Pairs

Help the students reflect on how they worked together. Ask and discuss:

Q *How did you do working with your partner today?*

Tell the students that in the next lesson, they will reread part of *Puffin Peter* and discuss the order of events in the story. Have the students put *Puffin Peter* into their toolboxes, and encourage them to reread the book independently.

GUIDED SPELLING

drifted	"Peter and the whale drifted across the ocean."
diving	"One day a storm came while the puffins were out diving."
were	"The parrots were nothing like Paul."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

drifted: Support the students in writing the base word, *drift*, before adding the inflectional ending to write *drifted*.

diving: Support the students in writing the base word, *dive*. Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell the students that in *dive* the sound /ī/ is spelled *i_e*. Then support the students in erasing the final *e* and adding the inflectional ending to write *diving*.

Teacher Note

You may wish to explain that *drift* means "be carried along by moving wind or water."

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MORE STRATEGY PRACTICE

Discuss Other Sequencing Words or Phrases

Have the students brainstorm other sequencing words and phrases they can use to retell the beginning, middle, and end of stories. Ask and briefly discuss:

Q *What sequencing words or phrases can you use to retell the beginning of a story?*

> **Students might say:**
>
> "'Once a upon a time' is one way to start a story."
>
> "'In the beginning' is another way to start."
>
> "'Not long ago' can be an interesting way to begin a story."

Use the same procedure for sequencing words or phrases for the middle (for example, *the next day* or *some time later*) and the end of stories (for example, *afterward* or *in the end*).

Day 2

Puffin Peter

Retelling a Story

Materials

- Student and teacher copies of *Puffin Peter*
- Two self-stick notes for each student
- "Group Progress Assessment" sheet (GA6)
- "Retelling *Puffin Peter*" chart, prepared ahead
- Marker
- (Optional) "Sequencing Word" chart from Day 1
- (Optional) "Sample Group Retellings" on page 79

In this lesson, the students:

- Retell a story
- Reread part of a fiction book
- Reach agreement with their partners

1 Gather and Review Retelling

Remind the students that in the last lesson they read and discussed *Puffin Peter*. Explain that today, the students will use the sequencing words they learned in the last lesson, *First, Next, Then,* and *Finally*, to retell another part of the story.

Explain that when readers *retell* a story, they use their own words to tell the important parts of a story in the right order. Explain that retelling stories can help readers understand what they read and share stories with others.

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2 Model Retelling Part of the Story

Explain that you will model retelling the first part of the story of *Puffin Peter*. Ask the students to pay attention to what you include and what you leave out.

> **You might say:**
>
> "First, Puffin Peter and his best friend Paul were swimming. [Pause.] I can't remember what happened next, so I am going to look back at the story and check. [Open the book to page 8.] Right. When the puffins were swimming there was *a huge* storm and the birds got separated."

Ask:

Q *What did you notice about the way I retold the beginning of* Puffin Peter*?*

> **Students might say:**
>
> "You said the story in a shorter way."
>
> "When you forgot what happened, you looked back in the book."
>
> "You sounded excited when you talked about the storm."

Open the book to page 4 and read the page aloud. Point out that when you retold the story, you did not include that Peter and Paul spent their days fishing because it was not an important part of the story.

Turn to page 8 and read the page aloud. Point out that when you retold the story you said the storm was "huge" rather than "big," and that "the birds got separated" rather than "Peter was lost."

Explain that when readers retell a story, they do not change events in the story but they use their own words.

3 Get Ready to Retell in Pairs

Tell the students that each pair will retell part of *Puffin Peter* to the group. Explain that partners will be assigned pages of the book and that they will talk together to decide what to include in their retelling. Ask and briefly discuss:

Q *What can you do if you and your partner disagree about what to include in the retelling?*

> **Students might say:**
>
> "We can try to include a bit of both partners' ideas."
>
> "I can try to explain why the idea needs to be included."
>
> "I can understand that I may not get my way sometimes and agree to do what my partner wants."

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Teacher Note

You may direct the students' attention to the appropriate word on "Sequencing Words" chart as you assign each pair their sequencing word and pages.

Assign a sequencing word and pages to each pair. Have the students mark the start and end pages with self-stick notes.

> **You might say:**
>
> "[Jenny] and [William] you will tell what happens *next* in the story. You will retell pages 12–17. [Damon] and [Lincoln] you will tell what happens *then*. You'll retell pages 18–25. [Cassie] and [Kim] you'll tell us what *finally* happens, pages 26–33."

4 Retell Part of the Story in Pairs

Tell the students that partners will retell what happens in their part of the book to the group and that you will write down what they say. Allow time for partners to discuss and practice retelling their section of the book.



GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to determine which events are important to include in a retelling?
- Are pairs able to retell their part of the story in order?
- Are pairs able to reach agreement with their partners about what to include in the retelling?

Record your observations on the "Group Progress Assessment" sheet (GA6); see page 209 of the *Assessment Resource Book*.

Support any student who struggles to retell her part of the story by having her study the illustrations and then encouraging her to use her own words to describe what she sees in the pictures. Then have her try again to retell her part of the story.

Teacher Note

You might want to refer to the "Sample Group Retellings" on page 79 for examples of how your group might retell the story.

5 Retell the Story as a Group

Direct the students' attention to the "Retelling Puffin Peter" chart. Write *First* on the chart and underline the word. Then, model retelling the first part of *Puffin Peter* again, this time writing what you say.

Write and underline the word *Next*. Then have the pair responsible for the next pages retell what happens in that part of the book. Record what they say on the chart paper.

Write and underline the word *Then*. Have the pair responsible for the pages retell their part of the story as you record what they say on the chart paper.

Repeat this procedure for the remaining part(s) of the story.

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Choose volunteers to read the chart aloud to the group. You may want to have one volunteer read the first part, another volunteer read the next part, and so on.

6 Reflect on Partner Work

Help the students reflect on how they did retelling with partners. Ask and discuss:

Q *What went well when you retold the story with your partner today?*

Share some of your observations about the students' interactions.

Encourage the students to continue retelling the story of *Puffin Peter* or any other books they read. You might suggest that they retell stories to classmates during independent reading, or to family members or friends.

Have the students return *Puffin Peter* to their toolboxes and encourage them to reread it independently.

Teacher Note

After completing this set of lessons, you may choose to display this chart in the classroom reading area for students to read together. You will not display this chart during the Day 3 lessons when the students are retelling from memory.

GUIDED SPELLING

storm	"When the storm was over, Peter was lost."
large	"The large blue whale took Peter to an island."
where	"Peter wondered where his friend was."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

storm: Point to the *fork* picture on the "Spelling-Sound Chart" and remind the students that there is only one way to spell the sound /ôr/. Tell the students that in *storm* the sound /ôr/ is spelled *o-r*.

large: Point to the *car* picture on the chart and remind the students that there is only one way to spell the sound /ar/. Tell the students that in *large* the sound /ar/ is spelled *a-r*. Tell the students that in *large* the sound /j/ is spelled *g-e*.

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Day 3

Puffin Peter
Retelling a Story

Materials

- Teacher and student copies of *Puffin Peter*
- "Sequencing Words" chart from Day 1

In this lesson, the students:

- Use sequencing words to tell events in order
- Retell part of a story
- Reread part of a fiction book

1 Gather and Review Retelling

Remind the students that in the last lesson they retold part of the story of *Puffin Peter*. Review that *retelling* stories, telling the important parts of a story in the right order, can help readers understand what they read and share stories with others.

2 Review Sequencing

Remind the students that they used sequencing words to retell what happened when a storm separated Peter and Paul. Direct the students' attention to the "Sequencing Words" chart. Point out that in the last lesson, you used those same sequencing words to organize the group's retelling of the whole book.

Review that sequencing words such as *first*, *next*, *then*, and *finally* can help readers think about the order events happen in a story. Explain that today the students will use sequencing words and think about why the events of the story happen in a particular order.

3 Discuss the Order of Events

Explain that the group will discuss the order in which the whale and Peter see the birds because later, pairs will try to tell the story of *Puffin Peter* without rereading the book.

Have the students open their books to pages 16–17. Review that, first, Peter tells the whale that he is looking for a bird that is "funny and noisy." Point to *First* on the "Sequencing Word" chart and ask:

Q *Which birds does the whale take Peter to first? Why does that make sense?*

Encourage the students to use the word *first* in their responses. Then have them turn to pages 18–19 to see the "funny and noisy" birds.

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Point to the word *Next*. Review that next, Peter tells the whale that Paul's feathers are black and white. Ask:

Q *Which birds does the whale take Peter to next? Why does that make sense?*

Encourage the students to use the word *next* in their responses. Then have them turn to pages 20–21 to see the "funny and noisy" birds that are also black and white.

Point to *Then*. Review that then, Peter tells the whale that Paul has a very colorful beak. Ask:

Q *Then which bird does the whale take Peter to? Why does that make sense?*

Encourage the students to use the word *then* in their responses. Then have them turn to pages 22–23 to see the "funny and noisy," "black and white" bird "with the colorful beak."

Have the students turn to pages 32–33 and point to *Finally*. Tell the students that finally Paul finds Puffin Peter and the whale sees that Paul looks just like Peter.

4 Retell Part of the Story in Pairs

Explain that partners will retell what happens when the whale and Peter look for Paul and that they will try to do so without looking in their books.

Ask and briefly discuss:

Q *How will you and your partner take turns retelling the story?*

Have the students retell Peter's journey in pairs.

5 Reflect on Sequencing and Retelling

Review that sequencing words help readers retell the events in a story in the right order so the story makes sense. Ask:

Q *What was fun about retelling* Puffin Peter*?*

Have the students return *Puffin Peter* to their toolboxes. Encourage them to reread the book independently.

Teacher Note

If necessary, support any student who struggles to remember the sequence of events by having him look at the illustrations in the book.

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GUIDED SPELLING

rocky	"Peter and Paul lived on a rocky island."
noisy	"The parrots were funny and noisy but they were not black and white."
their	"The penguins were black and white but their beaks were not colorful."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

rocky: Point to the *tree* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ē/. Tell the students that the sound /ē/ at the end of a two-syllable word is usually spelled *y*. Tell the students that in *rocky* the sound /ē/ is spelled *y*.

noisy: Support the students in writing the base word, *noise*. Point to the *toy* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /oi/. Tell the students that in *noisy* the sound /oi/ is spelled *o-i*. Tell the students that in *noisy* the sound /z/ is spelled *s*. Remind the students that the sound /ē/ at the end of a two-syllable word is usually spelled *y*. Tell the students that in *noisy* the sound /ē/ is spelled *y*. Then support the students in erasing the *e* and replacing it with *y*.

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Sample Group Retellings

Sample One:
Puffin Peter was Paul's best friend. **First**, the puffins were swimming. There was a HUGE storm and the birds were separated. Peter met a whale and told him that his friend was gone. **Next**, Peter described Paul to the whale and the whale took Peter to see different birds, but none of them were Paul. **Then**, they stopped looking for Paul, and Peter was sad. **Finally**, a bird came flying towards Peter and the whale. It was Paul!

Sample Two:
First, Puffin Peter and Paul were swimming. A big storm came and Peter got lost. **Next**, Peter realized that Paul was gone and he asked the whale to help him find Paul. **Then**, the whale took Peter to some parrots because Peter had said Paul was noisy and loud. Then Peter said that Paul was black and white, so the whale took him to some penguins. Then Peter said that Paul had a colorful beak, so the whale took him to a toucan. Then, Peter was sad. **Finally**, Paul found Peter! The whale said, "Why didn't you tell me that Paul is a puffin, just like you?"

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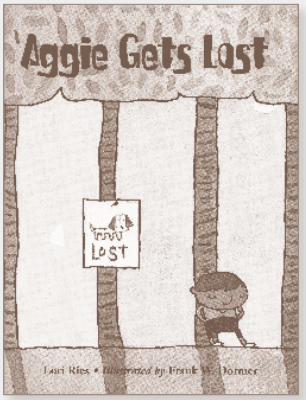
RESOURCES



Aggie Gets Lost

by Lori Ries, illustrated by Frank W. Dormer

In this fiction text, Ben's best friend—his dog, Aggie—goes missing.

More Strategy Practice

- "Explore Characters' Feelings in 'The Bad Day'"
- "Explore Characters' Feelings in 'The Awful Night'"

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA7)

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OVERVIEW

Academic Focus

- Students retell a story.
- Students read and discuss a fiction text.
- Students use their own words to describe the events in a story.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Prior to Day 2, check in with individual students to make sure they have done the reading. If necessary, provide them with additional structured reading time.

✓ Prior to Day 3, create retelling prompts by writing each of the prompts that follow on a separate sheet of paper for display during the lesson (see Steps 3 and 4):

- *Ben and Aggie go to the park.*
- *Ben and his family can't find Aggie.*
- *Ben has an awful night.*
- *Ben gets help from Mr. Thomas.*
- *Ben and Aggie find each other.*

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA7); see page 210 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *people*, *enough*, and *climb* to the word wall if they are not already displayed.

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Day 1 *Aggie Gets Lost*

Reading and Retelling

Materials

- Teacher and student copies of *Aggie Gets Lost* (pages 3–29)
- 2 self-stick notes for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Read and discuss a chapter
- Retell part of a story

1 Gather and Introduce *Aggie Gets Lost*

Distribute *Aggie Gets Lost* and one self-stick note to each student. Read the title and names of the author and illustrator aloud. Give the students a moment to look at the front and back covers. Then ask:

Q *What do you think this book is about?*

Explain that *Aggie Gets Lost* is one of a series of books about a boy named Ben and his dog, Aggie. Ben and Aggie are best friends and do everything together.

Explain that today the students will read and discuss the first chapter of *Aggie Gets Lost* and practice telling part of the story in their own words.

Teacher Note

Consider providing copies of other books in the Aggie and Ben series for the students to read independently.

TEKS 8.C.ii
TEKS 8.C.viii
Student/Teacher Activity
Step 2

2 Read and Discuss "The Bad Day"

Distribute a self-stick note to each student. Have the students open their books to page 17 and mark the page so they know where to stop reading. Then have the students turn to page 3 and read the chapter quietly to themselves.

Teacher Note

Note that page 3 is unnumbered.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask and discuss:

Q *What happens in this chapter?*

Q *What does Ben do to try to find Aggie?*

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Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What do Aggie and Ben do at the park?*

Q *What happens to Aggie at the park?*

Ask:

Q *Why do you think this chapter is called "The Bad Day"? Turn to your partner.*

Have a few students share their thinking.

3 Model Retelling Using Text and Illustrations

Have the students turn to pages 8–9, and tell them to look at the illustration. Ask and briefly discuss:

Q *Where do you think Aggie went? What in the illustration makes you think that? Turn to your partner.*

Have a few students share their thinking. If the students do not mention it, point out the skunk in the illustration. Explain that sometimes, important parts of a story are included only in the illustrations.

Read pages 8–9 aloud, having the students to follow along as you read. Next, explain that you will tell what happens on these pages in your own words.

> **You might say:**
>
> "I'm going to take a minute to think about the words and the illustration on these pages. Ben throws the ball really hard and far. Aggie runs after the ball. She sees a skunk in the trees and starts chasing it. Aggie disappears; Ben can't see her anymore."

Point out that the skunk is not mentioned in the words but that you included information about the skunk because it is important to the story.

4 Use Text and Illustrations to Retell in Pairs

Explain that the students will use their own words to retell pages 8–9 in pairs. Allow them a few moments to think about what they will say, and then have partners take turns retelling the pages.

After both partners have had a chance to talk, explain that *retelling* stories, telling stories in their own words, can help readers understand and share what they read with others. Explain that in the coming days, the students will retell more of *Aggie Gets Lost* in their own words.

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5 Introduce "The Awful Night" for Independent Reading

Tell the students that they will read "The Awful Night" during independent reading, before they read any other books from their toolboxes. Explain that when the group meets again, they will discuss the chapter so it is important that they read only the assigned pages and do not read ahead.

Explain that "The Awful Night" describes how Ben feels the night after he loses Aggie. Distribute the remaining self-stick notes. Have the students use a self-stick note to find and mark the start of the chapter on page 19. Then have them turn to page 29 and mark it with another self-stick note so they know where to stop reading.

Tell the group when their next meeting will be and remind the students that they will complete their independent reading before that lesson. Have the students put *Aggie Gets Lost* into their toolboxes.

Teacher Note

Note that page 19 is unnumbered.

ELL Note

Sustaining comprehension through a longer text may be challenging for the students. Consider checking in with them as they read the assigned chapter independently.

GUIDED SPELLING

now	"I threw the ball too far and now I can't see my dog."
howl	"I can hear my dog howl."
people	"We tell the people in the park about my dog."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

now: Point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ou/. Remind the students that the sound /ou/ at the end of a word is usually spelled *o-w*. Tell the students that in *now* the sound /ou/ is spelled *o-w*.

howl: Follow the same procedure to support the students in spelling *howl*. Tell the students that in *howl* the sound /ou/ is spelled *o-w*.

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MORE STRATEGY PRACTICE

Explore Characters' Feelings in "The Bad Day"

Have the students open their copies of *Aggie Gets Lost* to the chapter "The Bad Day" and give them a few moments to look at the illustrations. Ask and briefly discuss:

Q *How does Ben feel about Aggie? What about the illustrations tells you that?*

Q *How does Ben feel about Aggie being lost? What about the illustrations tells you that?*

Aggie Gets Lost
Reading and Retelling

Day 2

In this lesson, the students:

- Retell part of a story
- Read and discuss chapters of a book

1 Gather and Reflect on Reading Independently

Tell the students that today they will talk about "The Awful Night," the chapter of *Aggie Gets Lost* they read independently, and then read and discuss the next chapter. Ask and discuss:

Q *What did you like about reading "The Awful Night" on your own? What was challenging about it?*

2 Discuss "The Awful Night"

Give the students a few moments to look through the illustrations in "The Awful Night." Then ask:

Q *What happens in "The Awful Night"?*

Then have the students discuss the following questions, first in pairs and then as a whole group:



Q *What are some things Ben likes about Aggie? Turn to your partner.*

Q *What are some things Ben doesn't like about Aggie? Turn to your partner.*

Materials

- Teacher and student copies of *Aggie Gets Lost* (pages 31–48)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

Teacher Note

Check in with individual students before beginning today's lesson to make sure they have done the reading. If necessary, provide them with additional structured reading time.

Teacher Note

If the students need support remembering the story, encourage them to refer back to the book.

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Teacher Note

Note that page 31 is unnumbered.

3 Read and Discuss "Found!"

Have the students turn to page 31. Tell them that they will now read the last chapter, "Found!" and then discuss it as a group.

Have the students read the chapter quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask and briefly discuss:

Q *What happens in this chapter?*

Then ask:

Q *How does Mr. Thomas help Ben find Aggie? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "Mr. Thomas helps Ben find Aggie by telling Ben to see like him."
>
> "Mr. Thomas tells Ben to try using his hands and ears and nose instead of his eyes."
>
> "Ben hears Aggie howl because Mr. Thomas helps him listen."

4 Retell Using Text and Illustrations

Have the students turn to pages 44–45, reread the pages quietly to themselves, and look at the illustration. Ask:

Q *What do you think happened to Aggie? What in the words or in the illustration tells you that? Turn to your partner.*

Have a few students share their thinking.

Point out that, as in the first chapter, the skunk appears only in the illustration. Explain that you will model telling this part of the story in your own words, and then the students will have a turn. Tell the students that you will include the skunk in your retelling because it is important to the story.

Have the students listen as you tell what happens on pages 44–45 in your own words.

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You might say:

"I'm going to take a minute to think about the words and the illustration on these pages. [Pause.] When Ben finally finds Aggie, she is smelly and needs a bath. There is a skunk hiding in the forest, so it seems like Aggie chased the skunk and the skunk sprayed her."

Have a few students retell what happens on pages 44–45.

Remind the students that retelling stories, telling stories in their own words, helps readers understand and share what they read with others. Explain that in the next lesson, the students will tell more of *Aggie Gets Lost* in their own words.

5 Wrap Up

Have the students put *Aggie Gets Lost* into their toolboxes, and encourage them to reread the book independently.

GUIDED SPELLING

teeth	"I brush my teeth every day."
treats	"My dog is happy when she gets treats."
enough	"Did I give my dog enough treats?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

teeth: Point to the *tree* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ē/. Tell the students that in *teeth* the sound /ē/ is spelled *e-e*.

treats: Tell the students that in *treats* the sound /ē/ is spelled *e-a*. Support the students in writing the base word, *treat*, before adding the inflectional ending to write *treats*.

MORE STRATEGY PRACTICE

Explore Characters' Feelings in "The Awful Night"

Have the students reread pages 20–23 in *Aggie Gets Lost*. Ask and briefly discuss:

Q *How does Ben feel at the beginning of the chapter? What on these pages makes you think that?*

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Have the students reread pages 24–25. Ask and briefly discuss:

Q *How does Ben feel in this part of the chapter? What on these pages makes you think that?*

Have the students reread page 29. Ask and briefly discuss:

Q *How does Ben feel at the end of the chapter? What on this page makes you think that?*

Day 3

Aggie Gets Lost

Retelling a Story

Materials

- Teacher and student copies of *Aggie Gets Lost*
- Retelling prompts, prepared ahead
- "Group Progress Assessment" sheet (GA7)

Teacher Note

If the students would benefit from reviewing *Aggie Gets Lost* before they retell the whole story, consider having them reread the book in independent work before beginning this lesson.

In this lesson, the students:

- Discuss a book
- Retell a story with partners
- Listen respectfully to the thinking of others and share their own

1 Gather and Review *Aggie Gets Lost*

Give the students a few moments to look through the illustrations of *Aggie Gets Lost*. Ask and briefly discuss:

Q *What is your favorite part of the story?*

Then ask:

Q *In the story, Ben wonders whether Aggie is lost or has run away. What do you think?*

Have a few students share their thinking.

2 Review Retelling

Review that earlier the students retold parts of *Aggie Gets Lost* in their own words. Ask and briefly discuss:

Q *What do you know about retelling?*

Remind the students that retelling stories, telling stories in their own words, helps readers understand what they read and share stories. Explain that today partners will work together to retell the whole story of *Aggie Gets Lost*.

3 Get Ready to Retell the Story

Display the retelling prompt ("Ben and Aggie go to the park") and read it aloud. Tell the students you will model retelling the first part of the story. Ask them to pay attention to what you include and what you leave out.

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You might say:

"At the beginning of the story, Ben and Aggie go to the park to play fetch. One time, Ben throws the ball really far. Aggie sees a skunk when she is chasing the ball and runs after the skunk. [Pause.] I can't remember what happens next, so I am going to look back at the book and check. [Open the book to pages 10–11.] I remember. Ben looks for Aggie in the park but cannot find her. I'm going to stop retelling there because after that, Ben isn't in the park anymore."

Ask:

Q *What did I include in my retelling? What did I leave out?*

Students might say:

"You included what they did at the park."

"You didn't say the ball was red."

"You said what was on the sheet, 'Ben and Aggie go to the park.' "

Point out that you did not include everything from the words and illustrations in your retelling. You included enough information to help listeners understand the story. Point out that you also looked at some of the pages in the first part of the chapter "The Bad Day" to help you remember what to include in your retelling.

Reread the first prompt aloud. Ask:

Q *How would you tell the part of the story when Ben and Aggie go to the park in your own words?*

Have a few students retell the first part of the story.

4 Retell the Story in Pairs

Explain that you will show the group another sentence to help them think about the next part of the story, and then partners will take turns telling that part in their own words.

Display and read aloud the second retelling prompt, "Ben and his family can't find Aggie." Explain that when the students retell this part of the story, they can look back at to the second part of "The Bad Day" to help them remember what to include. Ask:

Q *How would you tell this part of the story in your own words? Turn to your partner.*

Have the students use the remaining prompts to retell the rest of *Aggie Gets Lost*. Display the prompts one at a time, read each one aloud, and have partners take turns retelling the corresponding parts of the story. Remind the students that if they need help remembering what to include in their retelling, they can look back at the pages in the book that go with the prompt.

Teacher Note

If time allows, have a few students share with the group before moving on to the next prompt.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to determine which events to include in response to each retelling prompt?
- Are they telling the story in their own words?
- Are pairs able to take turns talking and listening?

Record your observations on the "Group Progress Assessment" sheet (GA7); see page 210 of the *Assessment Resource Book*.

Support any student who struggles to retell parts of the story by having her study the illustrations and encouraging her to describe the pictures.

5 Reflect on Retelling in Pairs

Help the students reflect on how they did retelling with partners. Ask:

Q *What went well when you retold the story with your partner today?*

Share some of your observations about how the students worked together.

Encourage the students to retell *Aggie Gets Lost*, or any other stories they have read. You might suggest that they retell stories to classmates during independent reading, or to a family member or friend. You might also suggest that the students write retellings of their favorite stories.

Ask the students to put *Aggie Gets Lost* in their toolboxes, and encourage them to reread the book independently.

GUIDED SPELLING

badge	"The policeman has a shiny badge."
fetch	"My dog loves to play fetch."
climb	"I climb into bed and think about my dog."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

badge: Remind the students that the sound /j/ at the end of a word is usually spelled *d-g-e*. Tell the students that in *badge* the sound /j/ is spelled *d-g-e*.

fetch: Remind the students that the sound /ch/ at the end of a word is usually spelled *t-c-h*. Tell the students that in *fetch* the sound /ch/ is spelled *t-c-h*.

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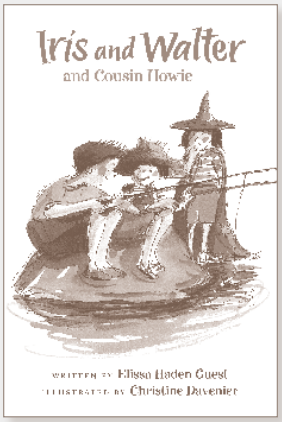
RESOURCES



Iris and Walter and Cousin Howie

by Elissa Haden Guest, illustrated by Christine Davenier

In this fiction text, Iris feels left out when her best friend's cousin comes to visit.

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA8)

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OVERVIEW

Academic Focus

- Students make and discuss text-to-self connections.
- Students read and discuss a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share their thinking.

DO AHEAD

✓ Prior to Day 1, write the following discussion prompt on a sheet of chart paper: *In this chapter*, _____. *This reminds me of* _____. (See Step 3.)

✓ Prior to Day 2, check in with individual students to make sure they have done the reading. If necessary, provide them with additional structured reading time.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA8); see page 211 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *why* and *who* to the word wall if they are not already displayed.

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Day 1

Iris and Walter and Cousin Howie

Making Text-to-self Connections

Materials

- Teacher and student copies of *Iris and Walter and Cousin Howie* (pages 7–21)
- Two self-stick notes for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- Charted discussion prompt, prepared ahead

In this lesson, the students:

- Make and discuss text-to-self connections
- Read and discuss chapters of a book
- Share their thinking

1 Gather and Introduce *Iris and Walter and Cousin Howie*

Show the cover of *Iris and Walter and Cousin Howie* and read the title and the names of the author and illustrator aloud. Point out Iris (right), Walter (middle), and Cousin Howie (left) on the front cover.

Distribute *Iris and Walter and Cousin Howie*. Have the students look at the illustration on the front cover. Ask:

Q *What do you notice about this picture?*

2 Read and Discuss Chapter 1, "Walter's Great News"

Have the students open to the "Contents" page and explain that this page tells which page each chapter starts on. Point out that chapter 1 is called "Walter's Great News." Ask:

Q *When have you gotten great news? Turn to your partner.*

Have a few students share their thinking.

Distribute one self-stick note to each student. Have the students open their books to page 13 and mark the page so they know where to stop reading. Then ask them to use the table of contents to find the page where chapter 1, "Walter's Great News," begins. Have them turn to the page and read the chapter quietly to themselves.

ELL Note

Explain that a *magician* is a person who performs magic tricks.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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When all the students have read the chapter at least once, ask:

Q *What happens in this chapter?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What do you know about Iris and Walter?*

Q *How do Iris and Walter feel about Cousin Howie coming to visit?*

Q *What do Iris and Walter want to do when Howie comes?*

3 Introduce and Model Making Text-to-self Connections

Explain that readers often think about how what they read reminds them of things that have happened to them, things they have done, and people they know. Direct the students' attention to the charted discussion prompt "In this chapter, _____. This reminds me of _____." and read it aloud.

Ask the students to listen as you use the prompt to share a connection to the chapter.

> **You might say:**
>
> "In this chapter, Walter and Iris are excited for Cousin Howie's visit. This reminds me of how excited I am when my grandma comes to visit. She always makes me my favorite foods and tells me how much she loves me."

Tell the students that making connections with a text—thinking about how the book reminds them of their own lives—is called *making text-to-self connections*.

4 Make Text-to-self Connections in Pairs

Explain that the students can make text-to-self connections to *Iris and Walter and Cousin Howie* by thinking about how the book reminds them of things that have happened to them, things they have done, and people they know. Tell the students that in this chapter, Iris and Walter are excited for a visitor. Ask:

Q *When have you been excited for a visitor? What happened? Turn to your partner.*

Have a few students share their thinking.

Teacher Note

Save the charted discussion prompt to use on Day 2.

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5 Introduce Chapter 2, "Cousin Howie" for Independent Reading

Tell the students that they will read chapter 2, "Cousin Howie," during independent reading, before they read other books in their toolboxes. Encourage them to notice any text-to-self connections they make as they read.

Explain that when the group meets again, the students will discuss the chapter and their connections. Tell the students that it is important for the group discussion that they complete the assigned reading and do not read ahead.

Have the students use the table of contents to find the first page of chapter 2, "Cousin Howie," and mark the page so they know where to start reading. Then distribute the other self-stick note and have the students mark page 21 so they know where to stop reading.

Tell the students when their next lesson will be and remind them to complete their independent reading prior to that lesson. Have them put *Iris and Walter and Cousin Howie* into their toolboxes.

Teacher Note

You may want to have the students turn to pages 14–15. Point out the hammock in the illustration and explain that a *hammock* is a net strung between two trees.

ELL Note

Sustaining comprehension through a longer text may be challenging for the students. Consider checking in with them as they read the assigned chapter independently.

GUIDED SPELLING

sunshine	"Iris likes to play in the sunshine with Baby Rose."
weekend	"Walter was excited for his cousin, Howie, to stay for the weekend."
why	"Iris wondered why Cousin Howie was visiting."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

sunshine: Tell the students that *sunshine* is a *compound word*, a word made from two shorter words. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words. For *shine*, point to the *kite* picture on the "Spelling-Sound Chart," and remind them that there are different ways to spell the sound /ī/. Tell the students that in *shine* the sound /ī/ is spelled *i_e*.

weekend: Repeat the procedure to support the students in writing compound words. For *week*, point to the *tree* picture on the "Spelling-Sound Chart," and remind them that there are different ways to spell the sound /ē/. Tell the students that in *week* the sound /ē/ is spelled *e-e*.

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Iris and Walter and Cousin Howie

Making Text-to-self Connections

Day 2

In this lesson, the students:

- Make and discuss text-to-self connections
- Read and discuss chapters of a book
- Share their thinking

1 Gather and Discuss Chapter 2, "Cousin Howie"

Remind the students that they read chapter 2, "Cousin Howie," independently and thought about how it reminded them of their own lives as they read to prepare for today's discussion. Ask:

Q *What happens in this chapter?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What happens when Iris meets Cousin Howie?*

Q *What does Iris talk about with her mom and dad?*

2 Review and Discuss Text-to-self Connections

Remind the students that thinking about how a book reminds them of their own lives is called making text-to-self connections. Review that they can make text-to-self connections by thinking about how the book reminds them of things that have happened to them, things they have done, and people they know.

Ask them to listen as you use the prompt "In this chapter, _____. This reminds me of _____." to share a text-to-self connection you made to the chapter.

> **You might say:**
>
> "In this chapter, when Iris gets to Walter's house, Cousin Howie is sitting in Iris's spot on the hammock. This reminds me of when my sister had a friend over who sat in my spot on the couch when we watched a movie. I felt sad that my sister wanted to sit next to her friend instead of me."

Materials

- Teacher and student copies of *Iris and Walter and Cousin Howie* (pages 15–31)
- Charted discussion prompt from Day 1
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading. If necessary, provide them with additional structured reading time.

TEKS 6.E.i
Student/Teacher Activity
Step 2

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Encourage the students to use the discussion prompt as they share their text-to-self connections. Then ask:

Q *What part of this chapter reminds you of your own life? What does it remind you of?*

Support the students in making text-to-self connections by asking follow-up questions such as:

Q *In this chapter, Iris meets Cousin Howie for the first time. When have you met someone new? What happened?*

Q *In this chapter, Howie tells Iris that she is holding the fishing pole wrong. When has someone told you that you were doing something wrong? How did you feel?*

3 Read and Discuss Chapter 3, "Fishing Troubles"

Explain that the students will now read chapter 3, "Fishing Troubles." Encourage them to notice any text-to-self connections they make as they read.

Have the students open their books to page 31 and mark the page so they know where to stop reading. Then ask them to use the table of contents to find the number of the first page of chapter 3, "Fishing Troubles," turn to the page, and read the chapter quietly to themselves.

ELL Note

Explain that *abracadabra* is a word that magicians use when performing a magic trick.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What happens in this chapter?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Iris hope Walter will teach her?*

Q *What happens at the pond?*

Q *Why does Iris burst into tears, or start crying?*

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4 Make Text-to-self Connections in Pairs

Tell the students that they will now share their text-to-self connections with their partners. Encourage them to use the discussion prompt as they share; then ask:

Q *What part of this chapter reminds you of your own life? What does it remind you of? Turn to your partner.*

Have a few students share their thinking.

Support the students in making text-to-self connections by asking follow-up questions such as:

Q *When Howie asks Walter if Iris has to do everything with them, Iris feels left out. When have you felt left out? What happened?*

Q *Iris really wants Cousin Howie to teach her magic tricks. When have you wanted someone to teach you something? What happened?*

Teacher Note

Save the charted discussion prompt to use on Day 3.

5 Wrap Up

Explain that in the next lesson, the students will finish reading the book. Collect *Iris and Walter and Cousin Howie*, keeping the self-stick notes in the books.

GUIDED SPELLING

night	"Iris felt sad that night."
might	"Iris thought she might like to be a magician."
who	"Who knows how to do magic tricks?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

night: Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell the students that in *night* the sound /ī/ is spelled *i-g-h*.

might: Repeat the procedure to support the students in spelling the sound /ī/ in *might*.

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Day 3

Iris and Walter and Cousin Howie

Making Text-to-self Connections

Materials

- Teacher and student copies of *Iris and Walter and Cousin Howie* (pages 33–44)
- Charted discussion prompt from Day 2
- "Group Progress Assessment" sheet (GA8)

In this lesson, the students:

- Make and discuss text-to-self connections
- Read and discuss a chapter of a book
- Share their thinking

1 Gather and Review Text-to-self Connections

Remind the students that in the last lesson, they discussed two chapters of *Iris and Walter and Cousin Howie* and shared text-to-self connections. Review that readers make text-to-self connections by thinking about how a book reminds them of things that have happened to them, things they have done, and people they know.

2 Read and Discuss Chapter 4, "A Little Magic"

Tell the students that today they will read chapter 4, "A Little Magic." Encourage them to notice any text-to-self connections they make as they read. Have them use the table of contents to find the first page of chapter 4, "A Little Magic," turn to it, and read the chapter quietly to themselves.

When all the students have read the chapter at least once, ask:

Q *What happens in this chapter?*

Teacher Note

You may want to have the students turn to page 37 and look at the handkerchief in the illustration. Consider explaining that Iris uses a *handkerchief*, a small cloth, to wipe her face and eyes.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Iris talk about with her family?*

Q *What does Iris talk about with Walter?*

3 Make Text-to-self Connections in Pairs

Tell the students that making text-to-self connections helps readers understand and enjoy what they read. Encourage them to use the discussion prompt as they share their text-to-self connections with their partners. Then ask:

Q *What part of this chapter reminds you of your own life? What does it remind you of? Turn to your partner.*

Observe the students as they talk with their partners, offering support as needed.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to make and discuss text-to-self connections?
- Do they listen respectfully as their partners share their thinking?

Record your observations on the "Group Progress Assessment" sheet (GA8); see page 211 of the *Assessment Resource Book*.

Support any student who struggles to make text-to-self connections by asking:

Q *When has someone hurt your feelings? What happened?*

Have a few students share their thinking.

Support the students in making text-to-self connections by asking follow-up questions such as:

Q *Iris talked to her family when she was upset about what happened with Howie. What do you do when you're upset?*

Q *Walter says he's sorry that Howie wasn't very friendly. When have you said, "I'm sorry" to a friend? When has a friend said, "I'm sorry" to you? What happened then?*

4 Reflect on Making Text-to-self Connections

Ask and discuss:

Q *What do you like about making text-to-self connections?*

> **Students might say:**
>
> "I like talking about things I've done and things that have happened to me."
>
> "I like it because even though Iris and Walter are different from me and my friends, the same kinds of things happen to us."
>
> "When my partner and I talked about our connections, I realized I felt really sorry for Iris. I was happy when Walter apologized to her."

Encourage the students to continue making text-to-self connections when they read books both in and outside of Small-group Reading and to share their connections with others. Ask them to put *Iris and Walter and Cousin Howie* into their toolboxes, and encourage them to reread the book independently.

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GUIDED SPELLING

playing	"Iris loved playing with Walter."
running	"Walter came running over."
about	"Iris told her family all about Cousin Howie."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

playing: Support the students in writing the base word, *play*. Point to the *cake* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ā/. Tell the students that in *play* the sound /ā/ is spelled *a-y*. Then support the students in adding the inflectional ending to write *playing*.

running: Support the students in writing the base word, *run*, before adding the inflectional ending. Remind the students that when they hear a short vowel sound in a word, there must be two consonants before the ending.

about: Point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ou/. Tell the students that in *about* the sound /ou/ is spelled *o-u*. You may wish to support the students by pronouncing the initial schwa sound using the short vowel /ă/.

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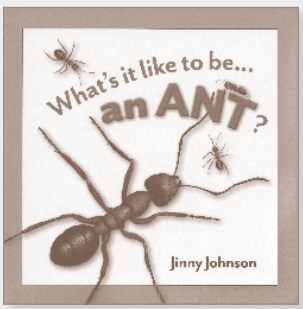
Comprehension

Determining Topic
Exploring Text Features

RESOURCES



What's It Like to Be an Ant?

by Jinny Johnson

This nonfiction text provides information about ants, their life cycle and their jobs.

More Strategy Practice

- "Explore the Index"

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA9)

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OVERVIEW

Academic Focus

- Students determine and discuss topic in a nonfiction text.
- Students read and discuss a nonfiction text.
- Students explore and use text features in a nonfiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 1, examine the text features closely (captions, text boxes, index, and glossary) to help you support the students.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA9); see page 212 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *your*, *young*, and *other* to the word wall if they are not already displayed.

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Day 1

What's It Like to Be an Ant?

Determining Topic and Exploring Text Features

Materials

- Teacher and student copies of *What's It Like to Be an Ant?* (pages 1–11)
- Self-stick note for each student

In this lesson, the students:

- Determine and discuss topic in parts of a book
- Explore text features: captions, glossary, and text boxes
- Read and discuss part of a book
- Share their thinking

1 Gather and Introduce *What's It Like to Be an Ant?*

Show the cover of *What's It Like to Be an Ant?* and read the title and the name of the author aloud. Ask and briefly discuss:

Q *What do you think you know about ants?*

Tell the students that *What's It Like to Be an Ant?* is a *nonfiction* book, and explain that a nonfiction book gives true information about a topic.

Distribute *What's It Like to Be an Ant?* Have the students open their books to page 3 and follow along as you read the page aloud. Explain that the rest of the book answers the question, "So what's it like to be an ant?" Tell the students that the author chose to write the rest of the book to sound as if an ant is telling the reader about its life.

2 Read and Discuss Part of the Book

Explain that the students will read part of the book and then talk about the text features they notice. Distribute a self-stick note to each student and have the students turn to page 7 and mark the page with self-stick note so they know when to stop reading. Have the students turn to page 4 and read pages 4–7 quietly to themselves. When all the students have read the pages, ask:

Q *What did you hear about what it's like to be an ant in the part you just read?*

Have the students turn to pages 4–5 and point out the caption below the illustration on page 5. Explain that captions are words or sentences that give more information about illustrations or photographs. Have the students read the caption. Ask:

Q *What did you find out from the caption about ants' homes?*

Direct the students' attention to the words "queen ant" on page 6. Point out that the words are different from the rest of the text. The different color tells readers that the words can be found in the glossary. Have the students turn to page 23. Explain that "Ant Words" is a glossary, and that a glossary lists words from the book that readers might not know and tells what each word means.

TEKS 9.D.iv
TEKS 9.D.xi
Student/Teacher Narrative
Step 2
(second paragraph)

TEKS 9.D.iv
TEKS 9.D.xi
Student/Teacher Activity
Step 2
(second discussion question)

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Have the students point to the words "queen ant" in the glossary. Have a volunteer read the definition aloud.

Have the students turn to "Ant Words" on page 23. Tell the students that "Ant Words" is a glossary, and explain that a glossary lists words from the book that a reader might not know and tells what each word means.

Have the students point to the words "queen ant" in the glossary. Have a volunteer read the definition aloud.

3 Introduce Text Boxes

Have the students turn to pages 6–7. Point to the words in the purple oval on page 7. Tell the students that this is a feature called a *text box* and that text boxes include extra information that the author wants readers to know. Explain text boxes can be any shape and that in this book they are oval-shaped.

Explain that nonfiction books often include *text features* such as, captions, glossaries, and text boxes, to help readers learn more about a topic, like ants.

4 Read Aloud Part of *What's It Like to Be an Ant?* and Model Determining Topic

Remind the students that the *topic* of a nonfiction book is what the whole book is about. Explain that a part of a book can also have a topic.

Have the students follow along as you reread pages 6–7 aloud. Then ask them to listen as you think aloud about the topic in this part of the book.

> **You might say:**
>
> "When I read part of a book and I'm trying to figure out what the topic is, I ask myself, 'What are these pages mostly about?' I think these pages are mostly about queen ants. I think that because the words tell about the queen ant and how the other ants take care of her. Also, I see that the words 'queen ant' are really large and that there are two pictures of queen ants. These things help me figure out that the topic of this part of the book may be queen ants."

Tell the students that when readers think about the topic of part of a book, they may ask themselves what that part is mostly about.

5 Read and Discuss Part of the Book

Tell the students that they will read the next part of the book and think about the topic, or what that part is about. Distribute a self-stick note to each student. Have the students turn to page 11 and mark the page with a self-stick note so they know when to stop reading.

Teacher Note

If the students are familiar with dictionaries, you may want to point out that the glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

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ELL Note

The students may benefit from hearing you define vocabulary such as "pinhead" and "spun" and having you explain the idiom "looked after."

Teacher Note

Encourage the students to refer to the main text as well as the illustrations and the caption on pages 8–11 to help them answer the question.

ELL Note

You might provide the prompts "The topic of the part I just read is . . ." and "I think that because . . ." to your English Language Learners to help them verbalize their answers to the questions.

Have the students turn back to page 8 and read pages 8–11 quietly to themselves. Ask the students who finish early to reread it, paying close attention to the illustrations. When all the students have finished reading, ask:

Q *What did you hear about ants in the part you just read?*

Review that when readers think about the topic of part of a book, they may ask themselves what that part is mostly about. Ask:

Q *What is the part you just read mostly about? Turn to your partner.*

Do not have the students share their thinking with the group. Ask and briefly discuss:

Q *What is the topic of the part you just read? Why do you think that?*

Have one or two students share their thinking; then tell the group that you think the topic of these pages is how baby ants grow up. Explain that authors often include supporting facts and details that describe the topic. Ask:

Q *What words or pictures on these pages are supporting facts that tell about baby ants? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "There are pictures of baby ants."
>
> "The word 'grew' is really big."
>
> "The pictures are about the ant life cycle because they are eggs, and then larva, and then they get out of the silk cases and are regular ants."

Review that thinking about the topic of part of a nonfiction book can help readers understand and remember that part.

6 Reflect on the Reading

Remind the students that the nonfiction book they are reading answers the question "What's it like to be an ant?" Ask and discuss:

Q *What is something interesting you learned about what it's like to be an ant?*

Explain that in the next lesson, the students will read more of *What's It Like to Be an Ant?* and discuss what they learn.

Collect *What's It Like to Be an Ant?* keeping the self-stick notes in the books.

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GUIDED SPELLING

new	"New ants start their lives as eggs."
grew	"The larva grew bigger and bigger."
your	"It got to be as big as your fingernail."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

new: Point to the *flute* picture on the "Spelling-Sound Chart," and remind the students that there are different ways to spell the sound /o͞o/. Tell the students that in *new* the sound /o͞o/ is spelled *e-w*.

grew: Follow the same procedure to support the students in spelling *grew*.

What's It Like to Be an Ant?
Determining Topic

Day 2

In this lesson, the students:

- Determine and discuss topic in parts of a book
- Use text features: captions and text boxes
- Read and discuss part of a book
- Share their thinking

Materials

- Teacher and student copies of *What's It Like to Be an Ant?* (pages 12–17)
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

1 Gather and Review *What's It Like to Be an Ant?*

Remind the students that in the last lesson, they listened to and read parts of the nonfiction book *What's It Like to Be an Ant?* Review that the author wrote the book as if an ant is telling about its life as a way to give readers information about ants. Ask:

Q *What do you remember reading about ants? Turn to your partner.*

Have a few students share their thinking. Explain that today the students will read and discuss more of the book.

2 Read and Discuss Part of the Book

Show pages 12–15 in your copy of the book and explain that the students will read and discuss this part of the book first.

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Point out the text box on page 12 and the caption on page 14 and remind the students to read all the text on the pages, including any text boxes or captions.

Distribute *What's It Like to Be an Ant?* Have the students open their books to page 15 and mark the page with a self-stick note so they know where to stop reading.

Have the students turn back to page 12 and read pages 12–15 quietly to themselves. Tell students who finish early to reread the pages and look carefully at the illustrations.

ELL Note

The students may benefit from hearing you explain the expression "manage by myself."

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the pages at least once, ask and discuss:

Q *What information about ants did you learn in the part you just read?*

Teacher Note

Encourage the students to refer to the words and illustrations on pages 12–15 to help them remember what they read.

TEKS 8.A.i
Student/Teacher Activity
Step 3

3 Determine and Discuss Topic for Part of the Book

Remind the students that part of a nonfiction book can have a topic. Explain that the students will reread the same part quietly to themselves and then talk about what they think the topic is. Have them reread pages 12–15 quietly to themselves. When all the students have reread the pages at least once, review that when readers want think about the topic of part of a book, they may ask themselves what that part is mostly about. Ask:

Q *What is the part you just read mostly about? Turn to your partner.*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does the ant do when it grows up?*

Q *What job does the ant have first? What job does it have next?*

Q *What do the worker ants do to take care of the younger ants? To get food for the nest?*

Do not have the students share their thinking with the group.

Ask and briefly discuss:

Q *What is the topic of the part you just read? Why do you think that?*

ELL Note

You might provide the prompts "The topic of the part I just read is . . ." and "I think that because . . ." to your English Language Learners to help them verbalize their answers to the questions.

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Have one or two students share their thinking; then tell the group that you think the topic of these pages is worker ants. Ask:

Q *What words or pictures on these pages tell readers about worker ants? Turn to your partner.*

Have a few students share their thinking.

4 Determine Topic for the Next Part of the Book

Tell the students that they will now read the next part quietly to themselves and then talk about what they think the topic is. Have them read pages 16–17 quietly to themselves. Then ask:

Q *What is the part you just read mostly about? Turn to your partner.*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What job does the ant tell about in this part?*

Q *What do the guard ants do to protect the nest?*

Do not have the students share their thinking with the group.

Ask and briefly discuss:

Q *What is the topic of the part you just read? What words or pictures tell you about that topic?*

Have a few students share their thinking.

> **Students might say:**
>
> "I think the topic is guard ants because it says what guard ants do, like how they fight and sting."
>
> "The topic of this part is guard ants because the picture shows the guard ants fighting."
>
> "I think the topic is how ants protect the nest because it says 'One day I will be a guard ant and protect our nest.'"

Review that thinking about the topic of part of a nonfiction book can help readers understand and remember that part.

5 Reflect on the Reading

Ask and discuss:

Q *What did you find out about ants that surprised you?*

Explain that in the next lesson, the students will read the rest of *What's It Like to Be an Ant?* and discuss what they learn.

Collect *What's It Like to Be an Ant?* keeping the self-stick notes in the books.

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GUIDED SPELLING

weak	"The ant was a bit weak and wobbly."
head	"An ant has six legs and a pair of feelers on its head."
young	"The ant's job was looking after the eggs and the young."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

ea: Tell the students that they will spell words with the same spelling, *e-a*, that have different vowel sounds, /ē/ and /ĕ/. You may want to write the spelling *e-a* on your wipe-off board to support the students.

weak: Point to the *tree* picture on the "Spelling-Sound Chart," and remind the students that there are different ways to spell the sound /ē/. Tell the students that in *weak* the sound /ē/ is spelled *e-a*.

head: Support the students by telling them that the sound /ĕ/ in *head* is spelled *e-a*.

Day 3

What's It Like to Be an Ant?

Determining Topic

Materials

- Teacher and student copies of *What's It Like to Be an Ant?* (pages 18–21)
- "Group Progress Assessment" sheet (GA9)

In this lesson, the students:

- Determine and discuss topic in parts of a book
- Read and discuss part of a book
- Work responsibly in pairs
- Share their thinking

TEKS 6.A.i
Student/Teacher Narrative Step 1

Teacher Note

If the students have difficulty answering the question, consider doing a picture walk through pages 12–17 to help them remember the topics of the parts they talked about.

1 Gather and Review Topic

Remind the students that in the previous lessons they read parts of the nonfiction book *What's It Like to Be an Ant?* and talked about the topic of each part. Review that thinking about the topic of part of a book can help readers understand and remember that part. Ask and briefly discuss:

Q *What are some topics you talked about in the last lesson?*

Tell the students that today they will read the last part of the book and talk about what they think the topic of that part is.

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2 Read and Discuss Part of *What's It Like to Be an Ant?*

Distribute *What's it like to be an Ant?* Have the students open their books to page 21 and mark the page with a self-stick note so they know where to stop reading. Have the students turn back to page 18 and read pages 18–21 quietly to themselves. Ask and briefly discuss:

Q *What did you hear about ants in the part you just read?*

3 Reread Part of the Book and Discuss Topic

TEKS 6.A.i
Student/Teacher Activity
Step 3

Tell the students that they will reread the same part quietly to themselves and then talk about what they think the topic is.

Have the students turn back to page 18 and reread the pages. Tell students who finish early to reread the pages, paying close attention to the illustrations.

When all the students have read the pages at least once, review that when readers think about the topic of part of a book, they may ask themselves what that part is mostly about. Ask:

Q *What is the part you just read mostly about? Turn to your partner.*

Teacher Note

Encourage the students to refer to the words and illustrations on pages 18–21 to help them remember what they read.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students able to say what they think the pages are mostly about?
- Are they referring to the text and illustrations as needed to support their thinking?
- Are partners working well together?

Record your observations on the "Group Progress Assessment" sheet (GA9); see page 212 of the *Assessment Resource Book*.

Support any student who struggles by asking questions such as:

Q *How are queen ants and male ants alike? How are they different?*

Q *What do you notice about the illustrations on these pages?*

Q *How are these kinds of ants different from workers?*

Do not have the students share their thinking with the group.

Ask and briefly discuss:

Q *What is the topic of the part you just read? Why do you think that?*

Teacher Note

Pages 18–21 do not have a clear topic. Accept the students' ideas as long as they are able to provide evidence from the text and illustrations to support their thinking. If they struggle to provide evidence, ask them to reread and, if necessary, revise their ideas.

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Facilitate a discussion by asking follow-up questions such as:

- Q *What words or pictures on these pages make you think the topic is [ants with wings]?*
- Q *Do you agree that the topic of this part of the book is [male ants and queen ants]? Why or why not?*
- Q *[Mariana] thinks this part is mostly about [ants that don't hatch into workers]? If you have a different idea, what is it?*

Explain that readers may have different ideas about the topic of part of a book and that is okay. What is important is that they understand what they read and can share what they learned with others.

4 Reflect on Working in Pairs

Ask and discuss:

- Q *What went well when you worked with your partner today?*

Have the students put *What's It Like to Be an Ant?* into their toolboxes. Encourage them to reread the book independently and to share what they have learned about ants with others.

GUIDED SPELLING

first	"The ant's first job was looking after the eggs."
fight	"If other insects attack the nest, the ants fight back."
other	"The ant went out with other workers to find food."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

first: Point to the *bird* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ûr/. Tell the students that in *first* the sound /ûr/ is spelled *i-r*.

fight: Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell the students that in *fight* the sound /ī/ is spelled *i-g-h*.

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MORE STRATEGY PRACTICE

Explore the Index

Tell the students that some nonfiction books have another text feature at the end of the book called an *index*. Have them open their books to page 24 and ask them to point to the words Ant index at the top of the page.

Have the students read the index quietly to themselves and think as they read about what they notice. Ask:

Q *What do you notice about the index?*

Have one or two students share their thinking.

> **Students might say:**
>
> "Some of the words are also in the glossary."
>
> "All the words have more than one number."
>
> "I see the words *queen ant* and we read about queen ants."

Explain that an index tells the reader where to look in the book for information about topics like eggs, guard ants, and larva.

Point out that the numbers next to each topic are the pages in the book where the topic is explained. Ask the students to point to the words male ants in the index. Explain that the numbers 18 and 20 tell readers they can find information about male ants on pages 18 and 20.

Tell the students you will show them how to use the index to find information about male ants. Model using the index by locating the words male ants and turning to the first page referenced (page 18).

Explain that you will read aloud the page and ask the students to listen for information about male ants. Point out that it is important to listen carefully because information about male ants may appear more than once on the page.

Have the students turn back to page 18 and follow along in their books as you read the page aloud, including the text box. Ask and briefly discuss:

Q *What information did you hear about male ants?*

Have partners turn to page 24 and use the index to find the second page referenced for the words *male ants* (page 20). Ask them to read the page quietly to themselves to find information about male ants. Ask and briefly discuss:

Q *What information did you find about male ants on this page?*

Tell the students that the index in a nonfiction book helps readers quickly find all the places in the book where a topic or a word is mentioned. Explain that readers often use the index if they have a question about a specific topic or want to find out more about it.

Teacher Note

If the students are familiar with alphabetical order, you may want to point out that the topics are listed in alphabetical order.

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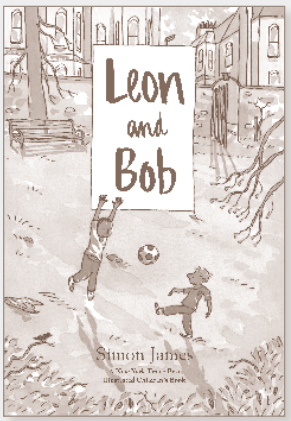
Comprehension

Wondering

Making and Supporting Predictions

RESOURCES



Leon and Bob

Written and illustrated by Simon James

In this fiction text, Leon and his imaginary friend, Bob, are inseparable until Leon makes friends with the boy next door.

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA10)

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OVERVIEW

Academic Focus

- Students wonder to help them understand a fiction text.
- Students make and support predictions about a fiction text.
- Students read and discuss a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share ideas with one another.

DO AHEAD

✓ Prior to Day 1, title a sheet of chart paper "What We Wonder About the Story" (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA10); see page 213 of the *Assessment Resource Book*.

✓ Prior to Day 3, select a question(s) from the entries on the "What We Wonder About the Story" chart from Day 2. Use self-stick notes to mark the places in the book where information about the question can be found (see Steps 2 and 3).

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *when*, *there*, and *here* to the word wall if they are not already displayed.

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Day 1

Leon and Bob

Wondering and Making Predictions

Materials

- Teacher and student copies of *Leon and Bob* (pages 2–13)
- Self-stick note for each student
- "What We Wonder About the Story" chart, prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- Sheet of paper
- Pen

Teacher Note

Though you may choose to preview some books with your students prior to teaching the lessons, doing so with *Leon and Bob* may interfere with the students' experience of making authentic predictions.

In this lesson, the students:

- Wonder about a story
- Make and support predictions about a story
- Read and discuss part of a book
- Share ideas with one another

1 Gather and Introduce *Leon and Bob*

Show the cover of *Leon and Bob* and read the title and the name of the author aloud. Tell the students that this book is about a boy named Leon who does everything with his friend Bob.

2 Introduce Wondering

Explain that readers *wonder* or want to know more about what they are reading. Show pages 2–3 and read them aloud to the students. Ask the students to listen as you share what you wonder about pages 2–3.

> **You might say:**
>
> "I wonder where Bob is."

Direct the students' attention to the "What We Wonder About the Story" chart and read the chart title and subtitle aloud. Record what you wonder as a question on the chart.

> What We Wonder About the Story
>
> – Where is Bob?

Show pages 4–5 and read them aloud to the students. Ask the students to listen as you share what you wonder about pages 4–5.

> **You might say:**
>
> "I wonder why no one else can see Bob."

Record what you wonder as a question on the chart.

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Ask and briefly discuss:

Q *Why do you think no one else can see Bob?*

If necessary explain that Bob is Leon's *imaginary*, or make-believe, friend. Since Bob is imaginary and not a real boy, Leon is the only one who can see Bob.

Tell the students that different readers wonder different things. Ask and briefly discuss:

Q *What do you wonder about this story?*

Invite a few students to share what they wonder with the group. Have them use the prompt "I wonder . . . ." As they share, record what they wonder as questions on the chart.

What We Wonder About the Story

- Where is Bob?
- Why can't anyone else see Bob?
- When will Leon see his dad again?
- Will Leon talk to Bob at school?
- Does Leon think that Bob is real?

Tell the students that readers wonder, or ask themselves questions, before they read, while they are reading, and after they read. Explain that wondering gives readers a reason to keep reading—they want to find answers to their questions. Explain that wondering helps readers think more deeply about what they read.

3 Read and Discuss Part of *Leon and Bob*

Distribute *Leon and Bob* and the self-stick notes. Ask the students to open to page 13 and mark the page so they know where to stop reading.

Have the students turn back to page 2 and read pages 2–13 quietly to themselves.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read through page 13 at least once, ask:

Q *What happens in the part you just read? Turn to your partner.*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Who does Leon live with?*

Q *What do Leon and Bob do together?*

Q *What happens at the house next door?*

Have a few students share their thinking. Encourage them to refer back to the text as necessary.

4 Discuss Wondering in Pairs

Review that readers wonder about what they are reading. Ask the students to listen as you wonder aloud about the story.

> **You might say:**
>
> "I wonder if Leon wants to be friends with the boy next door."

Record what you wonder as a question on the "What We Wonder About the Story" chart (for example, "Does Leon want to be friends with the boy next door?").

Remind the students to use the prompt "I wonder . . ." to share what they are wondering. Use "Think, Pair, Share" to have the students first think about and then discuss:

Q *What do you wonder now?* [pause] *Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I wonder why Leon reads the letter over and over again."
>
> "I wonder why Leon has an imaginary friend."
>
> "I wonder if Leon is lonely."

Record what the students are wondering as questions on the "What We Wonder About the Story" chart.

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5 Make and Support Predictions

Explain that one of the things that readers wonder about is what will happen next in stories they read. Tell them that when readers use what they know about the story to think about what will happen next, they *predict*. Ask:

Q *What do you predict will happen next in the story? What makes you think that?*

> **Students might say:**
>
> "Maybe Leon will become friends with the boy next door because Leon keeps thinking about the boy and decides to go to the boy's house in the morning."
>
> "I predict that Leon may get scared and decide not to visit the boy next door. Leon tells Bob that he will have to come with him when he visits the boy."
>
> "I think that Leon won't bring Bob to the boy's house. Leon may think the boy won't understand imaginary friends."

Record the students' predictions on a sheet of paper. Save the recorded predictions to use in the next lesson.

Teacher Note

Make sure to record the predictions in large enough print so that the students can see them in the group discussion on Day 2.

6 Wrap Up

Explain that in the next lesson, the students will finish reading *Leon and Bob* and continue to wonder about the story. Collect *Leon and Bob*, keeping the self-stick notes in the books.

GUIDED SPELLING

always	"Leon and Bob always walked to school together."
place	"Bob had a special place at the table."
when	"Leon found a letter from his dad when he got home."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

always: Tell the students that in *always* the sounds /awl/ are spelled a-l. Point to the *cake* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ā/. Tell the students that in *always* the sound /ā/ is spelled *a-y* and that the sound /z/ is spelled *s*.

place: Tell the students that in *place* the sound /ā/ is spelled *a_e*. Then tell the students that in *place* the sound /s/ is spelled *c-e*.

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Day 2

Leon and Bob

Wondering and Discussing Predictions

Materials

- Teacher and student copies of *Leon and Bob* (pages 14–27)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1
- "What We Wonder About the Story" chart from Day 1
- Sheet of paper with students' predictions from Day 1

In this lesson, the students:

- Wonder about a story
- Discuss predictions about a story
- Read and discuss part of a book
- Share ideas with one another
- Share their partners' thinking

1 Gather and Review the First Part of *Leon and Bob*

Remind the students that in the last lesson, they read and discussed the first part of *Leon and Bob*. Ask:

Q *What do you remember about* Leon and Bob*?*

Direct the students' attention to the "What We Wonder About the Story" chart and review the students' questions from the last lesson. Tell them that today they will finish reading *Leon and Bob* and continue wondering about the story.

Teacher Note

If the students need support remembering the first part of the book, encourage them to refer back to the text.

2 Read and Discuss Part of *Leon and Bob*

Distribute *Leon and Bob*. Ask the students to open to page 14 and read the rest of the book quietly to themselves.

Teacher Note

Because the text ends on page 25, the students may require prompting to look at the illustrations on pages 26–27.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have finished the book, ask:

Q *What happens in the part you just read? Turn to your partner.*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *How does Leon feel about meeting the boy next door? How do you know?*

Q *What happens when Leon rings the bell of the house next door?*

Have a few students share their thinking.

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3 Discuss Wondering in Pairs

Tell the students that they will use the prompt "I wonder . . ." to share with their partners what they are wondering about the story.

Ask the students to listen carefully to their partners because you will ask some of them to share their partners' thinking with the group. Use "Think, Pair, Share" to have partners first think about and then discuss:



Q *What do you wonder now?* [pause] *Turn to your partner.*

Have a few students share what their partners are wondering with the group. Ask the students to begin their sharing with the prompt "[Hugo] wonders . . . ."

> **Students might say:**
>
> "[Gabe] wonders why Bob disappears when Leon walks up the steps of the house next door."
>
> "[Angela] wonders if Leon and the boy next door will become friends."
>
> "[Stefan] wonders if Leon will tell the real Bob about his imaginary friend."

Write what the students are wondering as questions on the "What We Wonder About the Story" chart (for example, "Why does Bob disappear when Leon walks up the steps of the house next door?").

4 Review Predictions

Review that readers of fiction also *predict*, or wonder about what will happen next in stories they read. They use what they know about the characters in a fiction story and what they know from real life to predict what will happen to the characters next. Read aloud the students' predictions from the last lesson. Ask and discuss:

Q *What did we learn about our predictions?*

> **Students might say:**
>
> "[Rachel] was right about the boys becoming friends."
>
> "I thought that Leon wouldn't go see the boy next door but I learned that he did."
>
> "I was right about Leon not bringing his imaginary friend, Bob, to the house next door."

5 Reflect on Wondering

Remind the students that readers wonder about what they read. Review the "What We Wonder About the Story" chart and then ask:

Q *What kinds of things did we wonder about* Leon and Bob*?*

Tell the students that in the next lesson, they will reread *Leon and Bob* and think about whether or not the questions on the chart are answered in the story.

Have the students put *Leon and Bob* into their toolboxes and encourage them to reread the book independently.

Teacher Note

Help the students make generalizations about what readers wonder by identifying the story elements they wondered about. After each student shares a question from the chart, consider pointing out how the question addresses characters, plot, or any other story element the students have studied.

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GUIDED SPELLING

hear	"Bob liked to hear the letters Leon got from his dad."
read	"Leon would read the letters over and over."
there	"Do you think Bob was really there?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

hear: Point to the *tree* picture on the "Spelling-Sound" chart and remind the students that there are different ways to spell the sound /ē/. Tell them that in *hear* the sound /ē/ is spelled *e-a*.

read: Follow the same procedure to support the students in spelling *read*.

Day 3

Leon and Bob

Wondering

Materials

- Teacher and student copies of *Leon and Bob*
- "Group Progress Assessment" sheet (GA10)
- "What We Wonder About the Story" chart from Day 2
- Self-stick note for each student

In this lesson, the students:

- Discuss wondering
- Refer to the text to support their thinking
- Reread and discuss a book
- Share ideas with one another

1 Gather and Review Wondering

Remind the students that in the last lesson, they read and wondered about the second part of *Leon and Bob*. Tell them that today they will reread and discuss the whole book.

Direct the students' attention to the "What We Wonder About the Story" chart and review the questions from the last lessons. Remind the students that wondering gives readers a reason to keep reading—they want to find answers to their questions. Explain that as they reread the book today you would like them to think about whether or not their questions have been answered.

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2 Reread Part of *Leon and Bob* and Discuss Wondering

Ask the students to reread the book quietly to themselves.

When all the students have reread the book at least once, direct their attention to the "What We Wonder About the Story" chart.

Read this question from the chart aloud: "Where is Bob?" Ask the students to open their books to page 4. Have them follow along as you read page 4 aloud.

Explain how page 4 helped you answer the question, "Where is Bob?"

> **You might say:**
>
> "On this page the words say that no one else can see Bob except Leon. This makes me think that Bob is not real. Maybe the answer to 'Where is Bob?' is that Bob's just in Leon's imagination."

Have the students spend a few moments looking at the picture on page 5. Then ask:

Q *How does the picture help you answer the question, "Where is Bob?" Turn to your partner.*

Have a few students share their thinking. If necessary, explain how the picture helped you answer the question.

> **You might say:**
>
> "I didn't see Bob in the illustrations. The picture helped me know that Bob is in Leon's mind."

Ask the students to turn to page 16. Have them follow along as you read the page aloud. Then ask:

Q *How does this page help you answer the question, "Where is Bob?" Turn to your partner.*

Have a few students share their thinking. If necessary, explain how the words helped you answer the question.

> **You might say:**
>
> "On this page, the words say that Bob wasn't there anymore. This makes me think that Bob disappeared from Leon's imagination."

Have the students spend a few moments looking at the picture on page 17. Then ask:

Q *How does the picture help you answer the question, "Where is Bob?" Turn to your partner.*

Have a few students share their thinking. If necessary, explain how the picture helped you answer the question.

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Have the students turn to page 22. Ask them to follow along as you read starting from, "Together Leon and the boy walked . . ." and through page 24. Then ask:

Q *How did this part help you answer the question, "Where is Bob?"*

If necessary, explain how this part helped you answer the question.

> **You might say:**
>
> "In this part, I learned that the boy next door is named Bob. This is a funny answer to my question, 'Where is Bob?' that I wasn't expecting. Bob is next door!"

Have the students spend a few moments looking at the picture on page 25. Then ask:

Q *How does the picture help you answer the question, "Where is Bob?"*

Tell the students that you will mark the questions that are answered in the book with an asterisk. Mark the question "Where is Bob?" on the chart.

3 Discuss Wondering in Pairs

Read another question from the chart aloud. Have the students take a few moments to look through the book to see what they find that answers the question.

Distribute a self-stick note to each student. Have the students mark a page that answers the question.

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *How did the page you marked answer the question ["Will Leon and the boy next door become friends"]?* [pause] *Turn to your partner.*

Observe the students as they talk with partners, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students using the questions from the chart to discuss the book?
- Are they using evidence from the book to support their thinking?
- Are they sharing ideas with one another?

Record your observations on the "Group Progress Assessment" sheet (GA10); see page 213 of the *Assessment Resource Book*.

Support any student who struggles to discuss the questions by helping him find relevant parts of the book to reread. Consider modeling thinking aloud about the question before asking him to do so.

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Have a few students share their thinking. As the students share, have them turn to the part of the book that they marked with a self-stick note, read it aloud, and show the illustrations to the group.

Then ask:

Q *Do you think this question was answered in the story? Why or why not?*

If the question is answered in the story, mark it with an asterisk.

Tell the students that some of the things they wondered are explained in the book while others might not be. Either way, wondering helps readers think more about what they read.

If time allows, repeat this procedure with another question from the chart. Mark the question with an asterisk if it is answered in the book.

4 Wrap Up

Encourage the students to ask themselves questions and look for answers when they read, both during and outside of Small-group Reading. Ask the students to put *Leon and Bob* in their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

noises	"Leon heard many noises from the street."
toys	"The children played with their toys."
here	"Here is a letter from Leon's dad."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

noises: Support the students in writing the base word, *noise*. Point to the *toy* picture on the "Spelling-Sound" chart and remind the students that there are different ways to spell the sound /oi/. Tell the students that in *noise* the sound /oi/ is spelled *o-i*. Then support the students in adding the inflectional ending to write *noises*.

toys: Follow the same procedure to support the students in spelling *toys*. Tell the students that in *toys* the sound /oi/ is spelled *o-y*.

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Chameleon! (page 4) Expository nonfiction ▪ F&P: J ▪ Lexile®: 250L ▪ DRA®: 18	**Fluency:** Paying Attention to Punctuation	**Day 1:** Reading a Nonfiction Book	**Day 2:** Reading Fluently Extension: "Learn More About Chameleons"	**Day 3:** Reading Fluently
"A Small Stall" from Cowgirl Kate and Cocoa (page 16) Fiction: chapter book ▪ F&P: K ▪ Lexile®: 280L ▪ DRA®: 20	**Fluency:** Paying Attention to Characters' Feelings Reading for Listeners ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently Extension: "Read Chapter 2, 'An Even Smaller Stall' "	**Day 3:** Reading Fluently Extension: "Read Chapter 3, 'The Biggest Stall' "
		Day 4: Introducing Readers' Theater Extension: "Read Chapter 4, 'The Best Stall of All' "	**Day 5:** Rehearsing Readers' Theater Extension: "Read Chapter 5, 'The Barn' "	**Day 6:** Performing Readers' Theater More Strategy Practice: "Read Other Chapters Fluently" Technology Extension: "Create a Video Recording of Readers' Theater"
Jellyfish (page 40) Expository nonfiction ▪ F&P: J ▪ Lexile®: 420L ▪ DRA®: 18	**Word Analysis:** Analyzing Polysyllabic Words **Comprehension:** Exploring Text Features ELL Support	**Day 1:** Reading a Nonfiction Book and Exploring Text Features More Strategy Practice: "Explore Labels"	**Day 2:** Analyzing Polysyllabic Words	**Day 3:** Analyzing Polysyllabic Words
Elephant (page 54) Expository nonfiction ▪ F&P: J ▪ Lexile®: N/A ▪ DRA®: 18	**Comprehension:** Exploring Text Features	**Day 1:** Exploring Text Features	**Day 2:** Reading a Nonfiction Book and Exploring Text Features More Strategy Practice: "Explore the Index"	**Day 3:** Reading a Nonfiction Book and Exploring Text Features

(continues)

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(continued)

Text	Strategy	Lesson		
Puffin Peter (page 66) Fiction ▪ F&P: J ▪ Lexile®: N/A ▪ DRA®: 18	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Reading a Fiction Book More Strategy Practice: "Discuss Other Sequencing Words or Phrases"	**Day 2:** Retelling a Story	**Day 3:** Retelling a Story
Aggie Gets Lost (page 80) Fiction: chapter book ▪ F&P: J ▪ Lexile®: AD130L ▪ DRA®: 18	**Comprehension:** Sequencing and Retelling	**Day 1:** Reading and Retelling Independent reading More Strategy Practice: "Explore Characters' Feelings in 'The Bad Day' "	**Day 2:** Reading and Retelling More Strategy Practice: "Explore Characters' Feelings in 'The Awful Night' "	**Day 3:** Retelling a Story
Iris and Walter and Cousin Howie (page 92) Fiction: chapter book ▪ F&P: J ▪ Lexile®: 340L ▪ DRA®: 18	**Comprehension:** Making Text-to-self Connections	**Day 1:** Making Text-to-self Connections Independent reading	**Day 2:** Making Text-to-self Connections	**Day 3:** Making Text-to-self Connections
What's It Like to Be an Ant? (page 104) Expository nonfiction ▪ F&P: J ▪ Lexile®: 490L ▪ DRA®: 18	**Comprehension:** Determining Topic Exploring Text Features	**Day 1:** Determining Topic and Exploring Text Features	**Day 2:** Determining Topic	**Day 3:** Determining Topic More Strategy Practice: "Explore the Index"
Leon and Bob (page 116) Fiction ▪ F&P: K ▪ Lexile®: 400L ▪ DRA®: 20	**Comprehension:** Wondering Making and Supporting Predictions	**Day 1:** Wondering and Making Predictions	**Day 2:** Wondering and Discussing Predictions	**Day 3:** Wondering

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

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Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **Independent reading:** The students read parts of the text during independent work time, at another time of day, or as homework before the group meets again.
- **More Strategy Practice:** This lesson includes optional additional instruction on a strategy taught in this set of lessons or covered elsewhere in Small-group Reading. You may want to plan for an extended session or schedule an additional meeting with the group.
- **Extension/Technology Extension:** This lesson includes an optional supplemental activity. You may want to plan for an extended session or schedule an additional meeting with the group.

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Set 7 Overview

	Strategy	Book
Fluency	• Paying attention to punctuation	*Chameleon!*
	• Paying attention to characters' feelings • Reading for listeners	*Cowgirl Kate and Cocoa: Horse in the House*
Word Analysis	• Analyzing polysyllabic words	*Jellyfish*
Comprehension	• Exploring text features	*Jellyfish* *Elephant* *What's It Like to Be an Ant?*
	• Sequencing and retelling	*Puffin Peter* *Aggie Gets Lost*
	• Making text-to-self connections	*Iris and Walter and Cousin Howie*
	• Determining topic	*What's It Like to Be an Ant?*
	• Wondering • Making and supporting predictions	*Leon and Bob*

Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501-1042
800.666.7270
collaborativeclassroom.org

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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270; fax: (510) 464-3670
collaborativeclassroom.org

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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity. This *Teacher's Manual* contains additional lessons for Set 7. See the *Small-group Teacher's Manual* for Set x in addition to this manual.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading, an understanding of their ability to interact with texts, and a sense of themselves as readers. Shared reading also develops oral fluency, which is an essential part of learning to read fluently.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be

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autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7–12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6–12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Exploring Descriptive Language		□					
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)	■	□		■	■	■ □	
Understanding problem and solution	□	□	■	■		■ □	
Making text-to-self connections	■ □	■			■ □	■	
Making text-to-text connections		■	■	■ □	■ □	□	■
Determining topic		■	■	■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■	■	□			
Determining theme		■	□		■	■	
Exploring elements of poetry		■					
Exploring text structure	■		■				
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions		■ □	■		■		■
Responding to literature		■	■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice or Extension activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves).

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When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers understand that nonfiction texts are often organized in predictable ways. Retelling nonfiction uncovers chronological **text structure**. **Problem and solution** helps readers make connections between events, ideas, and pieces of information within nonfiction texts.

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Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach. **Exploring elements of poetry**, including descriptive language, helps students access this genre with its very specific demands.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the

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students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.



PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between seven and twelve texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

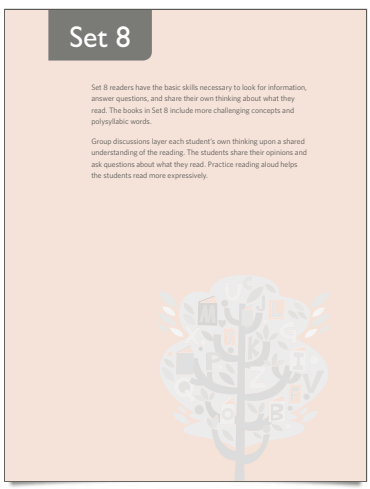
Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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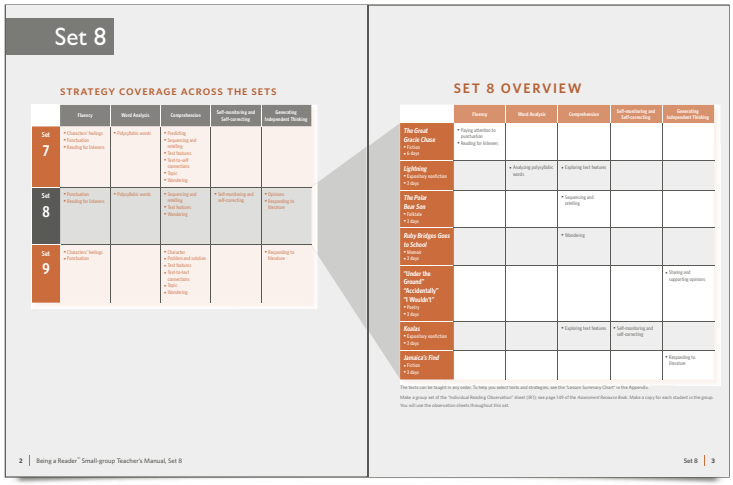
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set. The table in this *Teacher's Manual* includes all the lessons in the *Small-group Teacher's Manual* for Set 7 and the lessons in this manual.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so. Some groups may not need all the lessons in this Set to progress to the next level.


Set 8

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 7	• Characters' feelings • Punctuation • Reading for listeners	• Polysyllabic words	• Predicting • Sequencing and retelling • Text features • Text-to-self connections • Topic • Wondering		
Set 8	• Punctuation • Reading for listeners	• Polysyllabic words	• Sequencing and retelling • Text features • Wondering	• Self-monitoring and self-correcting	• Opinions • Responding to literature
Set 9	• Characters' feelings • Punctuation		• Character • Problem and solution • Text features • Text-to-text connections • Topic • Wondering		• Responding to literature

2 | Being a Reader™ Small-group Teacher's Manual, Set 8

SET 8 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Great Gracie Chase • Fiction • 6 days	• Paying attention to punctuation • Reading for listeners				
Lightning • Expository nonfiction • 3 days		• Analyzing polysyllabic words	• Exploring text features		
The Polar Bear Son • Folktale • 3 days			• Sequencing and retelling		
Ruby Bridges Goes to School • Memoir • 3 days			• Wondering		
"Under the Ground" "Accidentally" "I Wouldn't" • Poetry • 3 days					• Sharing and supporting opinions
Koalas • Expository nonfiction • 3 days			• Exploring text features	• Self-monitoring and self-correcting	
Jamaica's Find • Fiction • 3 days					• Responding to literature

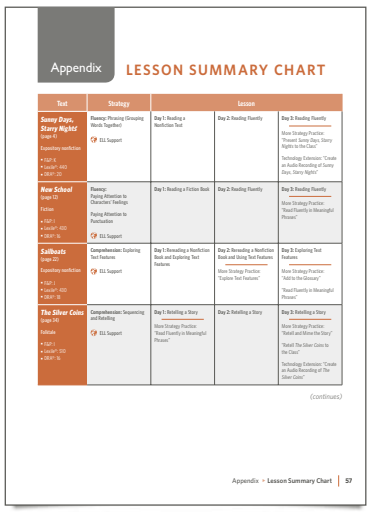
The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary Chart" in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (SR1); see page 169 of the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

Set 8 | 3

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Sunny Days, Starry Nights! (page 4) Expository nonfiction • FGP: K • Lexile®: 440 • DRA®: 20	**Fluency:** Phrasing (Grouping Words Together) ELL Support	**Day 1:** Reading a Nonfiction Text	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently More Strategy Practice: "Present Sunny Days, Starry Nights to the Class" Technology Extension: "Create an Audio Recording of Sunny Days, Starry Nights"
New School (page 12) Fiction • FGP: I • Lexile®: 450 • DRA®: 16	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"
Sailboats (page 20) Expository nonfiction • FGP: I • Lexile®: 450 • DRA®: 18	**Comprehension:** Exploring Text Features ELL Support	**Day 1:** Rereading a Nonfiction Book and Exploring Text Features	**Day 2:** Rereading a Nonfiction Book and Using Text Features More Strategy Practice: "Explore Text Features"	**Day 3:** Exploring Text Features More Strategy Practice: "Add to the Glossary" "Read Fluently in Meaningful Phrases"
The Silver Coins (page 34) Folktale • FGP: I • Lexile®: 510 • DRA®: 16	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Retelling a Story More Strategy Practice: "Read Fluently in Meaningful Phrases"	**Day 2:** Retelling a Story	**Day 3:** Retelling a Story More Strategy Practice: "Retell and Mime the Story" "Retell The Silver Coins to the Class" Technology Extension: "Create an Audio Recording of The Silver Coins"

(continues)

Appendix > Lesson Summary Chart | 57

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

  Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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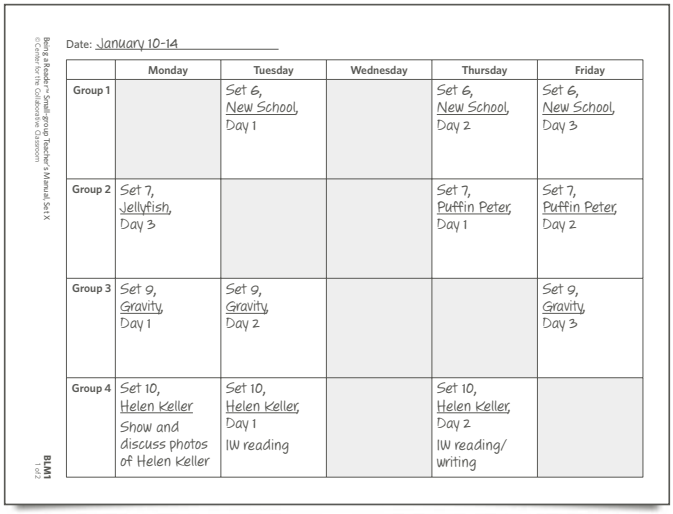
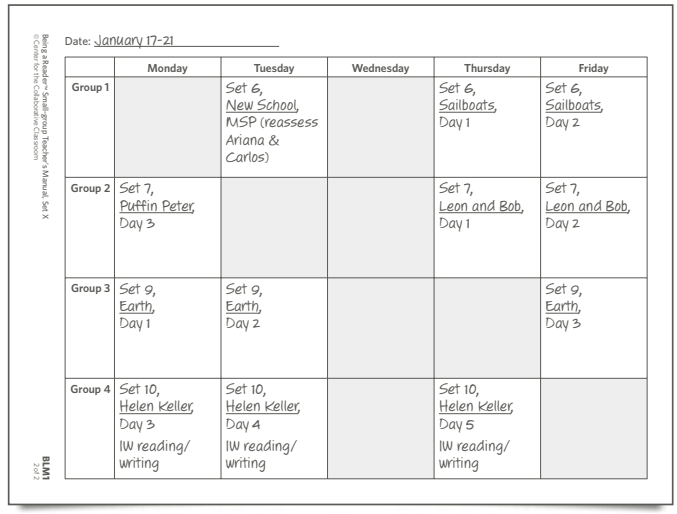


Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 10–14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 17–21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
2 of 2

PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9–12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

The Small-group Placement Assessment for Sets 7–12 will help you determine the appropriate small group in which to place each student. Alternatively, you can use another assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to determine the students' levels. For more information about placing students in Set 6, see "Administering Placement Assessments" in the *Assessment Resource Book*.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Sets 7 and 7A

Set 7 readers decode more confidently. They comprehend more complex sentences and apply their polysyllabic decoding skills to picture books, beginning chapter books, poems, and single-topic nonfiction books. They build fluency and comprehension by reading and rereading texts.

Discussions help the students build a shared understanding of what they read. With guidance, the students organize information from books to help them retell stories and share ideas with others. Readers' theater and other activities, such as reading in pairs and echo reading, provide opportunities for fluency practice.



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Sets 7 and 7A

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 6	▪ Characters' feelings ▪ Phrasing ▪ Punctuation	▪ Polysyllabic words	▪ Character ▪ Important ideas ▪ Sequencing and retelling ▪ Text features ▪ Text structure ▪ Text-to-self connections		
Set 7	▪ Characters' feelings ▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Elements of poetry ▪ Predicting ▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections ▪ Text-to-text connections ▪ Theme ▪ Topic ▪ Wondering		▪ Opinions ▪ Responding to literature
Set 8	▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Predicting ▪ Problem and solution ▪ Sequencing and retelling ▪ Text features ▪ Text structure ▪ Text-to-text connections ▪ Topic ▪ Wondering	▪ Self-monitoring and self-correcting	▪ Opinions ▪ Responding to literature

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SETS 7 AND 7A OVERVIEW

	Fluency	Word Analysis	Comprehension	Generating Independent Thinking
Chameleon! ▪ Expository nonfiction ▪ 3 days	▪ Paying attention to punctuation			
"A Small Stall" from *Cowgirl Kate and Cocoa* ▪ Fiction: chapter book ▪ 6 days	▪ Paying attention to characters' feelings ▪ Reading for listeners			
Jellyfish ▪ Expository nonfiction ▪ 3 days		▪ Analyzing polysyllabic words	▪ Exploring text features	
Elephant ▪ Expository nonfiction ▪ 3 days			▪ Exploring text features	
Puffin Peter ▪ Fiction ▪ 3 days			▪ Sequencing and retelling	
Aggie Gets Lost ▪ Fiction: chapter book ▪ 3 days			▪ Sequencing and retelling	
Iris and Walter and Cousin Howie ▪ Fiction: chapter book ▪ 3 days			▪ Making text-to-self connections	
What's It Like to Be an Ant? ▪ Expository nonfiction ▪ 3 days			▪ Determining topic ▪ Exploring text features	
Leon and Bob ▪ Fiction ▪ 3 days			▪ Wondering ▪ Making and supporting predictions	
"The Greatest Invention" **"The Vacuum Cleaner's Revenge"** **"Staying Overnight"** ▪ Poetry ▪ 3 days			▪ Exploring elements of poetry ▪ Determining theme	▪ Sharing and supporting opinions
Jellies ▪ Expository nonfiction ▪ 3 days			▪ Wondering ▪ Making text-to-text Connections	
Houndsley and Catina Plink and Plunk ▪ Fiction ▪ 3 days				▪ Responding to literature

■ = Set 7 ■ = Set 7A

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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Exploring Elements of Poetry

RESOURCES

Poems

"The Greatest Invention"

by Douglas Florian (see page 17)

"The Vacuum Cleaner's Revenge"

by Patricia Hubbell (see page 18)

"Staying Overnight"

by Aileen Fisher (see page 19)

These three lighthearted poems expose students to elements of poetry, including figurative language (personification), sound (onomatopoeia), and theme.

Extension

- "Explore Rhyming Words in the Poems"

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA11)

Reproducibles

- "The Greatest Invention" (BLM2)
- "The Vacuum Cleaner's Revenge" (BLM3)
- "Staying Overnight" (BLM4)
- "High-frequency Words for Poems" (BLM5)

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OVERVIEW

Academic Focus

- Students read and discuss poems.
- Students explore personification, onomatopoeia, and theme in poetry.
- Students share opinions and explain their thinking.
- Students spell words from the texts (for grade 1 students only).

Social Development Focus

- Students listen respectfully and share their thinking.

DO AHEAD

✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print "The Greatest Invention" (BLM2). Make a copy for each student in the group and one for yourself. Practice reading the poem aloud.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "The Vacuum Cleaner's Revenge" (BLM3). Make a copy for each student in the group and one for yourself. Practice reading the poem aloud.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Staying Overnight" (BLM4). Make a copy for each student in the group and one for yourself. Practice reading the poem aloud.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA11); see the Set 7 assessments in the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *word*, *wasn't*, and *poem* to the word wall if they are not already displayed. Visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words for Poems" (BLM5).

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ELL SUPPORT

- **Preview the Poems:** Poetry is especially challenging for English Language Learners. Preview and discuss the poems with the students before the lessons. Read the poems aloud and clarify vocabulary:

  invention: something new that a person creates that makes life easier or better ("The Greatest Invention")

  absurd: very strange ("The Greatest Invention")

  revenge: the act of harming someone because they harmed you ("The Vacuum Cleaner's Revenge")

  munch: chew something in a noisy way ("The Vacuum Cleaner's Revenge")

  zoom: move very quickly ("The Vacuum Cleaner's Revenge")

  slurp: eat or drink something in a noisy way ("The Vacuum Cleaner's Revenge")

  tiresome: boring ("The Vacuum Cleaner's Revenge")

  not very fond of: if you are not very fond of something, you do not like it very much ("Staying Overnight")

  'cause: a short way of saying *because* ("Staying Overnight")

  You may also have the students practice reading the poems aloud by echo reading or chorally reading the text.

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"The Greatest Invention"
Exploring Elements of Poetry

Day 1

In this lesson, the students:

- Read and discuss a poem
- Discuss the poet's opinion
- Share and support their own opinions

Materials

- Teacher and student copies of "The Greatest Invention" (BLM2), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

1 Gather and Discuss Poetry

Gather the group with partners sitting together, facing you. Remind the students that they have heard and read many poems this year during Shared Reading (Grade 1). Briefly mention some familiar poems by name. Ask:

Q *What do you think you know about poems?*

> **Students might say:**
>
> "Poems are shorter than stories."
>
> "Some poems rhyme, but not all poems."
>
> "Some poems use made-up words."
>
> "Poems can be funny."

Tell the students that this week they will read and discuss three poems and think about what the poets did to make the poems fun to read and hear.

Teacher Note

If necessary, remind the students that the author of a poem is called a *poet*.

2 Introduce and Read "The Greatest Invention"

Distribute "The Greatest Invention" (BLM2) and read the title and the poet's name aloud. Point to the word *invention* in the title and explain that an *invention* is "something new that a person creates that makes life easier or better." Explain that in this poem the poet names different inventions and tells readers his opinion, or belief, about which invention is greatest, or best.

Have the students read "The Greatest Invention" quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

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3 Read Aloud and Discuss the Poem

When all the students have read the poem at least once, tell them that you will read the poem aloud and ask them to follow along on their copies as you read. Read "The Greatest Invention" aloud slowly and clearly. Then ask:

Q *What inventions does the poet mention in the poem?*

Have a few volunteers share their thinking. Point out any inventions in the poem the students overlooked. Direct the students' attention to the word *absurd* in the sixth line and, if necessary, explain that if something sounds *absurd*, it sounds very strange. Ask:

Q *Why do you think the poet says "it may sound absurd" before naming the invention he thinks is the greatest?*

> **Students might say:**
>
> "It's weird to think about words as an invention."
>
> "I agree with [Tito]. An invention is usually a machine."
>
> "I think he says 'it may sound absurd' because he thinks the reader is going to be surprised by what he says next."

Teacher Note

If the students struggle, you may want to share your own thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

4 Share Opinions About Inventions

Tell the students that when they share what they think or how they feel about something, they are sharing their opinion. Explain that people may have different opinions about the same thing and that is fine. The important thing is that they give reasons to explain their thinking. Ask:

Q *Do you agree with the author's opinion that the word is the greatest invention? Why?*



Q *What do you think is the greatest invention? Why do you think so? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think the greatest invention is the car because cars get you places quickly and safely."
>
> "I think smartphones are the greatest invention because you can use them to get directions, play games, and call for help if you need to."
>
> "I think the poet's right that words are the greatest invention. Without words we couldn't talk or read."

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5 Reflect on Sharing Opinions

Ask and briefly discuss:

Q *What do you like about sharing your opinion?*

> **Students might say:**
>
> "I like sharing what I think about things."
>
> "I like hearing what other people think. Sometimes it makes me change my mind."

Tell the students that they will read and discuss another poem in the next lesson. Ask them to put "The Greatest Invention" into their toolboxes and encourage them to reread the poem independently.

GUIDED SPELLING

train	"The greatest invention was not the train."
may	"It may be difficult to agree on the greatest invention."
word	"The greatest invention is the word."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

train: Point to the cake picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ā/. Tell the students that in *train* the sound /ā/ is spelled *a-i*.

may: Tell the students that the sound /ā/ at the end of a word is usually spelled *a-y*. In *may* the sound /ā/ is spelled *a-y*.

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Day 2

"The Vacuum Cleaner's Revenge"

Exploring Elements of Poetry

Materials

- Teacher and student copies of "The Vacuum Cleaner's Revenge" (BLM3), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

In this lesson, the students:

- Read and discuss a poem
- Explore personification and onomatopoeia in the poem
- Listen respectfully and share their thinking

1 Gather and Discuss Poetry

Remind the students that in the last lesson, they read and discussed a poem about inventions. Ask and discuss:

Q *What do you enjoy about reading and listening to poems?*

> **Students might say:**
>
> "I like that poems are short because I can read them quickly."
>
> "I like that poems are sometimes silly."
>
> "I like that poems make me think about things in new ways."

Tell the students that they will read and discuss another poem today.

Teacher Note

The words *munch*, *zoom*, *slurp*, and *tiresome* in the poem may be unfamiliar to some students. If necessary, pre-teach these words using the definitions provided in the "ELL Support" section of the Week Overview before reading the poem aloud.

2 Introduce and Read "The Vacuum Cleaner's Revenge"

Distribute "The Vacuum Cleaner's Revenge" (BLM3) and read the title and the name of the poet aloud. If necessary, explain that *revenge* is the act of harming someone because they harmed you.

Have the students read the poem quietly to themselves.

3 Reread and Discuss the Poem in Pairs

Explain that the students will now read "The Vacuum Cleaner's Revenge" aloud with their partners. Direct the students' attention to your copy of the poem and show them that the poem is divided into eight *stanzas*, or parts. Tell the students that partners will take turns reading the stanzas of the poem aloud.

If necessary, model reading the first two stanzas of the poem with a student volunteer. For more information, see "Reading in Pairs" in the Introduction.

Have the students read "The Vacuum Cleaner's Revenge" aloud in pairs.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read the poem at least once with their partners, ask and discuss:

Q *Who is speaking in this poem? How do you know?*

Have one or two volunteers share their thinking. If necessary, point out that the vacuum cleaner is the speaker in the poem. Explain that we can tell it is the vacuum cleaner talking because it uses the word *I* when it describes the things it does ("*I* munch. /*I* crunch. /*I* zoom. /*I* roar.") Tell the students that when a poet or other author gives human characteristics—like a voice—to an object it is called *personification*. Explain that poets use personification to make their poems interesting and fun to read and hear. Ask:

Q *How does the vacuum cleaner feel about its life? How do you know? Turn to your partner.*

Have a few students share their thinking. Reread the last three lines of the poem. Then ask:

Q *What do you think about the last line of the poem? Why might the vacuum cleaner want to swallow the reader?*

> **Students might say:**
>
> "I think it means that if the vacuum cleaner sucked up the reader he'd get a break from all the work."
>
> "I agree with [Fatima]. Also, if he swallowed the reader there wouldn't be anyone around to make a mess for him to clean up."
>
> "I understand why the vacuum cleaner wants to swallow the reader. If someone were making me swallow stuff like dead bugs and cat hair all the time, I'd feel the same way."

Teacher Note

If the students struggle, you may want to share your own thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible..

4 Introduce and Discuss Onomatopoeia

Tell the students that in "The Vacuum Cleaner's Revenge" the poet uses some interesting words to help readers imagine, or hear in their minds, what the vacuum cleaner sounds like. Explain that you will reread the first stanza of the poem and that you want the students to listen for words that tell how the vacuum cleaner sounds. Read the first stanza aloud. Then ask:

Q *What words did you hear that tell how the vacuum cleaner sounds?*

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If necessary, point out that the words *munch*, *crunch*, *zoom*, and *roar*, make the sounds the vacuum cleaner makes when it is doing its noisy job. Tell the students that using words that sound like what they are describing is called *onomatopoeia*. Give the students a few other examples of onomatopoeia such as *squeak*, *honk*, and *bang*.

5 Identify Examples of Onomatopoeia in Pairs

Tell the students that they will in work pairs to identify additional examples of onomatopoeia in "The Vacuum Cleaner's Revenge." Have partners reread the poem together and circle, on their individual copies, the examples of onomatopoeia they find. When most pairs have finished circling words discuss:

Q *What other examples of onomatopoeia did you find in the poem?*

Have a few volunteers share their thinking. Point out any examples the students missed. Explain that poets use onomatopoeia, like rhyme and personification, to make their poems interesting and fun to read and hear.

Teacher Note

Additional examples of onomatopoeia in the poem include *clatter-clack*, *slurp*, and *gulp*.

6 Reflect on Working in Pairs

Ask and discuss:

Q *What went well when you and your partner worked together today?*

Tell the students that they will read and discuss another poem in the next lesson. Ask the students to put "The Vacuum Cleaner's Revenge" into their toolboxes and encourage them to reread the poem independently.

GUIDED SPELLING

room	"The vacuum cleaner sucks up dirt in the room."
zoom	"Zoom. The vacuum cleaner zooms around the room."
wasn't	"'The vacuum cleaner wasn't happy with its work."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

room: Point to the flute picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /o͞o/. Tell the students that in *room* the sound /o͞o/ is spelled *o-o*.

zoom: Tell the students that *zoom* rhymes with *room* and is spelled the same way at the end.

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"Staying Overnight"
Exploring Elements of Poetry

Day 3

In this lesson, the students:

- Read and discuss a poem
- Explore theme in the poem
- Share and support their opinions
- Listen respectfully and share their thinking

Materials

- Teacher and student copies of "Staying Overnight" (BLM4), prepared ahead
- "Group Progress Assessment" sheet (GA11)

1 Gather and Introduce "Staying Overnight"

Tell the students that today they will read and discuss the poem "Staying Overnight" by poet Aileen Fisher. Explain that this poem is about a girl who stays overnight at a friend's house and eats some meals there. Ask:

Q *Have you ever eaten a meal at a friend's house? What do you remember about it? Turn to your partner.*

Have a few volunteers share their thinking.

2 Read and Discuss the Poem

Distribute "Staying Overnight" (BLM4) and have the students read the poem quietly to themselves. When all the students have read the poem at least once, ask and briefly discuss:

Q *What did you learn about the girl from reading the poem? What words in the poem make you think that?*

> **Students might say:**
>
> "She's polite because she ate the food that was given to her even though she didn't like it."
>
> "I think she's happy that she tried those foods again because she asked for more."
>
> "I think she's okay with changing her mind because she gave those foods another try."

Direct the students' attention to your copy of the poem. Point out that the poem is divided up into two *stanzas*, or parts. Tell the students that you will read the first stanza aloud and ask them to follow along on their

Teacher Note

The phrase *not very fond of* and the word *'cause* may be unfamiliar to some students. If necessary, pre-teach this vocabulary using the definitions provided in the "ELL Support" section of the Week Overview before having the students read the poem.

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copies as you read. Read the first stanza aloud, and then ask and discuss the questions that follow one at a time:

Q *How does the girl's opinion of peas change? What words in the poem make you think that?*

If necessary, explain that that the girl does not think she likes green peas, but when she eats them at Donna's she discovers she likes them.

Read the second stanza aloud as the students follow along. Then ask and discuss:

Q *How does the girl's opinion of oatmeal change? What words in the poem make you think that?*

Have a few volunteers share their thinking. If necessary, explain that the girl has not liked the taste or feel of oatmeal in the past, but she eats it at Donna's because she does not have a choice. As with the peas, the girl discovers she actually likes oatmeal when she tries it at Donna's.

3 Introduce and Discuss Theme

Tell the students that poems often contain *themes*, or messages or lessons that the poet wants readers to think about. Explain that readers may have different opinions about a poem's themes and that this is fine. The important thing is that they give reasons to explain their thinking. Ask:



Q *What do you think is a theme, or lesson, in this poem? Why do you think that? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think the lesson is that you should try things more than once. The girl doesn't think she likes peas and oatmeal, but when she tries them again she finds out she actually does like them."
>
> "Another lesson is that it's okay to change your mind. The girl in the poem changes her mind about oatmeal and peas."
>
> "I think the poet is saying that food tastes better when you eat it with friends. The girl doesn't like peas or oatmeal at her house, but she likes them when she eats them at her friend's."

Observe the students as they talk with their partners and share with the group, offering support as needed.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to suggest themes in the poem?
- Do they give reasons for their thinking?
- Do they listen respectfully to the thinking of others?

Record your observations on the "Group Progress Assessment" sheet (GA11); see the Set 7 assessments in the *Assessment Resource Book*.

Support any student who struggles to suggest a theme by asking:

Q *What did the girl find out about green peas when she ate them at her friend's house? What lesson do you think she learned based on that experience?*

Support any student who struggles to explain his or her thinking by asking:

Q *What words in the poem make you think that?*

Tell the students that thinking and talking about themes, or the messages and lessons in poems and stories, helps readers understand and enjoy what they read.

4 Reflect on Reading Poetry

Remind the students that this week they read and discussed the poems "The Greatest Invention," "The Vacuum Cleaner's Revenge," and "Staying Overnight." They also talked about personification, onomatopoeia, and theme in poetry and practiced sharing and supporting their opinions. Ask:

Q *What did you like about reading and discussing poetry this week? Turn to your partner.*

Have a few volunteers share their thinking. Ask the students to put "Staying Overnight" into their toolboxes and encourage them to read it and other poems independently.

GUIDED SPELLING

tall	"The tall girl could reach the highest shelf."
small	"Many small peas fit on the fork."
poem	"'The Vacuum Cleaner's Revenge' is a funny poem, because the vacuum cleaner talks."

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Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

tall: Tell the students that they will spell two words that rhyme with *all*, spelled *a-l-l*.

EXTENSION

Explore Rhyming Words in the Poems

Point out that the poet Douglas Florian uses lots of rhyming words in his poem "The Greatest Invention." If necessary, remind the students that rhyming words are words that sound alike at the end. Explain that as you reread the poem aloud, you want the students to follow along on their copies and listen for words that rhyme. Reread "The Greatest Invention" aloud, slowly and clearly. Ask:

Q *What words did you hear that rhyme, or sound the same at the end?*

Have a few volunteers share their thinking. If necessary, reread the poem and emphasize the word pairs *car/guitar*, *plane/rain*, *absurd/word* to help the students hear the rhymes. Then ask the question again.

Use the same procedure to discuss rhyme in the poems "The Vacuum Cleaner's Revenge" and "Staying Overnight." Point out that rhyming words help make poems interesting and fun to read and say. Encourage the students to read poems independently and to share examples of rhyming words they notice.

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Poem

The Greatest Invention

by Douglas Florian

The greatest invention was not the car,
Not the lightbulb and not the guitar,
Not the train and not the plane,
Not the umbrella, which blocks all the rain.
No, the greatest invention,
It may seem absurd,
The greatest invention by far is
The word.

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Poem

The Vacuum Cleaner's Revenge

by Patricia Hubbell

I munch. I crunch.
I zoom. I roar.

I clatter-clack
Across the floor.

I swallow twigs.
I slurp dead bugs.

I suck the cat hair
From the rugs.

My stomach full
Of dirt and dust

I gulp another
Pizza crust.

A tiresome life—
All work, no play—

I think I'll swallow *you* today!

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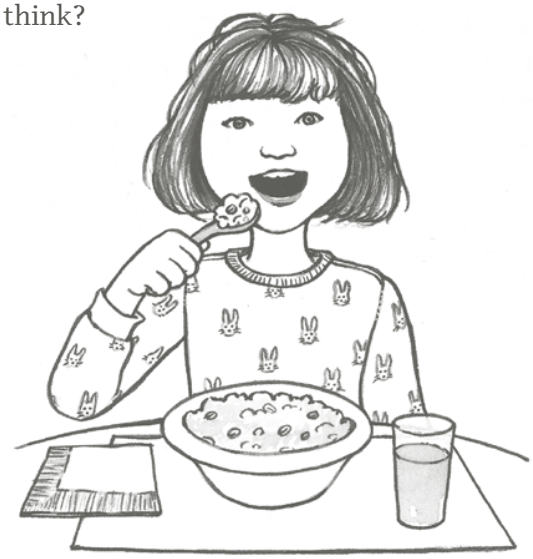
Poem

Staying Overnight

by Aileen Fisher

For dinner at Donna's
we had green peas.
At home I'm not very fond of these.
But I ate them all
'cause company should.
And what do you think?
They tasted good.

For breakfast at Donna's
we had oatmeal.
I've never been fond of its taste or feel.
But there wasn't a choice
of oatmeal OR...
And what do you think?
I asked for more.



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RESOURCES



Jellies: The Life of Jellyfish

by Twig C. George

This book describes the physical characteristics and habits of jellyfish through engaging text and photographs.



Jellyfish

by Ann Herriges

This nonfiction text gives information about the lives of these curious ocean creatures.

Extensions

- "Explore Descriptive Language in *Jellies*"
- "Share Opinions About *Jellyfish* and *Jellies*"

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA12)

Reproducible

- "High-frequency Words for *Jellies*" (BLM6)

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OVERVIEW

Academic Focus

- Students read and discuss two nonfiction texts.
- Students identify what they learn and wonder about a topic.
- Students make text-to-text connections.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen carefully
- Students work responsibly in pairs

DO AHEAD

✓ Prior to Day 1, teach the lessons that accompany *Jellyfish* if you have not already done so. This week the students will make text-to-text connections between *Jellyfish* and *Jellies*.

✓ Prior to Day 1, prepare two sheets of chart paper with the titles "Information About Jellyfish" and "What We Wonder About Jellyfish."

✓ Prior to Day 2, number the pages in the teacher and student copies of *Jellies*, beginning with number 1 on the first title page. Page 4 begins "If you were a jellyfish you would have two choices...."

✓ Prior to Day 2, practice reading aloud the names of the jellyfish pictured on pages 4–15 of *Jellies*.

✓ Prior to Day 3, practice reading aloud the names of the jellyfish pictured on pages 16–31 of *Jellies*. *Oikopleura labadorensis* (p. 26) is pronounced eye-koh-PLUR-ay lab-rah-dor-ee-EN-sis.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA12); see the Set 7 assessments in the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *choice*, *caught*, and *water* to the word wall if they are not already displayed. Visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words for *Jellies*" (BLM6).

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ELL SUPPORT

- **Preview the Book:** Prior to Day 2, preview *Jellies* with the students. You might show and discuss the photographs or have the students page through the book on their own. Clarify the following vocabulary:

  greenhouse: a building used for growing plants (p. 19)

  protein: solid parts of a jellyfish (p. 22)

  elegant: fancy (p. 27)

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Jellyfish

Rereading a Nonfiction Book and Identifying Information Learned

Day 1

In this lesson, the students:

- Reread a nonfiction book
- Identify what they learn and wonder about the topic
- Listen carefully
- Work responsibly in pairs

1 Gather and Review *Jellyfish*

Show the title page of *Jellyfish* and read the title and the author's name aloud. Remind the students that they read and discussed the book earlier. Ask:

Q *What do you remember learning about jellyfish from this book?*

Tell the students that today they will reread the book and think more about the information in it.

2 Reread *Jellyfish*

Have the students read pages 4–21 quietly to themselves.

3 Identify Information About the Topic

When all the students have read the pages at least once, ask:

Q *What facts did you read about jellyfish? Turn to your partner.*

After partners have had a chance to talk, distribute a piece of paper and a pencil to each pair of students and have partners work together to write three facts they read about jellyfish in the book. When most pairs have finished writing, invite volunteers to share what they wrote with the group. Record their ideas on the "Information About Jellyfish" chart.

Information About Jellyfish

- Jellyfish don't have brains, eyes, or a heart
- Most jellyfish are shaped like open umbrellas
- A group of jellyfish is called a smack
- Jellyfish are mostly water
- Jellyfish use their tentacles to catch food

Materials

- Teacher and student copies of *Jellyfish* from the *Jellyfish* lessons in Set 7
- "Information About Jellyfish" chart, prepared ahead
- "What We Wonder About Jellyfish" chart, prepared ahead
- A marker

Teacher Note

Encourage the students to refer back to the book to help them answer the question.

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4 Discuss What Students Wonder About the Topic

Point out that the students have read some interesting information about jellyfish. Explain that sometimes reading about a topic makes readers wonder new things about that topic. Ask:

Q *What do you wonder about jellyfish? What questions do you have about them? Turn to your partner.*

When most pairs are finished talking, invite volunteers to share what they wonder with the group. Record their questions on the "What We Wonder About Jellyfish" chart.

What We Wonder About Jellyfish

- What do jellyfish eat?
- How long do jellyfish live?
- Do other animals eat jellyfish?
- How big do jellyfish get?

5 Reflect on Working in Pairs

Ask:

Q *What went well when you worked with your partner today?*

Explain that in the coming days, the students will read another nonfiction book about jellyfish and continue think about what they are learning and wondering about these mysterious creatures. Have them put *Jellyfish* into their toolboxes. Encourage the students to reread the book independently and to share what they learn and wonder about jellyfish with others.

Teacher Note

Save the "Information About Jellyfish" chart to use on Day 2 and the "What We Wonder About Jellyfish" chart to use on Day 3.

GUIDED SPELLING

know	"Jellyfish do not know where they are going when they drift."
wrap	"I will wrap a present to bring to the party."
choice	"Jellyfish do not have the choice of what to eat for breakfast."

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Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

know: Tell the students that they will spell two words that begin with silent letters. In *know* the sound /n/ is spelled *k-n*.

wrap: Tell the students that in wrap the sound /r/ is spelled *w-r*.

Jellies

Reading a Nonfiction Book and Making Text-to-text Connections

Day 2

In this lesson, the students:

- Read and discuss part of a nonfiction book
- Identify information learned about the topic
- Make text-to-text connections
- Listen carefully

Materials

- Teacher and student copies of *Jellies* (pages 4–15)
- "Information about Jellyfish" chart, from Day 1
- A marker (different color than that used on Day 1)
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

1 Gather and Introduce *Jellies*

Remind the students that in the last lesson, they reread the book *Jellyfish* and discussed what they read and wondered about jellyfish. Show the cover of *Jellies* and read the title, subtitle, and author's name aloud. Tell the students that although the topic of *Jellies* is the same as *Jellyfish*, not all the information in the two books is the same. Explain that in today's lesson, the students will begin reading *Jellies* and talk about what information the book provides on the topic of jellyfish.

2 Read and Discuss Part of *Jellies*

Distribute *Jellies* and the self-stick notes. Have the students turn to page 9 and mark the page with a self-stick note so they know where to stop reading. (Page 9 begins with the sentence "You wouldn't worry about it because you couldn't.")

Have the students read pages 3–9 quietly to themselves.

Teacher Note

The names of the some of the jellyfish pictured in *Jellies* may be difficult for the students to read and pronounce. Tell the students that you will read the names aloud later in the lesson.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all of the students have read the pages at least once, ask and discuss:

Q *What did you read about jellyfish? Turn to your partner.*

Have a few students share their thinking. Have the students move the self-stick note to page 15 so they know where to stop reading. (Page 15 begins with the sentence "Some jellyfish sting gently.")

Have the students read pages 9–15 quietly to themselves. Ask the students to look up when they have finished reading. Show the photographs on pages 4–15 and read the corresponding names of the jellyfish aloud.

3 Reread and Add to the "Information About Jellyfish" Chart

Direct the students' attention to the "Information About Jellyfish" chart and remind them that the information on the chart comes from the book *Jellyfish*. Tell the students that they will now reread the pages of *Jellies* they just read and look for information about jellyfish to add to the chart. Have the students turn back to page 4 and reread pages 4–15 quietly to themselves. Then ask:

Q *What information about jellyfish can we add to the chart?*

Add the students' ideas to the chart using a different color marker than you used on Day 1.

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Information About Jellyfish

- Jellyfish don't have brains, eyes, or a heart
- Most jellyfish are shaped like open umbrellas
- A group of jellyfish is called a smack
- Jellyfish are mostly water
- Jellyfish use their tentacles to catch food
- Jellyfish can't choose what they eat
- Ocean currents can carry jellyfish hundreds of miles
- Sea turtles, dolphins, and whale sharks may eat jellyfish
- An Australian box jellyfish is more dangerous than a cobra

Follow up by asking:

Q *What information from today's reading is the same as the information in* Jellyfish*? What information is different, or new to you?*

> **Students might say:**
>
> "In both books it says that jellyfish drift instead of swim."
>
> "I didn't know that jellyfish could drift hundreds of miles."
>
> "In *Jellies* it says that a jellyfish can be more dangerous than a cobra. That isn't in the other book."
>
> "Both books say that jellyfish don't have brains."

Put a star next to any fact on the chart that appears in both books.

Teacher Note

If the students struggle to answer the questions, you may want to share your own thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

4 Introduce Text-to-text Connections

Review that the "Information About Jellyfish" chart now includes information from two books: *Jellyfish* and *Jellies*. Ask and briefly discuss:

Q *Why does it make sense to have information from both books on this chart?*

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Students might say:

"It makes sense because all the information is about jellyfish."

"It makes sense because the books are about the same topic."

If necessary, explain that the books *Jellyfish* and *Jellies* are connected because they provide information about the same nonfiction topic: jellyfish. Point out that thinking about how the information in the books is the same and different is another way of making connections between the books. Explain that when readers think about ways in which books are related to one another, they are making *text-to-text connections*. Tell the students that making text-to-text connections between books can help readers understand the books, and the topics they are reading about, better.

5 Wrap Up

Tell the students that in the next lesson, they will read the rest of *Jellies* and continue to make text-to-text connections between it and *Jellyfish*. Collect *Jellies*, keeping the self-stick notes in the books on page 15.

GUIDED SPELLING

jellyfish	"Jellyfish may be as large as a blue whale."
inside	"Some jellyfish grow food inside their bodies."
caught	"Food gets caught in the tentacles of jellyfish."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

jellyfish: Tell the students that *jellyfish* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words. If necessary, tell the students that in *jelly* the sound /j/ is spelled *j*; the sound /ē/ is spelled *y*.

inside: Follow the same procedure to support the students in writing *inside*. If necessary, tell the students that in *side* the sound /ī/ is spelled with final *e*.

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Jellies

Reading a Nonfiction Book and Making Text-to-text Connections

Day 3

In this lesson, the students:

- Read and discuss part of a nonfiction book
- Identify information learned about the topic
- Make text-to-text connections
- Listen carefully

Materials

- Teacher and student copies of *Jellies*
- "Information About Jellyfish" chart from Day 2
- "What We Wonder About Jellyfish" chart from Day 1
- A marker (same color as that used on Day 2)
- "Group Progress Assessment" sheet (GA12)

1 Gather and Review Text-to-text Connections

Review that in the last lesson, the students made text-to-text connections between the nonfiction books *Jellyfish* and *Jellies* by thinking about how the information in the books is the same and different.

Direct the students' attention to the "Information About Jellyfish" chart and remind them that chart now includes information from both books. Tell the students that today they will read the rest of *Jellies* and continue to make connections between it and *Jellyfish*.

2 Read and Discuss Part of *Jellies*

Distribute *Jellies*. Have the students turn to page 20 and mark the page so they know where to stop reading. (Page 20 begins with the sentence "To be a jellyfish you need to be shaped like a bell, with at least one mouth, and tentacles.") Have the students read pages 16–20 quietly to themselves. Then ask:

Q *What did you read about jellyfish? Turn to your partner.*

Have a few students share their thinking. Have the students move the self-stick note from page 20 to page 31 so they know where to stop reading. (Page 31 begins with the sentence "Some day you might be very lucky and see an ocean full of jellyfish.")

Have the students read pages 22–31 quietly to themselves. Ask the students to look up when they have finished reading. Then show the photographs on pages 16–31 and read the corresponding names of the jellyfish aloud.

Teacher Note

The words *greenhouse* (p. 19), *protein* (p. 22), and *elegant* (p. 27) may be unfamiliar to some students. If necessary, pre-teach these words using the definitions provided in the "ELL Support" section of the Week Overview before having the students read the second part of *Jellies*..

3 Reread and Make Text-to-Text Connections

Direct the students' attention to the "Information About Jellyfish" chart and explain they will now reread the pages of *Jellies* they just read and look for information about jellyfish to add to the chart.

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Have the students turn back to page 16 and reread pages 16–31 quietly to themselves. Then ask:

Q *What information about jellyfish can we add to the chart?*

Add the students' ideas to the chart using the same color marker that you used on Day 2.

Information About Jellyfish

- Jellyfish don't have brains, eyes, or a heart*
- Most jellyfish are shaped like open umbrellas
- A group of jellyfish is called a smack
- Jellyfish are mostly water*
- Jellyfish use their tentacles to catch food*
- Jellyfish can't choose what they eat
- Ocean currents can carry jellyfish hundreds of miles
- Sea turtles, dolphins, and whale sharks may eat jellyfish
- An Australian box jellyfish is more dangerous than a cobra
- Animals that eat jellyfish grow healthy and strong
- Some jellyfish grow food inside their bodies
- Some jellyfish are tiny. Some are as long as a blue whale

Follow up by asking:

Q *What information from today's reading is the same as the information in* Jellyfish? *What information is different, or new to you?*

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Students might say:

"Both books say that jellyfish are mostly water."

"In *Jellies* it says that the Portuguese man-of-war is not a real jellyfish. That wasn't in the other book."

"Both books tell how jellyfish catch food with their tentacles, but *Jellies* also talks about jellyfish that live at the bottom of the ocean and grow their own food."

Put a star next to any fact on the chart that appears in both books.



GROUP PROGRESS ASSESSMENT NOTE

As the students respond, ask yourself:

- Are the students able to identify information in the book to add to the chart?
- Are they able to distinguish between new information and information that overlaps with the facts presented in *Jellyfish*?

Record your observations on the "Group Progress Assessment" sheet (GA12); see the Set 7 assessments in the *Assessment Resource Book*.

Support any student who struggles by asking the student to reread a page from *Jellies*. Then ask questions such as:

Q *What does this page tell you about [how jellyfish look]?*

Q *What do you remember from* Jellyfish *about [how jellyfish look]?*

Remind the students that thinking about how information in two nonfiction books is the same and different is a way of making *text-to-text connections* between the books.

4 Revisit What Students Wondered About Jellyfish

Direct the students' attention to the "What We Wonder About Jellyfish" chart from Day 1 and remind the students that it lists questions they had about jellyfish after reading the book *Jellyfish*. Read the questions on the chart aloud (or have volunteers read them). Then ask:

Q *Were any of your questions about jellyfish answered in the book* Jellies*?*

Q [If yes] *What did you find out about [how big jellyfish get]?*

Explain that a nonfiction book might answer some of a reader's questions about a topic and not others. Point to a question on the chart that was not addressed in either book and ask:

Q *How might you find out [how long jellyfish live]?*

Have a few volunteers share their thinking. If necessary, suggest that the students could read other books or magazine articles about jellyfish, watch a television program about them, or search for information online.

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5 Reflect on Reading Nonfiction

Ask and discuss:

Q *What did you enjoy about reading nonfiction this week?*

Q *Why might you want to read more than one nonfiction book about a topic?*

> **Students might say:**
>
> "You learn more if you read more books."
>
> "Different books may have different information in them."
>
> "One book might bring up questions that another book can answer."

Have the students put *Jellies* into their toolboxes. Encourage them to reread the book independently and to read books on other nonfiction topics that interest them.

GUIDED SPELLING

someday	"Someday you may see an ocean full of jellyfish."
something	"An ocean of jellyfish is something you would not forget."
water	"Jellyfish drift in the water."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

someday: Tell the students that *someday* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words.

something: Follow the same procedure to support the students in writing *something*.

EXTENSIONS

Explore Descriptive Language in *Jellies*

Tell the students that Twig George, the author of *Jellies*, uses descriptive language to help readers *visualize*, or picture in their minds, what jellyfish look like. Explain that you will read a sentence from *Jellies* and that you want the students to use the author's words make a picture of the jellyfish in their minds. Read the first sentence on page 16 aloud.

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p. 16 "Jellyfish are so simple that they look like plastic trash floating in the sea."

Ask and discuss:

Q *What picture did you make in your mind?*

Q *What words helped you imagine what the jellyfish look like?*

If necessary, point out that by comparing jellyfish to floating plastic trash, the author helps readers picture exactly how the jellyfish look adrift in the water. Read and discuss the following descriptions in the same way:

p. 24 "There are jellyfish as big as basketballs with long red tentacles, called West Coast sea nettles."

p. 27 "There are tiny, elegant jellyfish that look like a blizzard of snowflakes."

Share Opinions About *Jellyfish* and *Jellies*

Show the covers of *Jellyfish* and *Jellies* and remind the students that they read the books earlier. Point out that the books are alike in some ways and different in others and provide an example.

> **You might say:**
> Both books are about jellyfish, but the book *Jellyfish* contains some text features like a table of contents and a glossary that *Jellies* does not.

Have the students review their copies of *Jellies* and *Jellyfish* and think about other ways the books are alike and different. As a class, discuss:

Q *In what ways are these two books alike?*

> **Students might say:**
> "Both books are nonfiction."
> "They're both about jellyfish."
> "Both books have photographs."

Q *In what ways are the two books different?*

> **Students might say:**
> "*Jellyfish* has a table of contents and a glossary. The other book doesn't."
> "*Jellies* gives more description about how jellyfish look and how they move."
> "In *Jellies* the pictures are labeled, but in *Jellyfish* they're not."

Then ask and have partners discuss:



Q *Which book did you prefer, or like better? Why? Turn to your partner.*

If time permits, invite volunteers to share their opinions with the group. Remind the students that people may have different opinions about the same book and that is fine. The important thing is that they give reasons to explain their thinking. Encourage the students to share their opinions about books they are reading with each other.

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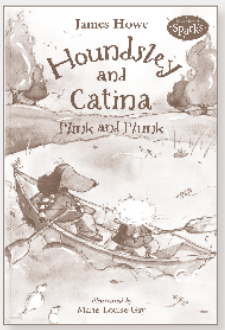
Generating Independent Thinking

Responding to Literature

RESOURCES



Houndsley and Catina Plink and Plunk

by James Howe, illustrated by Marie-Louise Gay

Best friends Houndsley and Catina help one another overcome their fears.

Extension

- "Explore Character, Problem, and Solution"

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA13)

Reproducible

- "High-frequency Words for *Houndsley and Catina*" (BLM7)

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OVERVIEW

Academic Focus

- Students read and discuss a fiction text.
- Students generate and discuss their own ideas about the text.

Social Development Focus

- Students listen respectfully and share their thinking.

DO AHEAD

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA13); see the Set 7 assessments in the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add high-frequency word cards for *love*, *talk*, and *work* to the word wall if they are not already displayed. Visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words for *Houndsley and Catina*" (BLM7).

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Day 1

Houndsley and Catina Plink and Plunk

Responding to Literature

Materials

- Teacher and student copies of *Houndsley and Catina Plink and Plunk* (pages 1–11)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Read and discuss a chapter of a book
- Generate and discuss their own ideas about the story
- Listen respectfully and share their thinking

1 Gather and Introduce *Houndsley and Catina Plink and Plunk*

Show the cover of *Houndsley and Catina Plink and Plunk* and read the title and the names of the author and illustrator aloud. Point to Houndsley, the dog, and Catina, the cat, on the cover and explain that Houndsley and Catina are best friends who like to do everything together.

2 Read and Discuss "Plink"

Distribute *Houndsley and Catina Plink and Plunk* and the self-stick notes. Tell the students that today they will read the first chapter, "Plink." Explain that in this chapter, Houndsley and Catina go for a ride in Houndsley's canoe.

Ask the students to open their books to page 11 and mark the page so they know where to stop reading. Have them turn back to page 1 and read the chapter quietly to themselves.

Teacher Note

Consider explaining that a *canoe* is a type of boat that you row with paddles, and showing the picture of the canoe on pages 6–7. You might also explain that a *wake* (page 8) is waves caused by another boat.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What happens in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Why doesn't Houndsley like to go canoeing with Catina?*

Q *What happens when Houndsley and Catina go out in the canoe?*

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3 Discuss the Students' Thinking

Tell the students that good readers discuss their own thinking about what happens in stories and about what the characters do and say. Explain that talking about books with others can help readers understand stories and think about things they might not have thought of on their own.

Ask the students to listen as you share your own thinking about something in the chapter.

> **You might say:**
>
> "I think Houndsley must have been disappointed when Bert couldn't go canoeing. He didn't really want to ask Catina. He had to think about it for a long time."

Then ask:



Q *What are you thinking about the story? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I wonder why Catina talks so much in the canoe."
>
> "I think maybe Catina was talking because she was nervous."
>
> "In addition to what [Ezra] said, maybe Catina stops talking because she gets scared."

Discussion Support

If you notice the students retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *Why do you think [Catina talks so much in the canoe]?*

Q *What does that make you wonder?*

4 Wrap Up

Explain that in the next lesson, the students will read the second chapter of *Houndsley and Catina Plink and Plunk* and continue to discuss their thinking. Collect *Houndsley and Catina*, keeping the self-stick notes in the books.

GUIDED SPELLING

few	"A passing boat caused a few waves."
flew	"Some birds flew above the canoe."
love	"Houndsley and Catina love to do things together."

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Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

few: Point to the flute picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /o͞o/. Tell the students that in *few* the sound /o͞o/ is spelled *e-w*.

flew: Tell the students that *flew* rhymes with *few* and is spelled the same way at the end.

Day 2

Houndsley and Catina Plink and Plunk

Responding to Literature

Materials

- Teacher and student copies of *Houndsley and Catina Plink and Plunk* (pages 12–27)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

In this lesson, the students:

- Read and discuss a chapter of a book
- Generate and discuss their own ideas about the story
- Listen respectfully and share their thinking

1 Gather and Introduce "Crash!"

Remind the students that in the last lesson, they read and discussed the first chapter of *Houndsley and Catina Plink and Plunk*. Tell them that today they will read the second chapter, "Crash!"

Explain that in this chapter, Bert, Houndsley, and Catina go for a bike ride.

2 Read and Discuss the Chapter

Distribute *Houndsley and Catina Plink and Plunk*. Have the students open their books to page 27 and mark the page so they know where to stop reading. Then ask them to turn back to page 13 and read the chapter quietly to themselves.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What happens in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Why do the friends go on a bike ride?*

Q *What happens on the bike ride?*

3 Discuss the Students' Thinking

Remind the students that good readers discuss their own thinking about what happens in stories and about what the characters do and say. Point out that different readers may have different thoughts and opinions about the same story and that is fine. Then ask:

Q *What are you thinking about the story? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think Houndsley gave away his bike because he didn't know how to ride it."
>
> "I agree with [Kara], but I think Houndsley should have told Bert and Catina that he didn't know how to ride a bike before he went on the bike ride with them."
>
> "Maybe Houndsley didn't tell his friends because he was embarrassed."

Discussion Support

If you notice the students retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *What do you think about that?*

Q *What does that make you wonder about?*

Teacher Note

If the students struggle, you may want to share your own thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

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4 Reflect on Discussing Thinking

Remind the students that discussing their thinking with others can help readers understand stories and think about things they may not have thought of on their own. Ask and briefly discuss:

Q *What is something interesting you heard in today's discussion?*

Explain that in the next lesson, the students will read the third chapter of *Houndsley and Catina Plink and Plunk* and continue to discuss their thinking. Collect *Houndsley and Catina Plink and Plunk*, keeping the self-stick notes in the books.

GUIDED SPELLING

paddle	"Houndsley and Catina paddle the canoe."
settle	"It took awhile for the waves to settle down."
talk	"Houndsley wishes Catina would talk less."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

paddle: Tell the students that they will spell two words with consonant-*l*-*e* syllables at the end. Support the students in breaking the word into its syllables and writing the syllables one at a time.

settle: Follow the same procedure to support the students in writing *settle*.

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Houndsley and Catina Plink and Plunk

Responding to Literature

Day 3

In this lesson, the students:

- Read and discuss a chapter of a book
- Generate and discuss their own ideas about the story
- Listen respectfully and share their thinking

Materials

- Teacher and student copies of *Houndsley and Catina Plink and Plunk* (pages 28–42)
- "Group Progress Assessment" sheet (GA13)

1 Gather and Introduce "Plunk"

Remind the students that in the last lesson, they read and discussed the second chapter of *Houndsley and Catina Plink and Plunk*. Tell them that today they will read the third chapter, "Plunk." Tell the students that in this chapter, Bert, Houndsley, and Catina go on a picnic and Catina tells her friends a secret.

2 Read and Discuss the Chapter

Distribute *Houndsley and Catina Plink and Plunk*. Have the students open their books to page 29 and begin reading the last chapter quietly to themselves. When all the students have read the chapter at least once, ask:

Q *What happens in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *How does Catina feel about canoeing at the beginning of the chapter?*

Q *Why does she feel that way?*

Q *How do Houndsley and Bert help Catina?*

3 Discuss the Students' Thinking

Remind the students that good readers discuss their own thinking about what happens in stories and about what the characters do and say. Review that different readers may have different thoughts and opinions about the same story and that is fine. Then ask:

Q *What are you thinking about the story? Turn to your partner.*

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Have a few students share their thinking.

> **Students might say:**
>
> "I think Catina decides to tell her friends she can't swim because Houndsley told them he didn't know how to ride a bike."
>
> "In addition to what [Tao] said, I think Catina decides to tell her friends she can't swim because she trusts them not to make fun of her."
>
> "Catina probably hopes that Bert and Houndsley will teach her to swim like she and Bert taught Houndsley to ride a bike. And they do."

Observe the students as they talk with their partners and share with the group, offering support as needed.



GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to generate and discuss their own thinking about the book?
- Do they listen respectfully to the thinking of others?

Record your observations on the "Group Progress Assessment" sheet (GA13); see the Set 7 assessments in the *Assessment Resource Book*.

Support any student who struggles to share his thinking by having the student reread pages 32–36 and tell you what happens. Then ask questions such as:

Q *What do you think about that part?*

Q *What do you wonder after reading that part?*

Show the illustration on pages 40–41 and ask:

Q *How do you think the three friends are feeling at the end of the story? Why do you think that?*



Q *What do you think Houndsley and Catina learn in this story? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think they learn that it's okay to tell a friend when you don't know how to do something."
>
> "In addition to what [Madina] said, I think they learn that friends can help you do things that you were afraid to try on your own."
>
> "I agree with [Faraz]. When Houndsley and Catina tell their friends what they're afraid of and ask for help, they stop being afraid and learn to do new things."

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4 Reflect on Discussing Thinking

Remind the students that talking about books with others can help them understand stories and think about things they may not have thought of on their own. Ask and discuss:

Q *What is something interesting you heard someone else share today?*

Have the students put *Houndsley and Catina Plink and Plunk* into their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

right	"Bert is right when he guesses that Houndsley does not know how to ride a bike."
try	"Houndsley agrees to try riding Bert's tricycle."
work	"Houndsley and Bert work together to teach Catina how to swim."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

right: Point to the kite picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ī/. Tell the students that in *right* the sound /ī/ is spelled *i-g-h*.

try: Tell the students that the sound /ī/ at the end of a one-syllable word is usually spelled *y*. In *try* the sound /ī/ is spelled y.

EXTENSION

Explore Character, Problem, and Solution

Review that the students discussed their own thinking about what happens in *Houndsley and Catina Plink and Plunk* and what the characters do and say. Distribute the book. Ask:

Q *What happens to Houndsley and Catina in this story?*

Tell the students that characters in stories usually have problems they need to solve. Ask them to open their books to page 8 and follow along as you read pages 8–11 aloud. Then ask and briefly discuss:

Q *What is Catina's problem in the part I just read?*

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Explain that having problems can make characters feel worried, sad, scared, confused, or mad. Ask:

Q *How do you think this problem makes Catina feel? What in the book makes you think that?*

Encourage the students to refer to both the text and the illustrations to explain their thinking.

Have the students turn to page 38 and follow along as you read the pages 38–42 aloud. Ask and briefly discuss:

Q *How is Catina's problem solved?*

Encourage the students to refer to both the text and the illustrations to explain their thinking. Explain that characters' feelings often change as they solve their problems. Tell the students that solving problems can make characters feel happy, glad, or excited. Ask:

Q *How do you think solving the problem makes Catina feel? What in the book makes you think that?*

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Chameleon! (Set 6, page 4) Expository nonfiction ▪ F&P: J ▪ Lexile®: 390L ▪ DRA®: 18	**Fluency:** Paying Attention to Punctuation	**Day 1:** Reading a Nonfiction Book	**Day 2:** Reading Fluently Extension: "Learn More About Chameleons"	**Day 3:** Reading Fluently
"A Small Stall" from Cowgirl Kate and Cocoa (Set 6, page 16) Fiction: chapter book ▪ F&P: K ▪ Lexile®: 470L ▪ DRA®: 20	**Fluency:** Paying Attention to Characters' Feelings Reading for Listeners ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently Extension: "Read Chapter 2, 'An Even Smaller Stall' "	**Day 3:** Reading Fluently Extension: "Read Chapter 3, 'The Biggest Stall' "
		Day 4: Introducing Readers' Theater Extension: "Read Chapter 4, 'The Best Stall of All' "	**Day 5:** Rehearsing Readers' Theater Extension: "Read Chapter 5, 'The Barn' "	**Day 6:** Performing Readers' Theater More Strategy Practice: "Read Other Chapters Fluently" Technology Extension: "Create a Video Recording of Readers' Theater"
Jellyfish (Set 6, page 40) Expository nonfiction ▪ F&P: J ▪ Lexile®: 420L ▪ DRA®: 18	**Word Analysis:** Analyzing Polysyllabic Words **Comprehension:** Exploring Text Features ELL Support	**Day 1:** Reading a Nonfiction Book and Exploring Text Features More Strategy Practice: "Explore Labels"	**Day 2:** Analyzing Polysyllabic Words	**Day 3:** Analyzing Polysyllabic Words
Elephant (Set 6, page 54) Expository nonfiction ▪ F&P: J ▪ Lexile®: N/A ▪ DRA®: 18	**Comprehension:** Exploring Text Features	**Day 1:** Exploring Text Features	**Day 2:** Reading a Nonfiction Book and Exploring Text Features More Strategy Practice: "Explore the Index"	**Day 3:** Reading a Nonfiction Book and Exploring Text Features
Puffin Peter (Set 6, page 66) Fiction ▪ F&P: J ▪ Lexile®: N/A ▪ DRA®: 18	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Reading a Fiction Book More Strategy Practice: "Discuss Other Sequencing Words or Phrases"	**Day 2:** Retelling a Story	**Day 3:** Retelling a Story

(continues)

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(continued)

Text	Strategy	Lesson		
Aggie Gets Lost (Set 6, page 80) Fiction: chapter book ▪ F&P: J ▪ Lexile®: 320L ▪ DRA®: 18	**Comprehension:** Sequencing and Retelling	**Day 1:** Reading and Retelling Independent reading More Strategy Practice: "Explore Characters' Feelings in 'The Bad Day' "	**Day 2:** Reading and Retelling More Strategy Practice: "Explore Characters' Feelings in 'The Awful Night' "	**Day 3:** Retelling a Story
Iris and Walter and Cousin Howie (Set 6, page 92) Fiction: chapter book ▪ F&P: J ▪ Lexile®: 340L ▪ DRA®: 18	**Comprehension:** Making Text-to-self Connections	**Day 1:** Making Text-to-self Connections Independent reading	**Day 2:** Making Text-to-self Connections	**Day 3:** Making Text-to-self Connections
What's It Like to Be an Ant? (Set 6, page 104) Expository nonfiction ▪ F&P: J ▪ Lexile®: 580L ▪ DRA®: 18	**Comprehension:** Determining Topic Exploring Text Features	**Day 1:** Determining Topic and Exploring Text Features	**Day 2:** Determining Topic	**Day 3:** Determining Topic More Strategy Practice: "Explore the Index"
Leon and Bob (Set 6, page 116) Fiction ▪ F&P: K ▪ Lexile®: 400L ▪ DRA®: 20	**Comprehension:** Wondering Making and Supporting Predictions	**Day 1:** Wondering and Making Predictions	**Day 2:** Wondering and Discussing Predictions	**Day 3:** Wondering
"The Greatest Invention" **"The Vacuum Cleaner's Revenge"** **"Staying Overnight"** (Set 6A, page 4) Poetry ▪ F&P: N/A ▪ Lexile: NP ▪ DRA: N/A	**Comprehension:** Exploring Elements of Poetry Determining Theme ELL Support	**Day 1:** Exploring Elements of Poetrys	**Day 2:** Exploring Elements of Poetry	**Day 3:** Exploring Elements of Poetry Extension: "Explore Rhyming Words in the Poems"

(continues)

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Text	Strategy	Lesson		
Jellies (Set 6A, page 20) Expository nonfiction ▪ F&P: J ▪ Lexile: N/A ▪ DRA: 18	**Comprehension:** Wondering Making Text-to-text Connections ELL Support	**Day 1:** Rereading a Nonfiction Book Identifying Information Learned	**Day 2:** Reading a Nonfiction Book Making Text-to-text Connections	**Day 3:** Reading a Nonfiction Book Making Text-to-text Connections Extensions: "Explore Descriptive Language in *Jellies*" "Share Opinions About *Jellyfish* and *Jellies*"
Houndsley and Catina Plink and Plunk (Set 6A, page 34) Fiction: chapter book ▪ F&P: K ▪ Lexile: 550L ▪ DRA: 20	**Generating Independent Thinking:** Responding to Literature	**Day 1:** Responding to Literature	**Day 2:** Responding to Literature	**Day 1:** Responding to Literature Extension: "Explore Character, Problem, and Solution"

■ = Set 7 ■ = Set 7A

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **Independent reading:** The students read parts of the text during independent work time, at another time of day, or as homework before the group meets again.
- **More Strategy Practice:** This lesson includes optional additional instruction on a strategy taught in this set of lessons or covered elsewhere in Small-group Reading. You may want to plan for an extended session or schedule an additional meeting with the group.
- **Extension/Technology Extension:** This lesson includes an optional supplemental activity. You may want to plan for an extended session or schedule an additional meeting with the group.

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Being a Reader™

Sets 7 and 7A Overview

	Strategy	Text
Fluency	• Paying attention to punctuation	*Chameleon!*
	• Paying attention to characters' feelings • Reading for listeners	*Cowgirl Kate and Cocoa: Horse in the House*
Word Analysis	• Analyzing polysyllabic words	*Jellyfish*
Comprehension	• Exploring elements of poetry • Determining theme	"The Greatest Invention" "The Vacuum Cleaner's Revenge" "Staying Overnight"
	• Determining topic	*What's It Like to Be an Ant?*
	• Exploring text features	*Jellyfish* *Elephant* *What's It Like to Be an Ant?*
	• Making text-to-self connections	*Iris and Walter and Cousin Howie*
	• Making text-to-text connections	*Jellies*
	• Making and supporting predictions	*Leon and Bob*
	• Sequencing and Retelling	*Puffin Peter* *Aggie Gets Lost*
	• Wondering	*Leon and Bob* *Jellies*
Generating Independent Thinking	• Responding to literature	*Houndsley and Catina Plink and Plunk*
	• Sharing and supporting opinions	"The Greatest Invention" "The Vacuum Cleaner's Revenge" "Staying Overnight"

Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501-1042
800.666.7270
collaborativeclassroom.org

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Small-group Teacher's Manual

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Being a Reader™



SET 8

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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270; fax: (510) 464-3670
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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading and an understanding of their ability to interact with texts.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7–12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6–12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)		□		■	■	■ □	
Understanding problem and solution				■		■ □	
Making text-to-self connections	■	■			■ □	■	
Making text-to-text connections				■ □	■ □	□	■
Determining topic		■		■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■		□			
Determining theme					■	■	
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions			■		■		■
Responding to literature			■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

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Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

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Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

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Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between five and nine texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

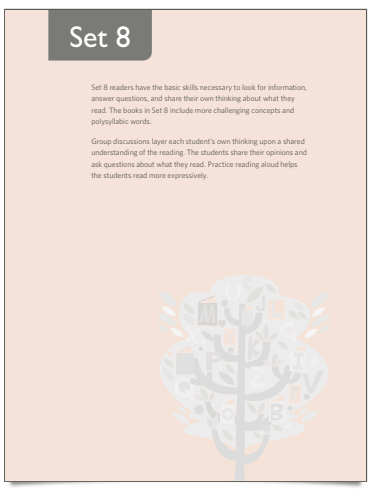
Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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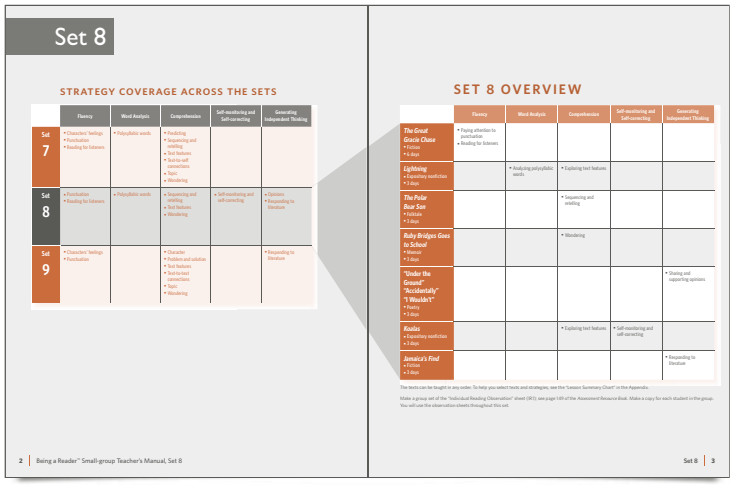
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so.


Set 8

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 7	• Characters' feelings • Punctuation • Reading for listeners	• Polysyllabic words	• Predicting • Sequencing and retelling • Text features • Text-to-self connections • Topic • Wondering		
Set 8	• Punctuation • Reading for listeners	• Polysyllabic words	• Sequencing and retelling • Text features • Wondering	• Self-monitoring and self-correcting	• Opinions • Responding to literature
Set 9	• Characters' feelings • Punctuation		• Character • Problem and solution • Text features • Text-to-text connections • Topic • Wondering		• Responding to literature

SET 8 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Great Gracie Chase • Fiction • 6 days	• Paying attention to punctuation • Reading for listeners				
Lightning • Expository nonfiction • 5 days		• Analyzing polysyllabic words	• Exploring text features		
The Polar Bear Son • Folktale • 5 days			• Sequencing and retelling		
Ruby Bridges Goes to School • Memoir • 5 days			• Wondering		
"Under the Ground" "Accidentally" "I Wouldn't" • Poetry • 3 days					• Sharing and supporting opinions
Koalas • Expository nonfiction • 5 days			• Exploring text features	• Self-monitoring and self-correcting	
Jamaica's Find • Fiction • 5 days					• Responding to literature

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary Chart" in the Appendix.

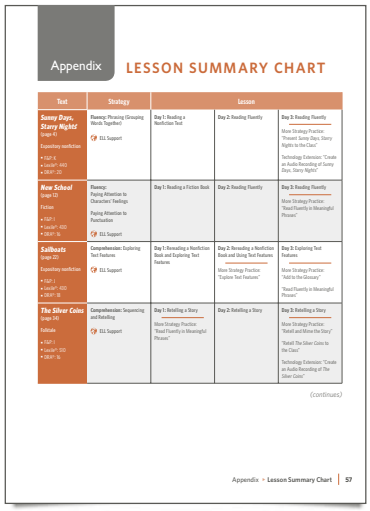
Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the Assessment Resource Book. Make a copy for each student in the group. You will use the observation sheets throughout this set.

2 | Being a Reader™ Small-group Teacher's Manual, Set 8

Set 8 | 3

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Sunny Days, Starry Nights (page 4) Expository nonfiction • F&P: K • Lexile®: 440 • DRA®: 10	**Fluency:** Phrasing (Grouping Words Together) ELL Support	Day 1: Reading a Nonfiction Text	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Present Sunny Days, Starry Nights to the Class" Technology Extension: "Create an Audio Recording of Sunny Days, Starry Nights"
New School (page 12) Fiction • F&P: I • Lexile®: 450 • DRA®: 16	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ELL Support	Day 1: Reading a Fiction Book	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"
Sailboats (page 22) Expository nonfiction • F&P: J • Lexile®: 450 • DRA®: 18	**Comprehension:** Exploring Text Features ELL Support	Day 1: Rereading a Nonfiction Book and Exploring Text Features	Day 2: Rereading a Nonfiction Book and Using Text Features More Strategy Practice: "Explore Text Features"	Day 3: Exploring Text Features More Strategy Practice: "Add to the Glossary" "Read Fluently in Meaningful Phrases"
The Silver Coins (page 34) Folktale • F&P: I • Lexile®: 350 • DRA®: 16	**Comprehension:** Sequencing and Retelling ELL Support	Day 1: Retelling a Story More Strategy Practice: "Read Fluently in Meaningful Phrases"	Day 2: Retelling a Story	Day 3: Retelling a Story More Strategy Practice: "Retell and Move the Story" "Retell The Silver Coins to the Class" Technology Extension: "Create an Audio Recording of The Silver Coins"

(continues)

Appendix • Lesson Summary Chart | 57

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

  Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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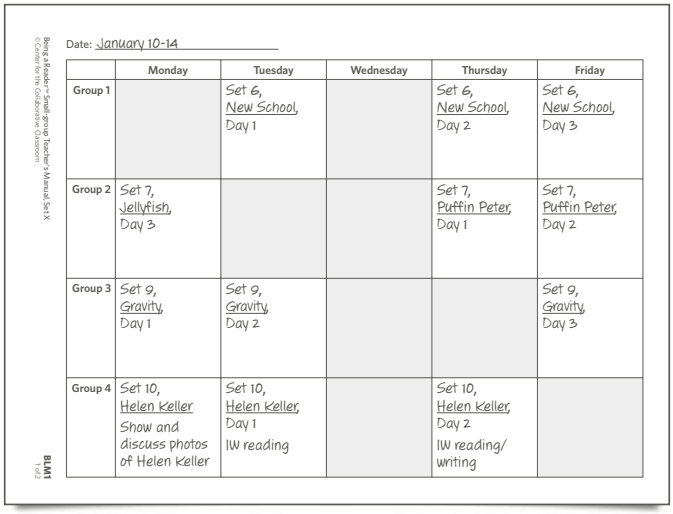

Being a Reader™ Small-group Teacher's Manual, Set X
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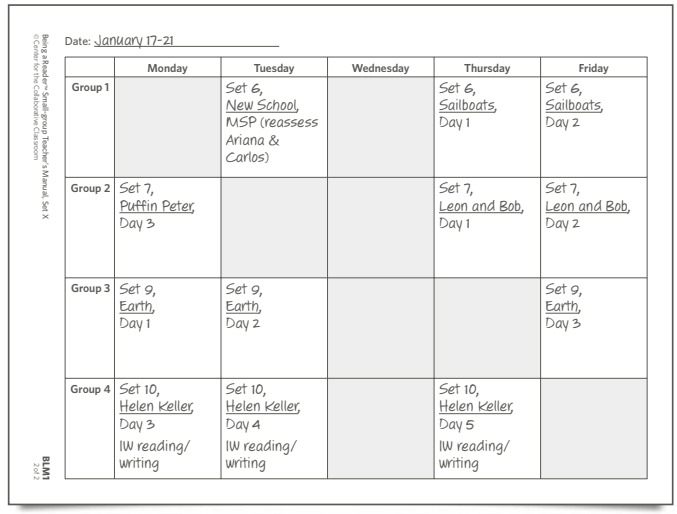
Date: January 10–14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
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Date: January 17–21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
2 of 2

PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will plan to teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9-12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to identify the students' reading levels for Small-group Reading, Sets 6-12 instruction. You may also want to use the assessment during the year to help you reevaluate placement decisions and to help you decide whether a student is ready to move to the next reading level.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.



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Set 8

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 7	▪ Characters' feelings ▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Predicting ▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections ▪ Topic ▪ Wondering		
Set 8	▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Sequencing and retelling ▪ Text features ▪ Wondering	▪ Self-monitoring and self-correcting	▪ Opinions ▪ Responding to literature
Set 9	▪ Characters' feelings ▪ Punctuation		▪ Character ▪ Problem and solution ▪ Text features ▪ Text-to-text connections ▪ Topic ▪ Wondering		▪ Responding to literature

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SET 8 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Great Gracie Chase ▪ Fiction ▪ 6 days	▪ Paying attention to punctuation ▪ Reading for listeners				
Lightning ▪ Expository nonfiction ▪ 3 days		▪ Analyzing polysyllabic words	▪ Exploring text features		
The Polar Bear Son ▪ Folktale ▪ 3 days			▪ Sequencing and retelling		
Ruby Bridges Goes to School ▪ Memoir ▪ 3 days			▪ Wondering		
"Under the Ground" **"Accidentally"** **"I Wouldn't"** ▪ Poetry ▪ 3 days					▪ Sharing and supporting opinions
Koalas ▪ Expository nonfiction ▪ 3 days			▪ Exploring text features	▪ Self-monitoring and self-correcting	
Jamaica's Find ▪ Fiction ▪ 3 days					▪ Responding to literature

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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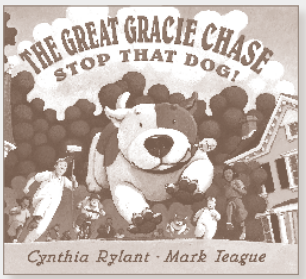
Fluency

Paying Attention to Punctuation
Reading for Listeners

RESOURCES



The Great Gracie Chase: Stop That Dog!

by Cynthia Rylant, illustrated by Mark Teague

In this fiction text, Gracie the dog loves a quiet house and she is not happy when the noisy painters arrive.

Technology Extension

- "Create an Audio Recording of the Dramatic Reading"

Assessment Resource Book

- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week and the next.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheets (GA1–GA2)

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OVERVIEW

Academic Focus

- Students read fluently with attention to punctuation and typography.
- Students rehearse and perform a dramatic reading of a text.
- Students read and discuss a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students work in a responsible way.
- Students work responsibly in pairs.
- Students speak clearly so others can hear.
- Students listen respectfully.

DO AHEAD

✓ Prior to Day 2, practice reading page 13 aloud, both with and without attention to punctuation and typography (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA1); see page 216 of the *Assessment Resource Book*.

✓ Prior to Day 4, decide how you will divide the 32 pages of the book among the pairs in the group for the dramatic reading. Make sure that each pair, and each student within the pair, has about the same amount of text to read. If you have six students, you might divide the book as follows: Pair 1 (title page–page 5) and (pages 6–11); Pair 2 (pages 12–15) and (pages 16–21); Pair 3 (pages 22–27) and (pages 28–32). (See Step 2.)

✓ Prior to Day 6, schedule this lesson for a time when your small group can perform the dramatic reading for the whole class, and decide on a space where the audience can gather to see the performance.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 6, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA2); see page 217 of the *Assessment Resource Book*.
- ✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *school*, *because*, *every*, *through*, *again*, *half*, and *thought* to the word wall if they are not already displayed.

ELL SUPPORT

- **Preview the Book:** Preview the book with the students. You might show and discuss the illustrations or have the students flip through the book on their own. Clarify vocabulary:

  clangy: making sounds like a loud bell (p. 9)

  naughty: bad, not following the rules (p.13)

  delivery woman: a worker who brings people things they have bought (p. 15)

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The Great Gracie Chase
Reading a Fiction Book

Day 1

In this lesson, the students:

- Read and discuss a book

1 Gather and Introduce *The Great Gracie Chase*

Show the cover of *The Great Gracie Chase: Stop That Dog!* and read the title and the names of the author and illustrator aloud. Tell the students that this book is about a very good dog named Gracie who loves a quiet house. Explain that one day, noisy painters come to her house and Gracie decides to do something *naughty*, or bad.

2 Read and Discuss the Book

Distribute *The Great Gracie Chase* to the students. Have them open to page 3 and read the book quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the book at least once, ask and discuss:

Q *What happens in this story?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Gracie think of the painters?*

Q *What happens after the painters put Gracie outside?*

Q *What happens at the end of the chase?*

3 Reflect on the Book

Ask and discuss:

Q *What do you think is funny about this book? Turn to your partner.*

Materials

- Teacher and student copies of *The Great Gracie Chase: Stop That Dog!*
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

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Have a few students share their thinking.

> **Students might say:**
>
> "I think it's funny that Gracie just wanted to go for a walk and she wound up having everyone chase after her."
>
> "I think it's funny when everyone falls down because they couldn't keep up with Gracie."
>
> "It's funny that everyone, except the cat, runs through the fountain."

Explain that in the next lesson the students will reread and talk about parts of the book. Have the students put *The Great Gracie Chase* into their toolboxes, and encourage them to reread the book independently.

GUIDED SPELLING

paperboy	"A paperboy delivers newspapers."
schoolyard	"All the people ran across the schoolyard."
because	"The people chased Gracie because she was walking alone."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

paperboy: Tell the students that *paperboy* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words. Point to the *toy* picture on the "Spelling-Sound Chart" and remind the students that the sound /oi/ at the end of a word is usually spelled *o-y*. Tell the students that in *boy* the sound /oi/ is spelled *o-y*.

schoolyard: Follow the same procedure to support students in writing *schoolyard*. If necessary, point to the word *school* on the word wall.

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The Great Gracie Chase
Reading Fluently

Day 2

In this lesson, the students:

- Read fluently with attention to punctuation and typography
- Hear part of a book read aloud fluently
- Echo read part of a book fluently

Materials

- Teacher and student copies of *The Great Gracie Chase: Stop That Dog!*

1 Gather and Review *The Great Gracie Chase*

Remind the students that in the last lesson, they read and discussed *The Great Gracie Chase.*

Q *What do you remember about* The Great Gracie Chase*?*

Tell the students that today they will reread parts of the book aloud.

2 Model Reading Fluently

Tell the students that you will read part of the book aloud in two different ways; then you will ask partners to talk about what they noticed.

Read page 13 aloud twice—once fluently with attention to punctuation and typography, and then again, nonfluently, without attention to these things.

After you have read the page aloud twice, ask:

Q *What did you notice about the two different ways I read this page? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "The first time you read, it sounded like you were telling us a story."
>
> "In addition to what [Neiman] said, I noticed that you read 'one bit' slowly, like this: 'And she did not like it *one bit*!' "
>
> "It wasn't much fun to listen to the story the second time you read."
>
> "I couldn't understand you the second time."

Teacher Note

Typography in the context of this lesson refers to the special treatment of a printed word (such as italics, bold type, and words written in all capital letters) that suggests how the words should be read.

3 Discuss Paying Attention to Typography

Have the students open their books to page 13. Have them point to the italicized words '*one bit*,' and explain that these are *italicized* words. Explain that readers read italicized words more slowly and with more feeling.

Have them point to the words "ALL BY HERSELF" written in all capital letters. Explain that readers read these words more loudly.

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Then have the students point to the dash after *walk* and explain that readers *pause*, or stop for just a moment, when they come to dashes.

Ask the students to follow along as you reread page 13 aloud. Explain that when you read, you will pay attention to punctuation, italicized words, and words written in all capital letters.

> **You might say:**
>
> "I'll read the italicized words, '*one bit*!' slowly and with feeling. Follow along as I read aloud, 'And she did not like it *one bit*!' Now, keep following along as I reread the next two sentences, pausing at the commas and stopping at the period. 'So Gracie, that silly little dog who loved a quiet house, decided to do something naughty. Gracie decided to take a walk—ALL BY HERSELF!' I paused when I came to the dash and I read the words in all capital letters more loudly. Keep following along as I read aloud. I will put excitement into my voice when I read sentences that end with exclamation points, and I'll read the question as though I am really asking a question."

Continue reading and modeling to the end of page 13. Then tell the students that paying attention to punctuation, italicized words, and words written in all capital letters helps readers read fluently, in a way that sounds like talking.

4 Echo Read Fluently

Tell the students that today they will echo read a few pages from *The Great Gracie Chase*. Explain the procedure for echo reading, if necessary. Tell the students that echo reading is one way to practice reading fluently, in a way that sounds like talking. For more information about echo reading, see "Echo Reading" in the Introduction.

Encourage the students to notice what you do with your voice when you come to punctuation, italicized words, and words written in all capital letters, and ask them to do the same things with their voices.

Beginning with page 13, have the group echo read the page, paragraph by paragraph.

Then have the students turn back to page 5 and echo read this page sentence by sentence. Repeat this procedure with pages 22 and 25.

Teacher Note

Echo reading paragraph by paragraph, rather than sentence by sentence, will help the students notice that your voice stops at the end of sentences, and it will help them learn to do the same.

5 Reflect on Reading Fluently

Ask and briefly discuss:

Q *Why is it important for readers to notice italicized words and words written in all capital letters?*

Remind the students that paying attention to punctuation, italicized words, and words written in all capital letters helps readers read fluently, in a way that sounds like talking.

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Explain that in the next lesson, the students will read fluently with their partners. Have the students return *The Great Gracie Chase* to their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

catch	"The people wanted to catch Gracie."
barked	"Gracie barked at the people."
every	"Every person chased Gracie."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

catch: Explain that the sound /ch/ after a short vowel sound is usually spelled *t-c-h.* Tell the students that in *catch* the sound /ch/ is spelled *t-c-h.*

barked: Support the students in writing the base word, *bark,* before adding the inflectional ending to write *barked.*

The Great Gracie Chase
Reading Fluently

Day 3

In this lesson, the students:

- Read fluently with attention to punctuation and typography
- Read a book aloud in pairs
- Work responsibly in pairs

Materials

- Teacher and student copies of *The Great Gracie Chase: Stop That Dog!*
- "Group Progress Assessment" sheet (GA1)

1 Gather and Get Ready to Read in Pairs

Remind the students that in the last lesson, they echo read fluently as a group. Explain that today they will practice reading *The Great Gracie Chase* fluently with their partners. If necessary, model reading the first few pages with a partner using a student volunteer. For more information about reading in pairs, see "Reading in Pairs" in the Introduction.

Ask and briefly discuss:

Q *What can you do to show you are listening when your partner reads?*

Remind the students to follow along and listen carefully as their partner reads just loudly enough for them to hear.

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2 Read Fluently in Pairs

Remind the students to make their reading sound like talking by paying attention to punctuation, italicized words, and words written in all capital letters. Have partners open to page 3 and read the book aloud in soft voices. Observe the students as they read, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Do the students pay attention to punctuation and typography?
- Do they read fluently?
- Do they read aloud clearly in voices that are just loud enough for their partners to hear?
- Do they follow along and listen carefully as their partners read?

Record your observations on the "Group Progress Assessment" sheet (GA1); see page 216 of the *Assessment Resource Book*.

Support any student who struggles to read fluently by repeating the echo reading procedure from Day 2, Step 4.

3 Discuss Reading Fluently

When all the pairs have read the book at least once, review that readers read fluently by paying attention to punctuation, italicized words, and words written in all capital letters. Tell the students that reading fluently helps readers understand and enjoy books.

Ask the students to each find one page that they enjoyed reading fluently. Have the students take turns reading their chosen pages aloud with their partners.

Then have a few students read their chosen pages aloud to the group. After each student reads aloud, ask:

Q *What made this page fun to read aloud?*

Encourage the students to read fluently by paying attention to punctuation, italicized words, and words written in all capital letters as they read other books, both during and outside of Small-group Reading.

4 Reflect on Working Responsibly

Ask and briefly discuss:

Q *What did you do to be responsible when you were reading with your partner today?*

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Explain that in the coming lessons, the students will prepare to read *The Great Gracie Chase* aloud to the class. Have the students return their books to their toolboxes, and encourage them to reread the book independently.

GUIDED SPELLING

keep	"The painters thought they could keep Gracie in the yard."
kept	"She ran and kept running."
through	"Gracie should not have gone through the gate."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

keep: Point to the *tree* picture on the "Spelling-Sound Chart" and remind the students that there are different ways spell the sound /ē/. Tell the students that in *keep* the sound /ē/ is spelled *e-e*.

kept: You may wish to point out that *kept* means "keep in the past." Point out that *kept* is an unusual (irregular) past tense because we usually add *e-d* to an action word to show that the action happened in the past.

The Great Gracie Chase
Introducing the Dramatic Reading

Day 4

In this lesson, the students:

- Read fluently with attention to punctuation and typography
- Learn the purpose of and procedures for dramatic reading
- Rehearse part of a dramatic reading with partners
- Speak clearly so others can hear

Materials

- Teacher and student copies of *The Great Gracie Chase: Stop That Dog!*
- Pad of self-stick notes
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

1 Gather and Introduce the Dramatic Reading

Explain that today the students will learn about a way to read and share stories called *dramatic reading*. Tell the students what a dramatic reading is and explain the procedure for preparing for a dramatic reading. For more information about dramatic reading, see "Reading for Listeners" in the Introduction.

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You might say:

"In a dramatic reading, performers read a book aloud to an *audience*, or a group of people who watch them perform. Performers make the reading sound like talking because reading fluently will help the audience understand and enjoy the story. In the coming lessons, you will *rehearse*, or practice reading, *The Great Gracie Chase* with your partners and with the group. Then you will perform the dramatic reading for the class."

2 Assign Pages to the Students

Tell the students that each of them will read several pages of the book aloud. Explain that you have already decided which students will read which pages.

Distribute several self-stick notes to each student. Have the students open their books to the title page. Ask the student to whom you have assigned the first section to mark every page in that section with a self-stick note. Follow this procedure with the remaining sections.

Teacher Note

The student who begins the reading will read the title and the names of the author and illustrator aloud and then continue with page 3. The copyright page (page 2) will not be read aloud during the dramatic reading.

3 Read in Pairs

Tell the students that they will rehearse their pages of *The Great Gracie Chase* with their partners. Review that readers read fluently by paying attention to punctuation, italics, and words in all capital letters. Remind the students that reading fluently helps readers and their audience understand and enjoy stories.

You might say:

"We learned that readers stop when they come to periods and pause when they come to commas and dashes. They put excitement into their voices when they read sentences that end with exclamation points, and they read questions as though they are actually asking a question. We also learned that readers read italicized words more slowly and with more feeling and that they read words written in all capital letters more loudly."

"Paying attention to these things not only helps readers read fluently when they read to themselves, but also when they read aloud to others."

Have each pair open their books to the first page on which their section begins. Remind the students to follow along and listen respectfully when it is their partners' turn to read.

Tell the students to rehearse their assigned pages with their partners several times. Then have the student in each pair who is assigned the first section begin to read aloud.

Teacher Note

For example, if one student has been assigned pages 12–15 and his partner has been assigned pages 16–21, both students will open their books to page 12.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

4 Reflect on Reading Fluently

Ask and briefly discuss:

Q *What parts did you enjoy reading aloud? What made those parts fun to read?*

Explain that in the next lesson, the students will rehearse the dramatic reading with all the students in their reading group. Ask them to return *The Great Gracie Chase* to their toolboxes, keeping the self-stick notes in the books. Tell them to *rehearse*, or practice reading, their assigned pages independently.

GUIDED SPELLING

paint	"People came to paint the kitchen."
helped	"Many people helped chase Gracie."
again	"After her walk, Gracie went home again."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

paint: Point to the *cake* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ā/. Tell the students that in *paint* the sound /ā/ is spelled *a-i*.

helped: Support the students in writing the base word, *help*, before adding the inflectional ending to write *helped*.

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Day 5

The Great Gracie Chase

Rehearsing the Dramatic Reading

Materials

- Teacher and student copies of *The Great Gracie Chase: Stop That Dog!*

In this lesson, the students:

- Rehearse a dramatic reading with attention to punctuation and typography
- Work in a responsible way
- Speak clearly so others can hear

1 Gather and Get Ready to Rehearse

Review that in the last lesson, the students rehearsed their pages of *The Great Gracie Chase* with their partners. Tell them that today they will rehearse reading the whole book with all the students in the small group.

Tell the students that it is important to work responsibly when they rehearse and perform the dramatic reading. Ask and briefly discuss:

Q *What can you do to make the rehearsal go well today?*

> **Students might say:**
>
> "I can follow along in my book when other students are reading."
>
> "If someone forgets that it's her turn to read, I can remind her."
>
> "I can stand still. If I move around a lot, it might be hard for the person reading."

2 Model and Discuss the Dramatic Reading

Ask the students to watch and listen carefully as you model reading page 5 aloud. While facing the group and holding the book below your face, read in a clear voice with attention to punctuation and typography. Then ask:

Q *What did I do that helped you hear me? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "You read loudly enough so we could hear."
>
> "You held the book so that we could see your face."
>
> "You faced us when you were reading. That helped us hear you."
>
> "I noticed that you didn't read too fast and you didn't read too slow."

Explain that as they are rehearsing today, the students should speak loudly enough for the group to hear but not so loudly that they disturb the students who are working independently.

TEKS 4.A.i
Student/Teacher Narrative Step 2

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3 Rehearse the Dramatic Reading

Review that reading fluently during the dramatic reading will help the audience understand and enjoy the story. Remind the students to pay attention to punctuation, italicized words, and words written in all capital letters to help them read in a way that sounds like talking.

Ask the students to stand in the order in which they will read. Have the students open their books to the title page. Ask the student who has a self-stick note on that page to read the title and the names of the author and illustrator aloud and then to begin reading the story on page 3. Have the students read their assigned pages in turn to rehearse reading the whole book aloud.

Teacher Note

If time allows, you may want to have the students rehearse the dramatic reading again.

4 Reflect on Rehearsing the Dramatic Reading

When the students have finished rehearsing the dramatic reading, ask and briefly discuss:

Q *What did you do well as you rehearsed today?*

Q *What might you want to do better when you perform for the class?*

Tell the students that in the next lesson, they will perform the dramatic reading for the class. Have them return *The Great Gracie Chase* to their toolboxes, keeping the self-stick notes in the books. Tell the students to practice reading their assigned pages independently.

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GUIDED SPELLING

outside	"Gracie went for a walk outside."
halfway	"Gracie was halfway down the street when someone noticed she was gone."
thought	"Gracie thought it would be nice to take a walk."

Guide the students through spelling each of the decodable words, with particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

outside: Tell the students that *outside* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words. Point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ou/. Tell the students that in *out* the sound /ou/ is spelled *o-u*. Tell the students that in *side* the sound /ī/ is spelled *i_e*.

halfway: Follow the same procedure to support students in writing the compound word *halfway*. If necessary, point to the word *half* on the word wall. Remind the students that the sound /ā/ at the end of a word is usually spelled *a-y*. Tell the students that in *way* the sound /ā/ is spelled *a-y*.

Day 6

The Great Gracie Chase

Performing the Dramatic Reading

Materials

- Teacher and student copies of *The Great Gracie Chase: Stop That Dog!*
- "Group Progress Assessment" sheet (GA2)

Teacher Note

Since a dramatic reading is performed for an audience, this lesson is intended to be a whole-class lesson.

In this lesson, the students:

- Read fluently with attention to punctuation and typography
- Perform a dramatic reading for the class
- Speak clearly so others can hear
- Listen respectfully

1 Gather and Discuss Being a Respectful Audience

Have the small-group students bring their copies of *The Great Gracie Chase* and ask the class to gather, facing the performance space. Tell the class that some students have been practicing making their reading

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sound like talking during Small-group Reading. Explain that reading fluently, so that their reading sounds like talking, helps readers and listeners understand and enjoy books.

Then tell the class that today these students will perform a dramatic reading of a book called *The Great Gracie Chase: Stop That Dog!* Explain that in a *dramatic reading*, performers read a book aloud to an audience. Ask and discuss:

Q *What can the audience do to be respectful while the performers are reading?*

> **Students might say:**
>
> "The audience can sit quietly to show the performers that they're paying attention."
>
> "The audience should listen carefully. That will help them understand what's happening in the story."
>
> "If the performers are reading too quietly, someone in the audience can ask them to speak a little louder so everyone can hear."

As students share, follow up by asking:

Q *How will that help the performers?*

Explain that you will check in at the end of the lesson to see how the audience did being respectful during the dramatic reading.

Teacher Note

Over the course of the year, different students will perform the same dramatic reading. Encourage the class to notice things they appreciate about each performance.

2 Perform the Dramatic Reading

Have the performers stand in the order in which they will read, facing the audience. Remind the performers that they will follow along in their books and, when it is their turn, read loudly and clearly so their classmates can hear. If necessary, remind them to read fluently, paying attention to punctuation, italicized words, and words in all capital letters.

Have the performers open their books to the title page. Ask the student who has a self-stick note on that page to read the title and the names of the author and illustrator aloud and then to begin reading the story on page 3.

Without pausing between readers, have the students perform the rest of dramatic reading. Observe them as they perform and offer support as needed.

Teacher Note

You may want to show the illustrations in your copy of *The Great Gracie Chase* to the audience while the performers read aloud. This will allow the performers to focus their attention on the dramatic reading.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the performers, ask yourself:

- Do the students pay attention to punctuation and typography?
- Do the students read aloud fluently?
- Do they speak loudly and clearly enough for the audience to hear?
- Do they follow along in their books as others are reading?

As you observe the class, ask yourself:

- Do the students listen respectfully as their classmates perform?

Record your observations on the "Group Progress Assessment" sheet (GA2); see page 217 of the *Assessment Resource Book*.

Support any performer who struggles to read fluently by repeating the echo reading procedure from Day 2, Step 4 at another time.

3 Discuss the Dramatic Reading

When the performers have finished the dramatic reading, have them sit with the rest of the class. Then ask and briefly discuss:

Q *What did you enjoy about the dramatic reading?*

Q *What did the performers do well during the dramatic reading?*

4 Reflect on Being a Respectful Audience

Ask and briefly discuss:

Q *What did the audience do that helped the performers?*

Encourage the performers to continue paying attention to punctuation, italicized words, and words written in all capital letters to help them read fluently as they read other books, both during and outside of Small-group Reading.

Have the students return *The Great Gracie Chase* to their toolboxes and encourage them to reread the book independently.

Teacher Note

Guided Spelling instruction is not included today to allow time for the students to perform the dramatic reading for the class.

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TECHNOLOGY EXTENSION

Create an Audio Recording of the Dramatic Reading

Have the students' record their dramatic reading using an audio-recording device. Remind them to speak loudly and clearly so their voices can be heard in the recording. You may then play the audio recording to the class while showing the illustrations.

Consider sharing the recording with the students' families or publishing the recording on the Internet as a podcast. Use the keywords "publishing student podcasts" to learn more about creating podcasts.

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Word Analysis — Analyzing Polysyllabic Words

Comprehension — Exploring Text Features

RESOURCES



Lightning

by Ann Herriges

This nonfiction text explains what lightning is, how lightning happens, and how people can stay safe during thunderstorms.

More Strategy Practice

- "Explore More Weather-related Compound Words"
- "Create a Compound Word Bank"

Technology Extension

- "Learn More About Lightning"

Extension

- "Share and Discuss Interesting Pages"

Assessment Resource Book

- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA3)

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OVERVIEW

Academic Focus

- Students identify, discuss, and write polysyllabic words.
- Students identify, discuss, and write compound words.
- Students explore text features in a nonfiction text.
- Students read and discuss a nonfiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share their thinking.
- Students listen carefully.
- Students reach agreement before making decisions.

DO AHEAD

✓ Prior to Day 1, examine the text features closely (table of contents and glossary) to help you support the students.

✓ Prior to Day 2, title a sheet of chart paper "Words with More Than One Syllable" (see Step 5).

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA3); see page 218 of the *Assessment Resource Book*.

✓ Prior to Day 3, title a piece of chart paper "Words with Parts We Know." Under the title, list the words: *expecting*, *apartment*, *happening*, *delightful*, *cloudy*, *likely*, *unlikely*, *someone*, *agreement*, *thickness*, and *subject*. (See Step 2.)

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *other*, *some*, and *one* to the word wall if they are not already displayed.

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ELL SUPPORT

ELPS 4.D.i
ELPS 4.E.i
ELL Support

- **Preview the Book:** Preview the book with the students. You might show and discuss the illustrations or have the students flip through the book on their own. Clarify vocabulary:

  crooked: bent or not straight (p. 5)

  shoot up: move up quickly (p. 15)

  meet: come together (p. 15)

  strikes: hits (p. 21)

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Lightning
Reading a Nonfiction Book and Exploring Text Features

Day 1

In this lesson, the students:

- Explore text features: table of contents and glossary
- Read and discuss a book
- Share their thinking

Materials

- Teacher and student copies of *Lightning*
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

1 Gather and Introduce *Lightning*

Show the title page of *Lightning* and read the title and the name of the author aloud. Ask and briefly discuss:

Q *What do you think you know about lightning?*

Tell the students that *Lightning* is a nonfiction book that gives readers true information about lightning. Point out that the title of this book is also the *topic*, or what the whole book is about.

2 Introduce the Table of Contents

Distribute *Lightning* and have the students open their books to page 3. Tell them that nonfiction books like *Lightning* often have a *table of contents*. Explain that a table of contents is a list at the front of a book that tells readers the different *sections*, or parts, of a book and the page where each section begins.

Have the students read the table of contents quietly to themselves. Ask and briefly discuss:

Q *Now that you have seen the table of contents, what do you think you will learn about lightning? Why do you think that?*

ELPS 4.C.iii
Steps 2 and 3

ELPS 4.F.i
ELPS 4.F.ii
ELPS 4.F.iii
Steps 2–4

TEKS 2.D.ii
Student/Teacher Narrative
Step 3
(thid paragraph)

3 Read Aloud Part of *Lightning* and Introduce the Glossary

Have the students turn to page 4 and follow along as you read pages 4–5 aloud. Ask:

Q *What do you notice about the words on these pages? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I see the word *lightning* on both pages."
>
> "I notice that two of the words are darker than the other words."
>
> "On page 4, the words are at the top and on page 5, the words are at the bottom."

TEKS 9.D.iv
TEKS 9.D.xi
Student/Teacher Activity
Step 3

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TEKS 2.D.ii
Student/Teacher Activity Step 3
(fourth and fifth paragraphs, second discussion question)

Teacher Note

If the students are familiar with dictionaries, you may want to point out that the glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

Have the students point to the word *thunderstorm* on page 4. Explain that the word is in bold type, with thicker letters than the rest of the text, to tell readers they can find more information about the word at the back of the book.

Have the students turn to the glossary on page 22. Explain that a glossary lists words from the book that a reader might not know and tells the reader what each word means.

Have the students point to the word *thunderstorm* and read the definition quietly to themselves. Ask and briefly discuss:

Q *What did you find out about the word* thunderstorm*?*

Review that when the students see a word in bold type, they can find out what the word means in the glossary.

4 Read Aloud and Discuss Part of the Book

Tell the students that you will read the next part of the book aloud and they will discuss what they hear about lightning.

Have the students turn to page 6 and follow along as you read aloud pages 6–7. When you have finished reading, explain that you will read the same part aloud again, one page at a time. Ask them to listen for information they might have missed the first time.

Read page 6 aloud again; then ask:

Q *What happens inside storm clouds? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "The air inside the cloud moves up and down."
>
> "The ice crystals bump into each other."

Read page 7 aloud again; then ask:

Q *How do storm clouds make lightning? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "The air and ice crystals inside the storm cloud move fast. This makes electricity and the electricity turns into lightning."
>
> "Lightning flashes when a storm cloud gets rid of electricity."

5 Read and Discuss Part of the Book

Distribute the self-stick notes. Have the students turn to page 21 and mark the page so they know where to stop reading. Explain that they will read the rest of the book quietly to themselves and then discuss the reading with partners and the group.

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Have the students turn back to page 8 and read pages 8–21 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read through page 21 at least once, ask and discuss:

Q *What did you learn about lightning?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *How does lightning look?*

Q *Why does thunder happen?*

Q *What can you do to stay safe during lightning?*

6 Reflect on *Lightning*

Ask and briefly discuss:

Q *What did you learn about lightning that surprised you?*

Explain that in the next lesson, the students will look more closely at some of the words in *Lightning*. Ask them to put *Lightning* into their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

light	"The flash of light from lightning can be very bright."
time	"Lightning can happen at the same time as thunder."
other	"One partner will share, then the other partner will take a turn."

Spelling Support

light: Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell them that in *light* the sound /ī/ is spelled *i-g-h*.

time: Tell the students that in *time* the sound /ī/ is spelled *i_e*.

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Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

EXTENSION

Share and Discuss Interesting Pages

Tell the students that they will look back through the book to find a page they thought was interesting and read it aloud to the group. Give the students time to look through the book and each mark a page they find interesting with a self-stick note.

When all the students have marked pages, explain that they will share the pages they marked with the group. Tell the students that it is important that they listen respectfully when other students are sharing. Ask and briefly discuss:

Q *What can you do to be respectful as you listen to each other?*

Have each student share the page she marked with the group by showing it and reading it aloud. Then have her tell the class why she found that page interesting.

Teacher Note

If time allows, give the students a few moments to practice reading their pages aloud to themselves.



TECHNOLOGY EXTENSION

Learn More About Lightning

The students might be interested in learning more about lightning. To find videos and other information, search online using the keywords "lightning videos for kids" or "lightning facts for kids." As a group, investigate a few of the resources and have the students discuss what they learned.

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Lightning
Analyzing Polysyllabic Words

Day 2

In this lesson, the students:

- Identify and discuss polysyllabic words from a book
- Write polysyllabic words
- Read polysyllabic words using syllables
- Share their thinking
- Listen carefully
- Reach agreement before making decisions

Materials

- Teacher and student copies of *Lightning*
- Paper and pencil for each pair
- "Words with More Than One Syllable" chart, prepared ahead
- Marker
- "Group Progress Assessment" sheet (GA3)

1 Gather and Review *Lightning*

Remind the students that in the last lesson, they read and discussed the nonfiction book *Lightning*. Ask and briefly discuss:

Q *What do you remember reading about lightning?*

Teacher Note

If the students need support answering the question, encourage them to refer back to the book.

2 Review Syllables

Explain that in today's lesson, the students will look more closely at some of the words in *Lightning* and think about ways to read long words more easily. Ask and briefly discuss:

Q *What do you know about syllables?*

> **Students might say:**
> "Syllables are parts of words."
> "We can clap the syllables in a word."
> "Words can have a lot of syllables."

Explain that words are made of syllables and that a word can have one or more than one syllable. Tell the students that breaking a longer word into syllables can make the word easier to read.

Teacher Note

If the students need practice orally identifying syllables, choose some examples of one-, two-, and three-syllable words. Say the words one at a time. For each word, have the students say the word and clap on the syllables; then have them tell you how many syllables are in the word.

3 Model Identifying Polysyllabic Words

Tell the students that they will work in pairs to find words with more than one syllable in part of *Lightning*.

Explain that as partners look for words, they will take turns being the reader and the recorder. Explain that the reader will read one sentence aloud slowly and clearly while the recorder listens carefully for words with more than one syllable. If both partners agree that a word has more than one syllable, the recorder will write the word.

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Choose a volunteer to model the activity with you. Explain that your partner will be the reader and you will be the recorder for the first sentence.

Have the students open their books to page 7. Have your partner read the first sentence on page 7 aloud as you and the group follow along and listen carefully. Model identifying and discussing words with your partner.

> **You might say:**
>
> "My partner just read, 'This movement makes electricity.' I know I heard words with more than one syllable. I'm going to read from the beginning of the sentence just to make sure I remember which words to write. 'This movement . . . .' I hear two syllables in *movement*: move-ment. [Address your partner.] Do you agree that *movement* has more than one syllable? Okay, I'm going to write *movement*. Let me start the sentence again. 'This movement makes electricity.' [Address your partner.] I hear lots of syllables in *electricity*: e-lec-tri-ci-ty. Do you? We agree on that, too, so I'm going to write *electricity*. For the next sentence, I'll be the reader and my partner will be the recorder, so I'll give her the paper and pencil."

Point out that your partner read the sentence aloud clearly while you followed along in your book and listened carefully. Tell the students to read in soft voices that are just loud enough for them and their partners to hear.

Ask and briefly discuss:

Q *What can you and your partner do if you do not agree that a word has more than one syllable?*

> **Students might say:**
>
> "If we don't agree, we could talk more."
>
> "I also should listen carefully to what my partner says. She might have a different idea."
>
> "I could read the word again. Maybe I'll change my mind."

Remind the students to share their thinking and listen carefully to their partners' thinking as they discuss the words.

4 Identify, Discuss, and Write Polysyllabic Words in Pairs

Have the students open their books to page 10. Ask partners to decide who will be the reader and who will be the recorder for the first sentence. Remind pairs to take turns being the reader and the recorder for the rest of the sentences on pages 10 and 11.

Distribute a piece of paper and a pencil to each pair.

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Have the students read pages 10–11 in pairs, discussing and recording polysyllabic words as they read. Observe partners as they work, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to identify polysyllabic words?
- Are they able to read polysyllabic words fluently?
- Are they able to reach agreement about which words to record?

Record your observations on the "Group Progress Assessment" sheet (GA3); see page 218 of the *Assessment Resource Book*.

Support any student who struggles by explaining that one way to check the number of syllables in a word is to read the word aloud and clap the syllables. Listen as the student reads and claps out difficult words, and provide guidance as necessary.

5 Share and Record Polysyllabic Words

When most pairs have finished, explain that pairs will share the words they wrote, and then the group will read all the words aloud together.

Have pairs take turns sharing one or two words with the group. Record the words on the "Words with More Than One Syllable" chart. Continue until all the polysyllabic words have been charted.

6 Read Polysyllabic Words by Syllable

Tell the students that they will practice reading the words they found one syllable at a time before reading the whole word. Explain that breaking longer words they already know into syllables will help them read longer words they do not recognize.

Have the students read each syllable as you frame it using your thumb and index finger; then have them read the whole word as you sweep under it.

Tell the students that when they read a longer word, it is important to ask themselves if it sounds like a word they know. If it sounds like a word they know, they should reread the word to make sure it makes sense in the sentence.

Tell the students that if a word they read does not sound like a word they know or does not make sense in the sentence, they can try reading it a different way or ask for help.

Teacher Note

The polysyllabic words on pages 10–11 are: *lightning, inside, happens, glowing, crawling, around, sometimes,* and *another*. If a student suggests a one-syllable word, have the group say the word and clap on the syllables. Ask:

Q *Does this word have one or more than one syllable? How do you know?*

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7 Reflect on Working in Pairs

Ask and briefly discuss:

Q *How did you and your partner do working together? If you did not agree on whether a word had more than one syllable, what did you do?*

Explain that in the next lesson, the students will look closely at some more words in *Lightning*. Have them return their books to their toolboxes and encourage them to reread the book independently.

Teacher Note

Save the "Words with More Than One Syllable" chart to use on Day 3.

GUIDED SPELLING

glowing	"Lightning can make a cloud look like it is glowing."
lightning	"Lightning happens during thunderstorms."
across	"We walk across the playground to get to the gate."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

glowing: Support the students in writing the base word, *glow*. Point to the *bone* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ō/. Tell them that in *glow* the sound /ō/ is spelled *o-w*. Then support the students in adding the inflectional ending to write *glowing*.

lightning: Support the students in writing the word *lightning* one syllable at a time. Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell them that in *lightning* the sound /ī/ is spelled *i-g-h*.

across: Tell the students that in *across* the sound /s/ is spelled *s-s*. You may wish to support the students by pronouncing the initial schwa sound using the short vowel /ă/.

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Lightning
Analyzing Polysyllabic Words and Compound Words

Day 3

In this lesson, the students:

- Identify and discuss compound words in a book
- Write compound words
- Read polysyllabic words using syllables and other word parts
- Read and discuss part of a book
- Share their thinking

1 Gather and Review the "Words with More Than One Syllable" Chart

Direct the students' attention to the "Words with More Than One Syllable" chart. Review that in the last lesson, they practiced reading longer words from *Lightning* by breaking the words into syllables. Ask and briefly discuss:

Q *How does breaking longer words into syllables help you?*

2 Model Using Known Parts to Read Polysyllabic Words

Explain that when readers come to a longer word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding parts they know how to read can help readers break the word into smaller parts and read the whole word.

Direct the students' attention to the "Words with Parts We Know" chart and explain that these words include parts of words the students read in *Lightning*.

Words with Parts We Know

expecting	unlikely
apartment	someone
happening	agreement
delightful	thickness
cloudy	subject
likely	

Materials

- Teacher and student copies of *Lightning*
- "Words with More Than One Syllable" chart from Day 2
- "Words with Parts We Know" chart, prepared ahead
- Marker
- Paper and pencil for each student
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

Teacher Note

This lesson may require more than one session to complete.

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Point to the word *expecting* and model using known parts to read it.

> **You might say:**
>
> "I'm looking closely at this word. I can see right away that I know how to read the first syllable of the word: *ex*. [Use your thumb and forefinger to frame *ex*.] I see a syllable I know at the end of the word, too: *ing*. [Use your thumb and forefinger to frame *ing*.] That just leaves the part in the middle, so I'm going to read all the parts in order and then read the whole word. [Frame and read *ex*, *pect,* and *ing*.] *Ex-pect-ing*. Now I'm going to try for the whole word and see if I recognize it: *expecting*. That sounds right. *Expecting* is a word I know."

Point out that when you read the word, you checked to see if it sounded like a word you know. Tell the students that if they read a word and it does not sound like a word they know, they can try reading it a different way or ask for help.

3 Use Known Parts to Read Polysyllabic Words

Explain that the students will read the rest of the words, first looking for syllables and other parts they recognize and then reading the whole word. Tell the students that even if they know how to read the words, they should look for smaller parts they know.

Direct their attention to the word *apartment*. Ask:

Q *What syllables or other parts of this word do you know how to read?*

> **Students might say:**
>
> "I see the word *part* in the middle. I know how to read that."
>
> "The last syllable is easy to sound out: *ment*."
>
> "I know how to read *apart*. *Apart* is a word."

As the students share, frame the parts they suggest with your thumb and forefinger.

Point out that different readers may recognize different parts of longer words, and that is fine. What is important is that they use the parts they know to help them read the whole word. Have the students read *apartment* by reading each syllable as you frame it using your thumb and index finger; then have them read the whole word as you sweep under it.

Direct the students' attention to the next word on the list. Ask:

Q *What parts of this word do you know how to read?*

Use your thumb and forefinger to frame syllables or other parts the students identify. When they have identified all or most parts of a word, use framing to have the students chorally read the word.

After the group reads the word, use it in a sentence. (For example, you might say, "I can check the schedule to see what's *happening* after small-group reading time.")

Teacher Note

If the students struggle to find parts they know, support them by asking additional questions such as:

Q *Do you see a part you know how to read in the middle of the word? At the end? What is it?*

Q *Do you see a smaller word you know inside the word? What is it?*

Q *If you look at the part [after* cloud*] what's left? How do you say [-y when it's at the end of a word]?*

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Repeat this procedure for the rest of the words on the list.

4 Introduce and Model Identifying Compound Words

Have the students open their books to page 4 and point to the word *thunderstorm*.

Ask:

Q *What do you notice about the word* thunderstorm*? Turn to your partner.*

Have a few students share their thinking.

Point out that the word *thunderstorm* is made of two smaller words, *thunder* and *storm*. Explain that when two or more words are joined together to make a longer word, the longer word is called a *compound word*.

Have the students' turn to page 10 and read the page quietly to themselves. Model identifying the compound word *inside*.

> **You might say:**
>
> "As I was reading, I noticed the word *inside*. It's in the first sentence, 'Most lightning happens *inside* a storm cloud.' I think *inside* is a compound word, so I'm going to look at it more closely. I see that the word *inside* has two smaller words I know in it: *in* and *side*. That tells me *inside* is a compound word."

5 Identify and Discuss Compound Words in Part of *Lightning*

Explain that the students will reread the rest of *Lightning*, and write compound words they find. Have them open their books to page 21 and mark the page so they know where to stop reading.

Distribute the paper and pencils.

Have the students turn back to page 11 and read pages 11–21 quietly to themselves, recording compound words as they read.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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Teacher Note

The compound words on pages 12–21 are: *sometimes*, *into*, *partway*, *another*, *indoors*, *thunderstorm*, and *outside*. If a student suggests a word that is not a compound word, ask:

Q *Do you agree that [lightning] is a compound word? What makes you think that?*

6 Share and Discuss Compound Words

When all the students have read the pages at least once, ask:

Q *What compound words did you find in the part you just read? How do you know they are compound words? Turn to your partner.*

Have the students take turns sharing the compound words they found.

7 Explore Meaning in Compound Words

Explain that thinking about the meaning of the smaller words in a compound word can help readers figure out the meaning of the longer word. Direct the students' attention to the word *thunderstorm* on page 20. Ask and briefly discuss:

Q *What is a thunderstorm like? How do the words* thunder *and* storm *help you know that?*

> **Students might say:**
>
> "A thunderstorm has rain and thunder. The words *thunder* and *storm* help me know that a thunderstorm is a storm with thunder."
>
> "Thunderstorms are loud. The word *thunder* makes me think a thunderstorm is loud because thunder is loud."
>
> "A thunderstorm is worse than a regular storm because it has thunder."

Direct the students' attention to the word *sometimes* on page 13. Ask:

Q *What does the word* sometimes *mean? How do the words* some *and* times *help you know that?*

Repeat this procedure with the word *partway* on page 15.

8 Reflect on Reading Longer Words

Ask:

Q *If you are reading and come to a longer word that is challenging to read, what can you do to help you read the word? Turn to your partner.*

Have a few students share their thinking.

Remind the students that when readers come to a longer word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help readers break the word into smaller parts and read the whole word.

Encourage the students to use what they know about reading longer words to help them when they read other books, both during and outside of Small-group Reading. Ask them to return *Lightning* to their toolboxes and encourage them to reread the book independently.

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GUIDED SPELLING

partway "Lightning bolts travel partway to the ground."

another "Lightning can jump from one cloud to another."

someone "Someone knocked on the door."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

Tell the students that they will write three compound words. For each word, ask them to identify the two small words and write them one at a time. You may need to remind them not to leave a space between the two small words.

partway: Point to the *cake* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ā/. Tell the students that in *partway* the sound /ā/ is spelled *a-y*.

another: If necessary, point to the word *other* on the word wall.

someone: If necessary, point to the words *some* and *one* on the word wall.

MORE STRATEGY PRACTICE

Explore Weather-related Compound Words

Write several weather-related compound words, such as those that follow, where the students can see them. Use framing to have the students read each word one syllable at a time; then have them read the whole word as you sweep under it. Discuss word meanings as a group. Ask questions such as:

Q *Do the meanings of the smaller words* [rain] *and* [drop] *help you know what the word* [raindrop] *means? Why do you think that?*

Q *Do you agree that the words* [sun] *and* [rise] *help you know what the word* [sunrise] *means? Why or why not?*

Q *What other compound words can you think of that have the word* [rain] *in them?*

Q *How is the word* [rainbow] *like the word* [raindrop]*? How is it different?*

rainstorm	raincloud
rainbow	raindrop
rainfall	snowstorm
snowball	snowflake
thundercloud	sunshine
windstorm	sunrise

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Create a Compound Word Bank

Have the students brainstorm compound words they know or have come across in their reading. Record the words on a sheet of chart paper titled "Compound Words." Consider posting the chart in the classroom and having the students add to it throughout the year. Encourage them to use words from the chart and other compound words they know in their writing.

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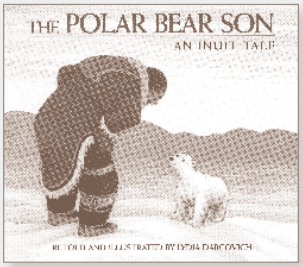
RESOURCES



The Polar Bear Son: An Inuit Tale

Retold and illustrated by Lydia Dabcovich

In this folktale, an old woman takes care of a polar bear that then takes care of her.

Extension

- "Discuss the Word *Faithful*"

Assessment Resource Book

- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA4)

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OVERVIEW

Academic Focus

- Students tell events of a story in order.
- Students determine correct facts to include in a retelling.
- Students read and discuss a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students reach agreement with their partners.

DO AHEAD

✓ Prior to Day 3, copy the sentences from "*The Polar Bear Son* Sentence Strip Pairs" onto individual sentence strips. Use paper clips to keep each pair of sentence strips together.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA4); see page 219 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *mother*, *were*, and *good* to the word wall if they are not already displayed.

✓ Prior to Day 1, consider writing the prompts on sheets of paper for your English Language Learners (see Step 4):

- *When the old woman finds the polar bear cub she . . .*
- *I think she brings the polar bear home because . . .*
- *Kunikdjuaq helps her by . . .*
- *I think she shares the food with the whole village because . . .*

ELL SUPPORT

- **Preview the Book:** Preview the book with the students. You might show and discuss the illustrations or have the students flip through the book on their own. Clarify vocabulary:

  fend for herself: live without help from other people (p. 7)

  unsuccessful: not able to do something you try to do (p. 7)

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Day 1

The Polar Bear Son

Reading a Fiction Book

Materials

- Teacher and student copies of *The Polar Bear Son: An Inuit Tale* (pages 7–18)
- Self-stick note for each student
- Group set of "Individual Reading Observation" sheet (IR1), prepared ahead

ELPS 4.F.v
Steps 1–4 and ELL Note on p. 43

In this lesson, the students:

- Read and discuss part of a book
- Listen respectfully to the thinking of others and share their own

1 Gather and Introduce *The Polar Bear Son*

Show the cover of *The Polar Bear Son: An Inuit Tale* and read the title and the name of the author and illustrator aloud. Tell the students that *The Polar Bear Son* is a story about an old woman and a polar bear who become friends.

Distribute *The Polar Bear Son*. Tell the students that the polar bear's name is pronounced koo-NIHK-joo-uhk. Have them find the name (Kunikdjuaq) on page 12 and practice saying it aloud.

2 Build Background Knowledge

Have the students turn to the title page. Ask and briefly discuss:

Q *What do you notice in this illustration?*

Explain that the Inuit have lived in the *Arctic*, the cold part of Earth near the North Pole, for thousands of years, and that *The Polar Bear Son* is a very old Inuit story. In the past, the Inuit lived in small communities, fishing for salmon and hunting animals such as seals, walruses, and polar bears. The Inuit survived by sharing the food they hunted and gathered.

Explain that the students will read part of the story quietly to themselves. Distribute the self-stick notes. Have the students open their books to page 18 and mark the page so they know where to stop reading.

3 Read Aloud Part of *The Polar Bear Son*

Ask the students to listen as you read page 7 aloud. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing.

Suggested Vocabulary

fend for herself: live without help from other people (p. 7)
unsuccessful: not able to do something you try to do (p. 7)

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Ask and briefly discuss:

Q *What do you know so far? What do you wonder?*

Explain that the students will start at the beginning of the story and read quietly to themselves up to the page they marked.

4 Read and Discuss Part of the Book

Have the students read pages 7–18 of *The Polar Bear Son*.

ELPS 4.G.iii
Step 4

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 7–18 at least once, ask and briefly discuss:

Q *What does the old woman do when she finds the polar bear cub?*

Q *Why do you think she brings the polar bear home?*

Q *How does Kunikdjuaq help her?*

Q *Why do you think she shares the food with the whole village?*

Encourage the students to refer to the book to support their thinking.

ELL Note

Consider providing the prompts for your English Language Learners to help them verbalize their answers:

- "When the old woman finds the polar bear cub she . . . ."
- "I think she brings the polar bear home because . . . ."
- "Kunikdjuaq helps her by . . . ."
- "I think she shares the food with the whole village because . . . ."

For more information, see "Support for English Language Learners" in the Introduction.

5 Wrap Up

Tell the students that in the next lesson, they will read the rest of *The Polar Bear Son* and discuss the story with partners and the group.

Collect *The Polar Bear Son*, keeping the self-stick notes in the books.

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GUIDED SPELLING

seal	"The polar bear went hunting for a seal."
feast	"Everyone in the village shared a feast."
mother	"The old woman was like a mother to the polar bear."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

seal: Point to the *tree* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ē/. Tell the students that in *seal* the sound /ē/ is spelled *e-a*.

feast: Follow the same procedure to support the students in spelling *feast*.

Day 2

The Polar Bear Son

Reading a Fiction Book

Materials

- Teacher and student copies of *The Polar Bear Son: An Inuit Tale* (pages 20–36)

In this lesson, the students:

- Read and discuss part of a fiction book
- Retell a story using illustrations
- Listen respectfully to the thinking of others and share their own

1 Gather and Get Ready to Read

Review that in the last lesson, the students read the first part of *The Polar Bear Son*. Ask:

Q *What do you remember about* The Polar Bear Son?

If necessary, review that in the part of the book the students read, an old Inuit woman adopts and cares for a polar bear cub and names him Kunikdjuaq. When the cub grows up, he helps the old woman by catching food, which she shares with the whole village.

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2 Read and Discuss *The Polar Bear Son*

Distribute *The Polar Bear Son*. Have the students open their books to page 36 and mark the page so they know where to stop reading. Have the students turn to page 20 and continue reading to page 36 quietly to themselves.

Ask and briefly discuss:

Q *Why does the old woman send Kunikdjuaq away?*

Q *What does the old woman do when she feels lonely and hungry?*

Then ask:

Q *What about the story surprised you? Turn to your partner.*

Have a few students share their thinking.

Remind the students that things change for the old woman and Kunikdjuaq when the hunters decide they want to kill Kunikdjuaq. Have the students turn to page 20 and reread it quietly to themselves. Ask:

Q *Why do the hunters want to kill Kunikdjuaq?*

Have the students turn to page 23 and reread it quietly to themselves. Ask:

Q *Why do the hunters say they want to kill Kunikdjuaq?*

Point out that the hunters say they want to kill Kunikdjuaq because he has become dangerous, but that they really want to kill him because they are jealous. Tell the students that thinking and talking about why things happen in a story can help readers understand what they read.

3 Retell the Story Using Illustrations

TEKS 7.D.i
TEKS 7.D.iii
Student/Teacher Activity
Step 3

Explain that the students will now use the illustrations in the book to help them tell the story. Page through the book from the beginning and have a volunteer tell what is happening in each pair of facing pages.

Explain that the students used their own words to *retell* the story, telling the events of the story correctly and in the right order.

ELPS 3.B.ii
Step 3

4 Wrap Up

Explain that in the next lesson, the students will continue to practice retelling *The Polar Bear Son*. Have the students put *The Polar Bear Son* into their toolboxes, and encourage them to reread the book independently.

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GUIDED SPELLING

fishing	"The polar bear went fishing for salmon."
sliding	"The children loved sliding in the snow with the polar bear."
were	"The children were sad to see the polar bear go."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

fishing: Support the students in writing the base word, *fish*, before adding the inflectional ending to write *fishing*.

sliding: Support the students in writing the base word, *slide*. Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell the students that in *slide* the sound /ī/ is spelled *i_e*. Then support the students in erasing the *e* and adding the inflectional ending to write *sliding*.

EXTENSION

Discuss the Word *Faithful*

Have the students turn to page 36 of *The Polar Bear Son* and follow along as you read it aloud. Ask:

Q *What does it mean to be faithful?*

Q *What does Kunikdjuaq do to be faithful? Turn to your partner.*

Have a few students share their thinking. Encourage them to refer to the text to support their thinking.

> **Students might say:**
>
> "To be faithful means to always help someone and take care of them."
>
> "When Kunikdjuaq is big enough to hunt, he brings the old woman food. That is faithful because he helps her when she needs help."
>
> "Kunikdjuaq is faithful because he always comes back when the old woman goes out on the ice and calls him."

Explain that to be faithful can mean to be friends with someone no matter what happens. Ask and briefly discuss:

Q *Think of a time when you were faithful to a friend or when a friend was faithful to you. What did you do to be faithful?*

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Students might say:

"I was faithful because I stayed friends with my friend even though we had a fight."

"I am faithful to my brother. I make sure he doesn't get hurt on the playground, and if he falls I help him up."

"My friend still plays with me at recess even though we are in different classes."

If the students have difficulty answering the question, give some examples of your own or have the students discuss the question first in pairs and then share their thinking with the group.

The Polar Bear Son
Retelling a Story

Day 3

In this lesson, the students:

- Retell the events of a story in order
- Determine correct facts to include in a retelling
- Reread and discuss part of a fiction book
- Reach agreement with partners

Materials

- Teacher and student copies of *The Polar Bear Son: An Inuit Tale*
- "*The Polar Bear Son* Sentence Strip Pairs," prepared ahead
- "Group Progress Assessment" sheet (GA4)

1 Gather and Discuss Retelling

Review that in the last lesson, the students finished reading *The Polar Bear Son* and used the pictures to *retell* the story, or tell the events of the story correctly and in the right order.

Explain that you will try to retell the story of *The Polar Bear Son*. Retell the story, telling the events incorrectly and in the wrong order.

You might say:

"*The Polar Bear Son* is a story about an old woman named Kunikdjuaq. The old woman does not have enough food, so she decides to eat a polar bear. The children save the polar bear from the old woman and gather seeds and berries to feed it. All the villagers share their food with the polar bear. The hunters warn the children the old woman is coming, so they tell the polar bear to run away. The polar bear runs away, but always brings back seeds and berries for the children and the hunters."

Ask:

Q *Did I retell the story of* The Polar Bear Son *correctly? Why or why not? Turn to your partner.*

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Have a few students share their thinking.

> **Students might say:**
>
> "You can't make up a whole new story. That's not retelling."
>
> "You mixed up all the characters because it's the woman who saves the polar bear. The hunters want to kill the bear and the children warn Kunikdjuaq."
>
> "The villagers don't share food with the polar bear! The old woman does. She also shares food with the villagers."

Point out that when you retold the story, you did not tell the events correctly or in the right order. Review that when readers *retell* stories, it is important to tell the events of the story correctly and in the right order.

2 Choose Events from *The Polar Bear Son* for a Retelling

Explain that the students will choose sentences to include in a retelling of *The Polar Bear Son*.

Model the procedure by displaying the first pair of sentence strips, reading the sentences aloud, and sharing your thinking.

> **You might say:**
>
> "These sentences say, 'An old Inuit woman lives alone in a village. Her neighbors help her get food.' That matches what I remember about the story. I'm going to read the other sentence strip, just to make sure. It says, 'An old Inuit woman named Kunikdjuaq does not have enough food.' I know that one is incorrect because Kunikdjuaq is the polar bear's name. Here, on page 12, the old woman says, 'I will call you Kunikdjuaq.' "

Explain that each pair of students will receive two sentence strips, one with a correct event and one that is incorrect. Explain that partners will talk about the sentences and decide which one is correct; then they will share the sentence they chose with the group. Ask and briefly discuss:

Q *What can you and your partner do if you disagree about which sentence is correct?*

Distribute the sentence strips to pairs of students. Have pairs discuss their sentence strips to decide which one is correct. Encourage them to find pages in the book that support their thinking.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are pairs able to distinguish between correct and incorrect events?
- Do they give evidence from the text to support their thinking?
- Are they able to reach agreement?

Record your observations on the "Group Progress Assessment" sheet (GA4); see page 219 of the *Assessment Resource Book*.

Support any student who struggles to determine the correct events of the story by helping him find the appropriate part of the text to reread.

3 Sequence Events for a Retelling

Have each pair read aloud the sentence strip that they plan to include in the group retelling. Display the sentences so that everyone in the group can see them. Ask:

Q *Which sentence strip should begin our retelling of* The Polar Bear Son*? Why do you think that?*

Q *Which sentence strip should come next?*

Have the students sequence the sentence strips as a group.

Teacher Note

Encourage the students to refer back to the book to determine the correct sequence of events.

If more than one pair thinks they have the next sentence strip or if a student disagrees with a pair's choice, have all the students find the two events in the book to determine the correct order.

4 Retell *The Polar Bear Son* as a Group

Choose volunteers to read the ordered sentence strips aloud to the group. You may want to have one volunteer read the first sentence strip, another volunteer read the next sentence strip, and so on. Ask:

Q *Do you think these sentences tell the story of* The Polar Bear Son *correctly and in the right order? Why do you think that?*

Teacher Note

Make any appropriate revisions that the students suggest. If you make revisions to the retelling, read the new version aloud to the group.

5 Reflect on Retelling

Tell the students that retelling is a way to share stories with others. Ask and briefly discuss:

Q *Who would you like to share the story of* The Polar Bear Son *with?*

Q *Which part of the story would be the most fun to retell?*

Encourage the students to retell *The Polar Bear Son* or any other stories they read to classmates or to family members or friends. Have the students return *The Polar Bear Son* to their toolboxes, and encourage them to reread the book independently.

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GUIDED SPELLING

passed	"As the seasons passed, the polar bear grew."
begged	"The old woman begged the villagers not to hurt her bear."
good	"The old woman found a good provider in the polar bear."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

passed: Support the students in writing the base word, *pass*, before adding the inflectional ending to write *passed*.

begged: Support the students in writing the base word, *beg*. Point out that *beg* has a short vowel sound and ends with one consonant. Then support the students in doubling the ending consonant and adding the inflectional ending to write *begged*.

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The Polar Bear Son Sentence Strip Pairs

An old Inuit woman lives alone in a village. Her neighbors help her get food.

An old Inuit woman named Kunikdjuaq does not have enough food.

One day the old woman finds a polar bear out on the ice. She adopts it and names it Kunikdjuaq.

Kunikdjuaq goes out on the ice to hunt for a polar bear to eat.

Kunikdjuaq is happy living with the old woman, and the children in the village love to play with him.

The hunters in the village love to play with the polar bear.

When the polar bear gets older, he hunts for the old woman and brings her food.

The children feed the polar bear seeds and berries.

The old woman has plenty of food and shares her food with the villagers.

The villagers share their food with the polar bear.

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The jealous hunters in the village decide they want to kill Kunikdjuaq.

Kunikdjuaq wants to kill the polar bear.

After the children warn the old woman, she begs the hunters not to hurt Kunikdjuaq.

The children warn the polar bear that Kunikdjuaq is coming to eat him.

The old woman tells Kunikdjuaq to run away. She and the children are very sad.

The children chase the polar bear away and tell him never to return again.

For many years, the polar bear brings fish and seal to the old woman when she is hungry.

The polar bear runs away but always brings back seeds and berries for the children and the hunters.

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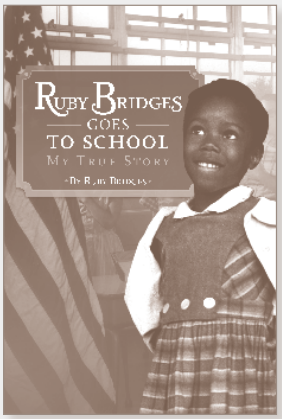
RESOURCES



Ruby Bridges Goes to School

by Ruby Bridges

In this memoir, Ruby Bridges describes her experience as the first black child in an all-white school in Louisiana during the 1960s.

Extension

- "Find Out More About Ruby Bridges"

Assessment Resource Book

- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA5)

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OVERVIEW

Academic Focus

- Students wonder about a topic.
- Students read and discuss a nonfiction text.
- Students refer to the text to support their thinking.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share ideas with one another.

DO AHEAD

✓ Prior to Day 1, title a sheet of chart paper "What We Wonder About Ruby Bridges (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA5); see page 220 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *should*, *often*, and *thought* to the word wall if they are not already displayed.

ELL SUPPORT

ELPS 4.D.i
ELPS 4.E.i
ELL Support

- **Build Background Knowledge:** Give a brief explanation of the historical context by following the instructions in Day 1, Step 1 and stopping to answer the students' questions. Your English Language Learners will repeat this step when you teach the lesson to the small group.

- **Preview the Book:** Preview the book with your students. You might show and discuss the photographs or have the students flip through the book on their own. Clarify vocabulary:

  tenants: people who pay money to live in someone's house or apartment (p. 2)

  Negroes: what some people called black people at the time this book takes place (p. 3)

  colored: what some people used to call black people, and other people with dark skin (p. 5)

  United States government: group of people who make laws for the country (p. 7)

  Explain that the words *Negroes* and *colored* are not used anymore. The words "black" or "African American" should be used instead.

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Day 1

Ruby Bridges Goes to School

Wondering

Materials

- Teacher and student copies of *Ruby Bridges Goes to School* (pages 2–17)
- Self-stick note for each student
- "What We Wonder About Ruby Bridges" chart, prepared ahead
- Marker
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Wonder about a topic
- Read and discuss part of a book
- Share ideas with one another

1 Gather and Introduce *Ruby Bridges Goes to School*

Show the cover of *Ruby Bridges Goes to School* and read the title and name of the author aloud. Tell the students that Ruby Bridges's story takes place more than 50 years ago when black people and white people in some parts of the country could not do things together.

> **You might say:**
>
> "For many years there were *laws*, or rules, that said black people and white people could not live in the same neighborhoods, eat at the same restaurants, or go to school together. Many people thought these laws were bad, and they worked hard to change them. Some people were unhappy that the laws changed. But now it is against the law everywhere in our country to keep black people and white people from doing things together."

Point to the picture of Ruby Bridges on the cover and explain that when Ruby grew up, she wrote this book to tell the true story of what happened when she became the first black child to go to an all-white school.

> **You might say:**
>
> "When Ruby was a child, some people wanted to keep black people and white people separate. Some people tried to stop black children from going to the same schools as white children. A plan was made to force those people to let black children go to white-only schools. Ruby was a big part of that plan. I know these things about Ruby Bridges, but I have a lot of questions and I want to know more."

TEKS 1.C.iv
TEKS 6.A.i
TEKS 6.B.iii
Student/Teacher Narrative Step 2

ELL Note

You may want to explain to your students that when you *wonder* about something, you want to know more about it.

2 Introduce Wondering

Tell the students that readers *wonder*, or ask themselves questions, before they read, while they are reading, and after they read. Ask the students to listen as you share one or more things you wonder about Ruby Bridges.

TEKS 6.B.i
Student/Teacher Narrative Step 2 (first paragraph)

> **You might say:**
>
> "I wonder how Ruby feels about going to school."

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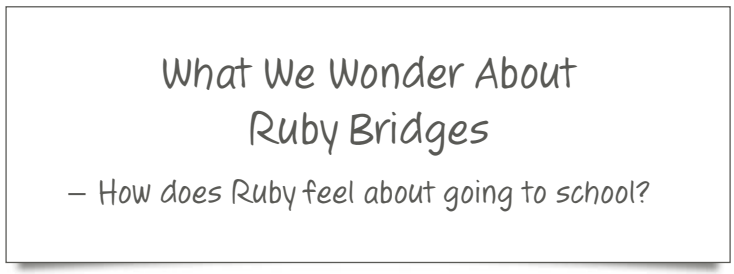
Direct the students' attention to the "What We Wonder About Ruby Bridges" chart and read the chart title and subtitle aloud. Record what you wonder as a question on the chart.

> **Teacher Note**
>
> Be sure to write the question "How does Ruby feel about going to school?" on the chart, as you will use it to guide your instruction on Day 3.



TEKS 6.B.i
Student/Teacher Activity
Step 2
(discussion question)

Ask and briefly discuss:

Q *What do you wonder about Ruby Bridges?*

Invite a few volunteers to share what they wonder with the group. Have them use the prompt "I wonder . . . ."

> **Students might say:**
>
> "I wonder what will happen when Ruby goes to school."
>
> "I wonder if she will make friends at school."
>
> "I wonder if she is going to like her teacher, and if her teacher is going to like her."

As the students share, record what they wonder as questions on the chart. Explain that wondering helps readers understand and discuss books.

3 Read Aloud and Wonder

TEKS 1.C.iv
TEKS 6.B.ii
Student/Teacher Activity
Step 3

Ask the students to think about what they wonder as you read pages 2–7 aloud. Read pages 2–7, clarifying vocabulary as you encounter it in the text and stopping to read the signs in the photographs after each pair of facing pages.

Suggested Vocabulary

tenants: people who pay money to live in someone's house or apartment (p. 2)

Negroes: what some people called black people at the time this book takes place (p. 3)

colored: what some people used to call black people, and other people with dark skin (p. 5)

United States government: group of people who make laws for the country (p. 7)

> **Teacher Note**
>
> You may want to explain that while the words *Negro* and *colored* were commonly used during the time described in this book, they are not used today. The words *black* or *African American* should be used instead.

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Remind the students to use the prompt "I wonder . . ." to share what they are wondering. Ask:

Q *What do you wonder about what you have heard so far? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I wonder how the kids feel about going to separate schools."
>
> "I wonder why the boy holding the sign on the first page is smiling."
>
> "I wonder why people have to do things separately."

Discussion Support

If the students have difficulty generating "I wonder . . ." statements that are relevant to the book, reread pages 2–7 and give an example of what you wonder. Then ask an additional question such as:

Q *What do you wonder about [black children and white children not being allowed to go to the same schools]?*

4 Read the First Part of *Ruby Bridges Goes to School*

TEKS 6.A.i
Student/Teacher Activity
Steps 4 and 5

Tell the students that they will read part of the book. Distribute *Ruby Bridges Goes to School* and the self-stick notes. Have the students open their books to page 17 and mark the page so they know where to stop reading.

Direct the students' attention to the photographs on pages 12 and 13. Point out the men wearing armbands and tell the students that they are *marshals*. Explain that marshals are like police officers—their job is to help keep people safe. Ask the students to notice what they wonder and to look at the photographs as they read. Have the students turn back to page 2 and read pages 2–17 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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When all the students have read through page 17 at least once, ask:

Q *What happens in the part of the book you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What kinds of things were black people and white people not allowed to do together?*

Q *What happened when Ruby went to her new school?*

5 Wonder About Ruby Bridges

Review that readers wonder before they read, while they are reading, and after they read. Remind the students to use the prompt "I wonder . . . ." Then ask:



Q *What do you wonder about Ruby Bridges now? Turn to your partner.*

Have a few students share their thinking. Record what the students are wondering as questions on the "What We Wonder About Ruby Bridges" chart.

> **Students might say:**
>
> "I wonder if Ruby is going to have other kids in her class."
>
> "I wonder why the marshals have to make sure Ruby is safe."
>
> 'I wonder if Ruby will want to stay at that school."

6 Wrap Up

Remind the students that wondering helps readers understand and discuss books. Explain that in the next lesson the students will continue to read and wonder about Ruby Bridges. Collect *Ruby Bridges Goes to School*, and remove the self-stick notes.

Teacher Note

Save the "What We Wonder About Ruby Bridges" chart to use on Days 2 and 3.

GUIDED SPELLING

wrong	"The United States government said that segregation was wrong."
wrote	"A famous writer wrote that Ruby was very brave."
should	"Children should go to school where they want."

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Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

wrong: Tell the students that in *wrong* the sound /r/ is spelled *w-r*.

wrote: Tell the students that in *wrote* the sound /r/ is spelled *w-r*. Point to the *bone* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ō/. Tell the students that in *wrote* the sound /ō/ is spelled *o_e*.

Day 2

Ruby Bridges Goes to School

Wondering

Materials

- Teacher and student copies of *Ruby Bridges Goes to School* (pages 17–30)
- "What We Wonder About Ruby Bridges" chart from Day 1
- Marker
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

Teacher Note

If the students need support remembering the first part of the book, encourage them to refer back to the text.

In this lesson, the students:

- Wonder about a topic
- Read and discuss part of a book
- Share their partners' thinking

1 Gather and Review the First Part of *Ruby Bridges Goes to School*

Remind the students that in the last lesson they read and wondered about the first part of *Ruby Bridges Goes to School*. Use "Think, Pair, Share" to have partners first think about and then discuss the following question:



Q *What do you remember about* Ruby Bridges Goes to School*?* [pause] *Turn to your partner.*

Have a few students share their thinking. Explain to the students that today they will read and wonder about the rest of *Ruby Bridges Goes to School*. Review that readers wonder before they read, while they are reading, and after they read.

Direct the students' attention to the "What We Wonder About Ruby Bridges" chart and review the questions from the last lesson.

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2 Read and Discuss Part of the Book

Tell the students that in the next part of the book, Ruby explains what happens as the school year continues and how she becomes famous. Ruby even receives a letter from a *first lady*, a president's wife.

Distribute *Ruby Bridges Goes to School*. Have the students read pages 17–30 quietly to themselves and wonder as they read.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have finished the book, ask and have partners briefly discuss:

Q *What happens in the part of the book you just read? Turn to your partner.*

Have a few students share their thinking.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What happens at school?*

Q *When famous people learned about Ruby Bridges, what did they do?*

Q *What happens to Ruby when she grows up?*

3 Wonder in Pairs

Explain that the students will use the prompt "I wonder . . ." to share with their partners what they are wondering now, after finishing the book. Tell the students to listen carefully to their partners because you will ask them to share their partners' thinking with the group. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What do you wonder now?* [pause] *Turn to your partner.*

Have the students share what their partners wonder with the group. Ask the students to begin sharing with the prompt "[Bethany] wonders . . . ."

Students might say:

"[Miguel] wonders how the other children feel about Ruby when they first come back to school."

"[Sara] wonders why the other children come back to school."

"[Isaiah] wonders why the First Lady says Ruby is a good American."

ELPS 4.F.vii
Step 3

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Write what the students wonder as questions on the "What We Wonder About Ruby Bridges" chart. Remind the students that wondering about what they read helps readers understand and discuss books. Tell them that in the next lesson the students will reread part of the book and discuss one of the questions from the chart.

4 Reflect on Sharing a Partner's Thinking

Review that the students have been talking about what they wonder before, during, and after reading. Ask:

Q *How did you do with sharing what your partner wondered?*

Ask the students to put *Ruby Bridges Goes to School* in their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

writer	"John Steinbeck is a famous writer."
closer	"There was a school even closer to my house."
often	"Now I talk to Mrs. Henry often."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

writer: Tell the students that in *writer* the sound /r/ is spelled *w-r*. Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell the students that in *writer* the sound /ī/ is spelled i_e.

closer: Point to the *bone* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ō/. Tell the students that in *closer* the sound /ō/ is spelled *o_e* and the sound /ər/ is spelled *e-r*.

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Ruby Bridges Goes to School
Wondering

Day 3

In this lesson, the students:

- Wonder about a topic
- Refer to the book to support their thinking
- Reread and discuss a book
- Share ideas with one another

Materials

- Teacher and student copies of *Ruby Bridges Goes to School*
- "What We Wonder About Ruby Bridges" chart from Day 2
- "Group Progress Assessment" sheet (GA5)

1 Gather and Review Wondering

Remind the students that in the last lesson, they read and wondered about the last part of *Ruby Bridges Goes to School*.

Direct the students' attention to the "What We Wonder About Ruby Bridges" chart and review the questions. Explain that some of the questions readers ask are answered in the book, while others might not be.

Point out an example of a question on the chart that was not answered by the book (for example, "Why did people have to do things separately?"). Explain that either way, wondering helps readers understand and discuss what they read.

Tell the students that today they will reread the book and discuss one of the questions from the chart.

Teacher Note

See the extension "Find Out More About Ruby Bridges" on page 65 for suggestions on how to help the students find more information about their unanswered questions.

2 Model Rereading and Wondering

Point to the question "How does Ruby feel about going to school?" on the "What We Wonder About Ruby Bridges" chart and read it aloud. Ask the students to open their books to page 12. Tell them to follow along and look closely at the photographs as you read pages 12–15 aloud.

When you finish reading, ask the students to listen as you think aloud about the question.

> **You might say:**
>
> "As I read, I thought about the question 'How does Ruby feel about going to school?' I saw this photograph of Ruby going to school on page 12. I think she looks worried. The book says that marshals had to go with her to make sure she was safe. I think that would be scary. Maybe Ruby felt scared about going to school."

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3 Reread and Wonder in Pairs

Ask the students to open their books to pages 16–17, look carefully at the photograph, and then reread page 17 quietly to themselves. Have them look up after rereading page 17. Then ask:

Q *How do you think Ruby feels about going to school now? What in the book makes you think that? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "Maybe she feels lonely because she is the only student in her class and has no other kids to play with."
>
> "I think she feels sad because the other kids left the school."

Have the students read page 18 quietly to themselves and look carefully at the photograph on page 19. Then ask:

Q *How do you think Ruby feels about going to school now? What in the book makes you think that? Turn to your partner.*

Have a few students share their thinking.

Repeat the procedure to have the students read and discuss pages 20–21. Remind them to look closely at the photographs.

Teacher Note

If time allows, you may want to choose an additional question from the chart to model rereading and wondering. Questions that are addressed in multiple places in the book may work best.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students discussing their thinking about the question?
- Are the students using evidence from the book to support their thinking?
- Are they sharing ideas with one another?

Record your observations on the "Group Progress Assessment" sheet (GA5); see page 220 of the *Assessment Resource Book*.

Support any student who struggles to use evidence from the book by asking, "What in the book makes you think that?" and, if necessary, directing her attention to the appropriate sections of the book to reread.

4 Reflect on Wondering

Point out that wondering about books can help readers discuss what they read and think about things they would not have thought of on their own. Ask and briefly discuss:

Q *What are you still wondering about Ruby Bridges?*

Q *What did you learn about Ruby Bridges that you might share with others?*

TEKS 6.B.iii
Student/Teacher Activity Step 4

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Encourage the students to continue wondering as they read both during and outside of Small-group Reading. Ask them to put *Ruby Bridges Goes to School* in their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

places	"In some places, black children and white children used to go to separate schools."
brave	"People thought that I was very brave."
thought	"A long time ago, some people thought that black children and white children should not be friends."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

places: Support the students in writing the base word, *place*. Point to the *cake* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ā/. Tell the students that in *place* the sound /ā/ is spelled *a_e* and the sound /s/ is spelled *c*. Then support the students in adding the inflectional ending to write *places*.

brave: Tell the students that in *brave* the sound /ā/ is spelled *a_e*.

EXTENSION

Find Out More About Ruby Bridges

Tell the students that when readers have questions about a book after they read it, they can look for more information on the Internet and in other books. Tell the students that looking for more information about things they wonder about is called *research*.

Direct the students' attention to the "What We Wonder About Ruby Bridges" chart. Provide index cards for the students to record questions they would like to research. You may also want to provide students with a short list of keywords that will help them find more information about the topic, such as: "Ruby Bridges," "School segregation," "William Frantz Elementary School," and "Barbara Henry."

Tell the students that they can search for more information about their question on the Internet at home or during independent work time. You may want to have the students share what they learn with the group or the whole class.

Teacher Note

You may want to point out that *Barbara* is Mrs. Henry's first name.

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Generating Independent Thinking

Sharing and Supporting Opinions

RESOURCES

Poems

"Under the Ground"

by Rhoda W. Bacmeister (see page 77)

"Accidentally"

by Maxine W. Kumin (see page 78)

"I Wouldn't"

by John Ciardi (see page 79)

These three lighthearted poems are about different animals.

Assessment Resource Book

- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA6)

Reproducibles

- "Under the Ground" (BLM1)
- "Accidentally" (BLM2)
- "I Wouldn't" (BLM3)

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OVERVIEW

Academic Focus

- Students share opinions and explain their thinking.
- Students read and discuss poems.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen respectfully and share their thinking.

DO AHEAD

✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Under the Ground" (BLM1). Make a copy for each student in the group and one for yourself. Practice reading the poem aloud.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Accidentally" (BLM2). Make a copy for each student in the group and one for yourself. Practice reading the poem aloud.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "I Wouldn't" (BLM3). Make a copy for each student in the group and one for yourself. Practice reading the poem aloud.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA6); see page 221 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *I'll*, *I'm*, and *we'll* to the word wall if they are not already displayed.

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ELL SUPPORT

- **Preview the Poems:** Poetry is especially challenging for English Language Learners. Preview and discuss the poems with the students before the lessons. Read the poems aloud and clarify suggested vocabulary and idioms:

  creep: move slowly and quietly ("Under the Ground")

  snuggle: get comfortable ("Under the Ground")

  accidentally: without meaning to ("Accidentally")

  gnat: small flying insect ("Accidentally")

  You may also have the students practice reading the poem aloud, echo reading or chorally reading the text.

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"Under the Ground"
Sharing and Supporting Opinions

Day 1

In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Read and discuss a poem
- Listen respectfully and share their thinking

1 Gather and Discuss Poetry

Ask:

Q *What do you think you know about poems?*

> **Students might say:**
>
> "Poems are shorter than stories."
>
> "Poems can be skinny. The words don't always go all the way across the page."
>
> "Some poems rhyme."

Explain that in the next three lessons the students will read and discuss funny poems about animals.

2 Read and Discuss "Under the Ground"

Tell the students that the author of a poem is called a *poet*. Distribute "Under the Ground" (BLM1) and read the title and the name of the poet aloud. Explain that in this poem the poet wonders about creatures that live in the dirt.

Have the students read "Under the Ground" quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the poem at least once, direct their attention to your copy of the poem. Show them that the poem is divided up into three parts and that the parts of a poem are called *stanzas*. Ask them to follow along in their copies as you read one part of the poem aloud at a time.

Materials

- Teacher and student copies of "Under the Ground" (BLM1), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

The three poems the students will read this week use rhyme. You may want to explain to the students that not all poems use rhyme by reminding them of poems they have read that do not rhyme.

ELPS 4.G.ii
ELPS 4.G.iii
Step 2

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Read the first stanza aloud. Ask and briefly discuss:

Q *What does the poet wonder in this stanza?*

If necessary, tell the students that the poet wonders what is under the ground. Explain that in the next part of the poem, the poet answers this question.

Read the second stanza aloud. Then ask and briefly discuss:

Q *What is under the ground?*

Read the third stanza aloud. Then ask and briefly discuss:

Q *What does the poet wonder in this stanza?*

If necessary, explain that the poet wonders if the worms, ants, and bugs that live underground can hear us above them.

3 Introduce Sharing Opinions

Explain that when the students share what they think or how they feel about something, they are sharing their opinion. Tell them that different readers may have different thoughts and opinions about the same poem and that is fine. What is important is that they explain their thinking by giving reasons for their opinions. Ask:

Q *Do you think that the worms and bugs under the ground can hear us? Why do you think that? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think that the worms and bugs can hear us because we make a lot of noise."
>
> "I agree with [Kaia]. I always hear my neighbor walking around upstairs."
>
> "I don't think worms and bugs can hear us because I don't think they have ears."

Then ask:

Q *What is your favorite part of this poem? What do you like about it? Turn to your partner.*

Have a few students share their thinking.

4 Reflect on Sharing Opinions

Review that readers share their opinions by telling what they think about what they have read. Remind the students that it is important to explain their thinking by giving reasons for their opinions. Ask and briefly discuss:

Q *What do you like about sharing your opinion?*

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Students might say:

"I like sharing what I think and hearing what other people think."

"I like that it's ok for people to have different opinions."

"I like listening to people's reasons. Sometimes their reasons make me change my mind."

Tell the students that in the next lesson, they will read another poem and share their opinions about the poem with their partners and the group. Ask them to put "Under the Ground" into their toolboxes and encourage them to reread the poem independently.

GUIDED SPELLING

ground	"Everything is cool and wet down in the ground."
mouth	"Do you think that a worm has a mouth?"
I'll	"I'll look at a worm to find out."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

ground: Point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ow/. Tell the students that in *ground* the sound /ow/ is spelled *o-u.*

mouth: Follow the same procedure to support the students in spelling *mouth.*

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Day 2

"Accidentally"

Sharing and Supporting Opinions

Materials

- Teacher and student copies of "Accidentally" (BLM2), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Read and discuss a poem
- Listen respectfully and share their thinking

1 Gather and Discuss Poetry

Remind the students that in the last lesson, they read and discussed a poem. Ask and discuss:

Q *What do you enjoy about poems?*

> **Students might say:**
>
> "I like that poems are short because I can read the whole thing at once."
>
> "I enjoy when poems rhyme because they're fun to read out loud."
>
> "I like that poems are sometimes silly."

2 Introduce and Read Aloud "Accidentally"

Distribute "Accidentally" (BLM2) and read the title and the name of the poet aloud. Tell the students that the poem is about a character who swallows a *gnat*, a small flying insect.

Have the students follow along as you read the poem aloud.

3 Read and Discuss the Poem in Pairs

Explain that the students will read "Accidentally" aloud with their partners. Direct their attention to your copy of the poem and show them that the poem is divided into four stanzas. Tell the students that partners will take turns reading the stanzas of the poem aloud.

If necessary, model reading the first two stanzas of the poem with a student volunteer. For more information, see "Reading in Pairs" in the Introduction.

Have the students read "Accidentally" in pairs.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the poem at least once with their partners, ask and discuss:

Q *What happens in this poem? Turn to your partner.*

Have a few students share their thinking.

Q *Why do you think the poem is called "Accidentally"?*

4 Review Sharing Opinions

Remind the students that when they share what they think or how they feel about something, they are sharing their opinions. Review that readers may have different thoughts and opinions about the same poem and that is fine. Remind them that it is important to explain their thinking by giving reasons for their opinions. Ask and briefly discuss:

Q *What would you like your partner to do or say when you are sharing your opinion?*

> **Students might say:**
>
> "I would like my partner to wait until I'm done talking before he shares what he thinks."
>
> "I would like my partner to be nice about my opinion and not say that it's wrong."
>
> "I want [John] to say, 'My opinion is different,' not, 'My opinion is better.' "

5 Share Opinions in Pairs

Explain that in the poem "Accidentally," the poet shares opinions about eating a gnat. Ask:

Q *How does the poet feel about eating a gnat? What words in the poem make you think that?*

Then ask:

Q *Would you rather eat a gnat or frog legs? Why? Turn to your partner.*

Have a few students share their thinking.

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Students might say:

"I would rather eat frog legs than a gnat because my brother told me that frog legs taste like chicken, and I like chicken."

"I'd rather eat a gnat. It's so small that I probably wouldn't even notice."

Then ask:



Q *Would you rather eat a gnat or have pepper all over your eggs? Why? Turn to your partner.*

Have a few students share their thinking.

Tell the students that sharing opinions can help readers think more deeply about what they read. Explain that sharing different opinions can lead to interesting conversations.

6 Reflect on Working in Pairs

Ask and discuss:

Q *What went well when you and your partner shared your opinions today?*

Explain that in the next lesson, the students will read another poem and share their opinions about the poem with their partners and the group. Ask the students to put "Accidentally" into their toolboxes and encourage them to reread the poem independently.

GUIDED SPELLING

down	"Would you like a gnat to go down your throat?"
brown	"Most gnats are brown."
I'm	"I'm going to keep my mouth closed outdoors."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

down: Point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ow/. Tell the students that in *down* the sound /ow/ is spelled *o-w.*

brown: Follow the same procedure to support the students in spelling *brown.*

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"I Wouldn't"
Sharing and Supporting Opinions

Day 3

In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Read and discuss a poem
- Listen respectfully and share their thinking

Materials

- Teacher and student copies of "I Wouldn't" (BLM3), prepared ahead
- "Group Progress Assessment" sheet (GA6)

1 Gather and Introduce "I Wouldn't"

Remind the students that in the previous two lessons, they read poems about animals. Tell them that today they will read a third poem called "I Wouldn't."

2 Read Aloud and Echo Read the Poem

Distribute "I Wouldn't" (BLM3) and read the title and the name of the poet aloud. Tell the students that this poem is about a cat and some mice.

Ask the students to follow along as you read the poem aloud. Read the poem aloud.

Tell the students that they will now echo read "I Wouldn't." Have the group echo read every two lines in the poem. For more information about echo reading, see "Echo Reading" in the Introduction.

3 Read and Discuss "I Wouldn't"

Have the students read the poem quietly to themselves. When all the students have read the poem at least once, ask:

Q *What does the cat want?*

4 Share Opinions in Pairs

Remind the students that when they share what they think or how they feel about something, they are sharing their opinions. Review that readers may have different thoughts and opinions and that it is important to explain their thinking by giving reasons for their opinions. Ask:

Q *Do you think that the mice should play with the cat? Why or why not? Turn to your partner.*

As the students share their thinking, follow up with questions such as:

Q *Do you agree with [Ariana's] opinion? Why or why not?*

Q *What other reasons did you or your partner give for [thinking the mice should play with the cat]?*

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Teacher Note

You might remind the students of the three poems they read: "Under the Ground," "Accidentally," and "I Wouldn't."

Use the same procedure to have the students share their opinions about the three poems they read.

Ask:

Q *Which of the poems do you think is the funniest? What do you think is funny about it? Turn to your partner.*

Observe the students as they talk with their partners and share with the group, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to share their opinions?
- Do they explain their thinking by giving reasons for their opinions?
- Do they listen respectfully to the thinking of others?

Record your observations on the "Group Progress Assessment" sheet (GA6); see page 221 of the *Assessment Resource Book*.

Support any student who struggles to explain his or her thinking by asking:

Q *Why do you think that?*

5 Wrap Up

Encourage the students to share their opinions about the books and poems they read independently. Ask them to put "I Wouldn't" into their toolboxes and encourage them to reread the poem independently.

GUIDED SPELLING

small	"A mouse is a small animal."
wall	"There is a hole in the wall."
we'll	"We'll read more poems at another time."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

small: Tell the students that in *small* the sounds /awl/ are spelled *a-l-l*.

wall: Follow the same procedure to support the students in spelling *wall*.

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Poem

Under the Ground

by Rhoda W. Bacmeister

What is under the grass,
Way down in the ground,
Where everything is cool and wet
With darkness all around?

Little pink worms live there;
Ants and brown bugs creep
Softly round the stones and rocks
Where roots are pushing deep.

Do they hear us walking
On the grass above their heads;
Hear us running over
While they snuggle in their beds?

"Under the Ground," from *Stories To Begin On* by Rhoda W. Bacmeister, copyright © 1940 by E.P. Dutton, renewed copyright © 1968 by Rhoda W. Bacmeister. Used by permission of Dutton Children's Books, an imprint of Penguin Young Readers Group, a division of Penguin Random House LLC.

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Poem

Accidentally

by Maxine W. Kumin

Once—I didn't mean to,
but that
was that—
I yawned in the sunshine
and swallowed a gnat.

I'd rather eat mushrooms
and bullfrogs' legs,
I'd rather have pepper
all over my eggs

than open my mouth
on a sleepy day
and close on a gnat
going down that way.

It tasted sort of salty.
It didn't hurt a bit.
I accidentally ate a gnat.
and that
was
it!

"Accidentally" by Maxine Kumin from *No One Writes a Letter to a Snail*. Copyright © 1962 Maxine Kumin. Used by permission of The Anderson Literary Agency Inc.

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Poem

I Wouldn't

by John Ciardi

There's a mouse house
In the hall wall
With a small door
By the hall floor
Where the fat cat
Sits all day,
Sits that way
All day
Every day
Just to say,
"Come out and play"
To the nice mice
In the mouse house
In the hall wall
With the small door
By the hall floor.

And do they
Come out and play
When the fat cat
Asks them to?

Well, would you?

"I Wouldn't" by John Ciardi from *You Read To Me, I'll Read To You*. Copyright © 1962 by John Ciardi. Used by permission of HarperCollins Publishers.

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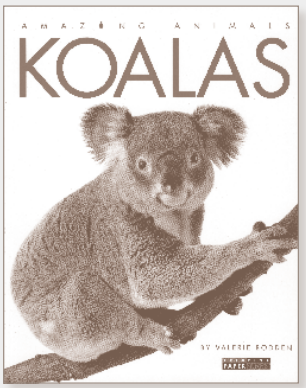
Self-monitoring and Self-correcting

Comprehension **Exploring Text Features**

RESOURCES



Koalas

by Valerie Bodden

In this nonfiction text, the author describes the appearance, habitat, and behavior of koalas.

More Strategy Practice

- "Explore the Index"

Extensions

- "Explore Units of Measurement"
- "Read and Discuss 'A Koala Story'"

Assessment Resource Book

- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA7)

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OVERVIEW

Academic Focus

- Students self-monitor to understand a nonfiction text.
- Students discuss self-correcting to understand a nonfiction text.
- Students read and discuss a nonfiction text.
- Students explore and use text features in a nonfiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 1, examine the text features closely (phonetic spellings, captions, and defined words) to help you support the students.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA7); see page 222 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *some*, *once*, and *move* to the word wall if they are not already displayed.

ELL SUPPORT

- **Build Background Knowledge:** To help the students build background knowledge about koalas show and discuss the photograph on page 9. Use the photograph to clarify vocabulary:

  claws: long nails on the tips of fingers and toes

  pouch: pocket

  eucalyptus: kind of tree

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Day 1

Koalas

Reading a Nonfiction Book

Materials

- Teacher and student copies of *Koalas* (pages 4–9)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- (Optional) Wipe-off board, dry-erase marker, and tissue or cloth

In this lesson, the students:

- Discuss self-monitoring to understand a book
- Read and discuss part of a book
- Explore text features: captions and phonetic spellings

1 Gather and Introduce *Koalas*

Show the cover of *Koalas* and tell the students that it is a nonfiction book that gives readers true information about koalas. Distribute *Koalas* and have the students follow along as you read the title and the name of the author aloud. Point out that the title of this book is also the *topic*, or what the whole book is about.

Ask the students to look at the photographs on the front cover, the opening page of the book, and the title page. After a few moments, ask:

Q *What do you notice about how koalas look? Turn to your partner.*

Have a few students share their thinking.

2 Introduce Phonetic Spellings and Captions

Explain that sometimes nonfiction books have words that may be difficult to say, so the author provides some help. Have the students turn to page 4, and ask them to point to the word *marsupials*. Tell them that next to the word *marsupials* is the phonetic spelling of the word. Explain that *phonetic spellings* tell readers how to say each *syllable*, or part, of a word by spelling it in a way that is easy to sound out.

Together as a group, have the students point to and say each syllable aloud (*mar-SOO-pee-uhlz*) and then read the whole word (*marsupials*).

Have the students follow along as you read page 4 aloud.

Ask the students to point to the caption at the bottom of page 4. Explain that many nonfiction books have *captions*, words or sentences that describe photographs or illustrations.

Have the students read the caption at the bottom of page 4 and look at the photograph on page 5.

Explain that nonfiction books often include *text features*, such as captions and phonetic spellings, to help readers learn more about a topic, like koalas. Encourage the students to read the captions, look at the photographs, and to use phonetic spellings as they read *Koalas*.

Teacher Note

You may want to point out that the syllable *SOO* is written in all capital letters to indicate that this syllable should be said slightly louder and more slowly.

TEKS 3.A.ii
Student/Teacher Activity
Step 2

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3 Read and Discuss *Koalas*

Distribute the self-stick notes. Have the students turn to page 9 and mark the page so they know where to stop reading. Then, have them read pages 4–9 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 4–9 at least once, ask:

Q *What was something interesting that you read? Turn to your partner.*

Have a few students share their thinking.

TEKS 6.I.i
Student/Teacher Narrative
Step 4

4 Introduce and Model Self-monitoring

Explain that readers learn from books by understanding and remembering what they read. Explain that readers may ask themselves, "What did I just read?" to make sure they understand and remember what they have read.

Have the students turn to page 7 and ask them to follow along as you read the page aloud, including the caption. Then ask them to listen as you check to make sure you understand and remember what you read.

> **You might say:**
>
> "First I ask myself, 'What did I just read?' I read that koalas are brown or gray and they have some white fur, too. They have big noses. Koalas can climb because they have strong feet and hard claws. I remembered most of the information on these pages, so I'm going to continue reading."

Have the students turn to page 8 and ask them to follow along as you read the page aloud, including the caption. Then ask them to listen as you check to make sure you understand and remember what you read.

> **You might say:**
>
> "First I ask myself, 'What did I just read?' I read that some koalas are small like a human baby, and some are bigger, but all koalas are small enough to easily climb trees."

Ask and discuss:

Q *What did I do after I read each part?*

Teacher Note

You may want to write the question "What did I just read?" on a wipe-off board.

Teacher Note

Consider explaining that when readers do not understand or remember the information they have read, they may reread more carefully. This self-correcting strategy is modeled and discussed on Day 2, Step 5 and on Day 3, Step 3.

Teacher Note

You may want to point out that while it is important for readers to understand and talk about what they have read, they usually do not need to remember everything.

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Students might say:

"You said, 'What did I just read?' "

"You told us what you remembered, like how koalas have white fur on their chests."

If necessary, point out that you asked yourself the question, "What did I just read?" to make sure you understood and remembered what you read.

5 Wrap Up

Tell the students that in the next lesson, they will read more about koalas and talk with their partners to make sure they understand and remember what they read.

Collect *Koalas*, keeping the self-stick notes on page 9.

GUIDED SPELLING

round	"Koalas are round, furry animals with big noses."
pouch	"A joey can stay in its mother's pouch."
some	"Some koalas are smaller than others."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

round: Point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ou/. Tell them that in *round* the sound /ou/ is spelled *o-u*.

pouch: Tell the students that in *pouch* the sound /ou/ is spelled *o-u* and the sound /ch/ is spelled *c-h*.

EXTENSION

Explore Units of Measurement

Have the students turn to page 8 of *Koalas* and follow along as you read the page aloud. Direct their attention to *13.6 kg* at the end of the paragraph. Explain that the letters *kg* stand for *kilogram* and that kilograms and pounds are two different ways to tell how much something weighs. Explain that nonfiction books often tell how much things weigh in both pounds and kilograms.

Teacher Note

You may want to tell the students that a *kilogram* is a little more than two pounds. (Note that, scientifically, a *pound* is a unit of weight and a *kilogram* is a unit of mass. It is not necessary to make this distinction for students at this level.)

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Koalas
Self-monitoring and Self-correcting

Day 2

In this lesson, the students:

- Self-monitor in pairs to understand a book
- Discuss self-correcting to understand a book
- Read and discuss part of a book
- Explore text features: definitions
- Work responsibly in pairs

Materials

- Teacher and student copies of *Koalas* (pages 10–15)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1
- (Optional) World map or globe

1 Gather and Review Self-monitoring

Remind the students that in the last lesson, they read the first part of the nonfiction book *Koalas*. Review that they learned that readers can check to make sure they understand and remember what they read by asking themselves, "What did I just read?"

2 Explore Text Features

Distribute *Koalas* and ask the students to open to pages 10–11. Direct their attention to the map of Australia at the top of page 11 and explain that it shows the shape of Australia, the place where koalas live.

Have the students put a finger under the word *continent* in the first line on page 11. Explain that the word *continent* is in *bold type*, with thicker letters than the rest of the text, to let readers know that the book gives more information about the word. Direct the students' attention to the definition of continent at the bottom of the page and have them follow along as you read it aloud.

Teacher Note

You may want to point out the United States and Australia on a world map or globe.

Teacher Note

You may want to explain that some readers may choose to read definitions before reading the page. Other readers may choose to read definitions as they come to the defined words in the text.

3 Read *Koalas* and Self-monitor in Pairs

Explain that the students will read the text on page 11, including definitions, and then they will stop reading and talk with their partners about the page.

Have the students read page 11 quietly to themselves, including definitions.

Teacher Note

You may want to point out the phonetic spelling of *eucalyptus* on page 11.

TEKS 6.I.i
Student/Teacher Activity
Step 3

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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When all the students have read the page at least once, ask:

Q *What did you just read about koalas? Turn to your partner.*

Have the students turn to page 12 and read the page quietly to themselves. Remind them to read the caption and to look at the pictures. When all the students have read the page at least once, ask:

Q *What did you just read about koalas? Turn to your partner.*

Repeat the procedure with pages 14–15.

Teacher Note

In this step, it is not necessary for the students to share their thinking with the group after talking with their partners.

Teacher Note

You may want to read aloud the second sentence on page 15 ("The joey is the size of a jellybean when it is born!"). Explain that nonfiction books often make comparisons to help readers imagine how big or small something is.

4 Reflect on Self-monitoring

Review that readers stop a few times while reading to make sure they understand and remember what they have read. Ask and discuss:

Q *What can you do if you do not remember what you read?*

> **Students might say:**
>
> "I can go back and look at the pictures. That might remind me what I read."
>
> "I can go back and read it again."

5 Introduce and Model Self-correcting

TEKS 6.I.ii
Student/Teacher Narrative
Step 5

Explain that it is important for readers to remember enough information to be able to understand and talk about what they have read. Tell the students that when readers discover that they do not remember enough of what they have read, they go back and reread more carefully.

Ask the students to listen as you read page 16 aloud, including the caption and the definition for the word *territory*. After you have finished reading, have the students listen as you ask yourself, "What did I just read?"

> **You might say:**
>
> "First I ask myself, 'What did I just read?' I read that grown-up koalas live by themselves and that each koala has its own place to live. I also read that koalas stay up in the trees most of the time. I can't remember why koalas might come down from their trees, so I'm going to read this page again more carefully."

Reread page 16 aloud. Then ask the students to listen as you continue thinking aloud about what you read.

> **You might say:**
>
> "What did I just read? Koalas sometimes come down from their trees to move to a new tree."

Teacher Note

Please note that the students will not read the text on page 16 to themselves until Day 3. Using unfamiliar text to model self-monitoring and self-correcting will provide a more authentic learning experience for the students.

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Ask and briefly discuss:

Q *What happened when I reread?*

> **Students might say:**
>
> "You read the part that you forgot again so now you know it."
>
> "When you reread you found out why koalas come down from trees."

If necessary, point out that when you reread it helped you remember more information about koalas.

6 Wrap Up

Tell the students that in the next lesson, they will read the rest of *Koalas* and talk with their partners to make sure they understand what they read.

Collect *Koalas*, keeping the self-stick notes in the books.

GUIDED SPELLING

alone	"When koalas grow up, they live alone."
grown	"Grown koalas live in their own territories."
once	"Koalas only come down from the trees once in a while."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

alone: Point to the *bone* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ō/. Tell the students that in *alone* the sound /ō/ is spelled *o_e*. You may wish to support the students by pronouncing the initial schwa sound using the short vowel /ă/.

grown: Point to the *bone* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ō/. Tell the students that in *grown* the sound /ō/ is spelled *o-w*.

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Day 3

Koalas

Self-monitoring and Self-correcting

Materials

- Teacher and student copies of *Koalas* (pages 16–21)
- "Group Progress Assessment" sheet (GA7)

In this lesson, the students:

- Self-monitor with partners to understand a book
- Discuss self-correcting to understand a book
- Read and discuss part of a book
- Work responsibly in pairs

1 Gather and Review Self-monitoring and Self-correcting

Remind the students that in the last lesson, they read the second part of *Koalas* and talked with partners about what they read. Review that readers sometimes do not remember enough of what they have read. When this happens, they may go back and reread more carefully.

2 Read and Discuss *Koalas* in Pairs

TEKS 6.I.ii
Student/Teacher Activity
Steps 2 and 3

Tell the students that today they will read the last part of *Koalas* in pairs.

Explain that partners will read page 16, including the caption and definition, and then they will stop to discuss the question, "What did I just read?" Encourage them to go back and reread more carefully if they do not remember enough of what they have read. Remind the students that illustrations can give important information that helps readers understand what they read.

Tell the students that they will repeat the procedure of reading a page and then discussing that page with partners until they read through page 21.

Distribute *Koalas*. Have the students open the book to page 21 and mark the page so they know where to stop reading.

Have the students turn to page 16 and begin reading quietly to themselves.

Remind the students to stop and talk with their partners about what they read after each pair of facing pages. Observe them as they talk with their partners, offering support as needed. Then have the students repeat the procedure with pages 18–19 and 20–21.

Teacher Note

You may want to remind the students that you read page 16 aloud on Day 2.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to talk about what they read?
- Do they listen respectfully as their partners talk?
- Do they take turns talking and listening?
- Do they go back and reread if they do not remember enough of what they read?

Record your observations on the "Group Progress Assessment" sheet (GA7); see page 222 of the *Assessment Resource Book*.

Support students who struggle to talk about what they read by encouraging them to go back and reread more carefully. Then have each student continue talking with a partner. Ask yourself if going back and rereading helped the student remember more.

3 Reflect on Self-monitoring and Self-correcting

Remind the students that readers may go back and reread if they do not remember enough of what they have read. Invite the students who did go back and reread today to answer questions such as:

Q *Why did you reread?*

Q *How did rereading help you?*

> **Students might say:**
>
> "I reread because I couldn't really remember what I read."
>
> "I went back and reread because I couldn't remember how long koalas sleep."
>
> "Rereading helped me find the information I was looking for."
>
> "I could say more to my partner after I reread."

Tell the students that talking with their partners is a way to make sure they understand what they read. Point out that when they are reading on their own, they may not have anyone to talk with. Ask and discuss:

Q *When you're reading on your own, how will you make sure you understand and remember what you've read?*

> **Students might say:**
>
> "After reading a few pages, I can stop and think about what I read."
>
> "I can tell myself what I read in a quiet voice."

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Encourage the students to stop a few times and ask themselves, "What did I just read?" when they read independently. Remind them that readers may go back and reread if they do not understand or remember enough of what they have read.

4 Wrap Up

Ask the students to put *Koalas* into their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

leaf	"A eucalyptus leaf is food for a koala."
leaves	"Koalas use their sense of smell to find the best leaves to eat."
move	"Koalas come down to the ground when it's time to move to a new tree."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

leaf: Point to the *tree* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ē/. Tell the students that in *leaf* the sound /ē/ is spelled *e-a*.

leaves: Support the students in writing the base word, *leaf*. Tell the students that in *leaf* the sound /ē/ is spelled *e-a*. Explain that *leaves* means more than one *leaf*. Point out that *leaves* is an unusual (irregular) plural. Then support the students in changing the *f* to *v* and adding the inflectional ending to write *leaves*.

MORE STRATEGY PRACTICE

Explore the Index

Have the students open *Koalas* to page 24 and point to the index at the bottom of the page. Ask them to read the index quietly to themselves; then ask:

Q *What do you notice about the index? Turn to your partner.*

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Have a few students share their thinking.

> **Students might say:**
>
> "I see words and numbers."
>
> "I notice that all the words have to do with koalas."
>
> "Some of the words have one number after them and some of the words have more than one number after them."

Tell the students that some nonfiction books have an *index*, a part of the book that lists topics that are included in the book and tells readers which page or pages have information about each topic.

Have the students point to the word *food* in the index and ask:

Q *On which pages will a reader find information about food?*

Have the students turn to page 12 and read the page quietly to themselves, including the caption. Then ask:

Q *What did you read about food?*

Next, have the students turn to page 19 and read the page quietly to themselves, including the caption. Ask:

Q *What else did you read about food?*

Have the students each choose a topic from the index that interests them. Tell them to use the index to find the page or pages that have information on the topic. Then have the students read the page or pages and talk with their partners about what they just read about the topics they selected.

Teacher Note

If the students are familiar with what it means for words to be listed in *alphabetical* order, consider pointing out that the words in an index are listed in alphabetical order.

EXTENSION

Read and Discuss "A Koala Story"

Explain that a *folktale* is a story that has been told and retold by storytellers for a long, long time and that a *pourquoi tale* is a special kind of folktale that tells why something is the way it is.

Tell the students that they will read a pourquoi tale that tells why koalas have no tails. Have them open their books to pages 22–23 and read "A Koala Story" quietly to themselves. Then ask and briefly discuss:

Q *According to this story, why don't koalas have tails?*

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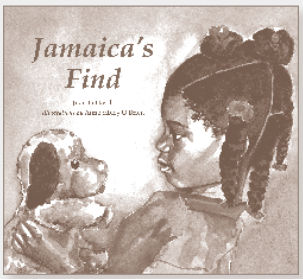
Generating Independent Thinking

Responding to Literature

RESOURCES



Jamaica's Find

by Juanita Havill, illustrated by Anne Sibley O'Brien

In this fiction text, Jamaica finds a stuffed dog at the park and must decide whether or not to keep it.

Assessment Resource Book

- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA8)

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OVERVIEW

Academic Focus

- Students generate and discuss their own ideas about a fiction text.
- Students read and discuss a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen respectfully and share their thinking.

DO AHEAD

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA8); see page 223 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *watch*, *father*, and *almost* to the word wall if they are not already displayed.

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Day 1

Jamaica's Find

Responding to Literature

Materials

- Teacher and student copies of *Jamaica's Find* (pages 5–12)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

ELL Note

You may want to use the illustration on page 8 to help you explain that a stuffed dog is a soft, toy animal and that a sock hat is a hat made of cloth, like a sock.

Teacher Note

You may want to point out that the park house has a lost and found. Explain that a *lost and found* is a place where people can look for things they have lost and bring things they have found.

In this lesson, the students:

- Generate and discuss their own ideas about part of a story
- Read and discuss part of a book
- Listen respectfully and share their thinking

1 Gather and Introduce *Jamaica's Find*

Show the cover of *Jamaica's Find* and read the title and the names of the author and illustrator aloud. Tell the students that this book is about a girl named Jamaica who finds a stuffed dog and a sock hat at the park.

2 Read and Discuss the First Part of the Book

Distribute *Jamaica's Find* and the self-stick notes. Have the students open their books to page 12 and mark the page so they know where to stop reading. Then ask them to turn back to page 5 and read pages 5–12 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 5–12 at least once, ask:

Q *What happens in this part of the story?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Jamaica do at the park?*

Q *What does Jamaica find at the park?*

Q *What does Jamaica do with the things she finds?*

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3 Discuss the Students' Thinking

Explain that readers discuss their own thinking about what happens in stories and what the characters do and say. Tell the students that talking about books with others can help them think about things they would not have thought of on their own.

Ask the students to listen as you share your thinking about the first part of *Jamaica's Find*.

> **You might say:**
>
> "I was surprised that Jamaica put the stuffed dog in her bicycle basket and brought the hat to the man in the park house. I think she's going to keep the dog and I wonder why she might want to keep the dog and not the hat."

Then ask:

Q *What are you thinking about this part of the story? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I don't think Jamaica wants to keep the dog. I think she's going to go and look for its owner."
>
> "I wouldn't want to keep a stuffed dog that looks like that! It's so old and dirty."
>
> "I bet Jamaica would've returned the dog if there had been other people around. I think she knows you're not supposed to keep things you find."

Discussion Support

If you notice the students retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *What do you think about [Jamaica taking the hat to the lost and found]?*

Q *What does [Jamaica playing by herself in the park] make you wonder?*

4 Reflect on Discussing Thinking

Remind the students that readers discuss their own thinking about what happens in stories and what the characters do and say. Tell them that discussing their thinking helps them understand and enjoy books. Ask and briefly discuss:

Q *What did you enjoy about today's discussion?*

Explain that in the next lesson, the students will continue reading *Jamaica's Find* and discussing their own thinking. Collect *Jamaica's Find*, keeping the self-stick notes in the books.

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GUIDED SPELLING

play	"Jamaica likes to play at the park."
gray	"The stuffed dog is gray and dirty."
watch	"You must watch for children who run in front of the swings."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

play: Point to the *cake* picture on the "Spelling-Sound Chart" and remind the students that the sound /ā/ at the end of a word is usually spelled *a-y*. Tell the students that in *play*, the sound /ā/ is spelled *a-y*.

gray: Follow the same procedure to support the students in spelling *gray*.

Day 2

Jamaica's Find

Responding to Literature

Materials

- Teacher and student copies of *Jamaica's Find* (pages 15–23)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

Teacher Note

If the students need support remembering the story, encourage them to refer back to the book.

In this lesson, the students:

- Generate and discuss their own ideas about part of a story
- Read and discuss part of a book
- Listen respectfully and share their thinking

1 Gather and Review the First Part of *Jamaica's Find*

Remind the students that in the last lesson, they read and discussed the first part of *Jamaica's Find*. Distribute the books. Ask:

Q *What happens in the first part of* Jamaica's Find*?*

2 Read and Discuss the Second Part of the Book

Have the students open their books to page 23 and mark the page so they know where to stop reading. Then ask them to turn back to page 15 and read pages 15–23 quietly to themselves.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 15–23 at least once, ask:

Q *What happens in this part of the story?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What do Jamaica and her mother talk about when Jamaica gets home?*

Q *What do Jamaica's brother and father say about the dog?*

Q *What are Jamaica and her mother going to do in the morning?*

3 Discuss the Students' Thinking

Remind the students that readers discuss their own thinking about what happens in stories and what the characters do and say. Tell them that different readers may have different thoughts and opinions about the same story, and that is fine. Then ask:

Q *What are you thinking about this part of the story? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I thought Jamaica's mom was going to tell her that she has to bring the dog back to the park."
>
> "I agree with [Kiara] because that's what my mom would say. But I think Jamaica's mom wants her to figure out for herself that she should bring the dog back."
>
> "I'm wondering what Jamaica's mom meant when she said, 'Maybe the dog doesn't fit you either.' "

Discussion Support

If you notice partners retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *What do you think about [what Jamaica's mom says]?*

Q *What does [Jamaica staring at the dog] make you wonder?*

Teacher Note

If the students struggle, you may want to share your thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

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4 Wrap Up

Remind the students that different readers can have different thoughts and opinions about the same story. Review that talking about books with others can help readers think about things they would not have thought of before.

Explain that in the next lesson, the students will read the last part of *Jamaica's Find* and discuss their own thinking. Collect *Jamaica's Find*, keeping the self-stick notes in the books.

GUIDED SPELLING

worn	"The dog was worn from hugging."
turn	"Jamaica took a turn on the slide."
father	"Jamaica's father said the dog wasn't very clean."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

worn: Point to the *fork* picture on the "Spelling-Sound Chart" and remind the students that there is only one way to spell the sound /ôr/. Tell the students that in *worn* the sound /ôr/ is spelled *o-r*.

turn: Point to the *bird* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ûr/. Tell the students that in *turn* the sound /ûr/ is spelled *u-r*.

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Jamaica's Find
Responding to Literature

Day 3

In this lesson, the students:

- Generate and discuss their own ideas about part of a story
- Read and discuss part of a book
- Listen respectfully and share their thinking

Materials

- Teacher and student copies of *Jamaica's Find* (pages 24–32)
- "Group Progress Assessment" sheet (GA8)

1 Gather and Review the Second Part of *Jamaica's Find*

Remind the students that in the last lesson, they read and discussed the second part of *Jamaica's Find*. Distribute the books. Ask:

Q *What happens in the second part of the story?*

2 Read and Discuss the Last Part of the Book

Tell the students that today they will read the last part of *Jamaica's Find*. Explain that Jamaica feels "hot around her ears" when she gives the dog to the man in the park house. Explain that people sometimes feel "hot around their ears" when they are embarrassed or not proud of something they have done.

Have the students open their books to page 24 and begin reading the last part of the book quietly to themselves. When all the students have read pages 24–32 at least once, ask:

Q *What happens in this part of the story?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Jamaica do when she arrives at the park?*

Q *What happens when Jamaica meets Kristin?*

Q *What does Jamaica do when Kristin tells her what she is looking for?*

3 Discuss the Students' Thinking

Remind the students that readers discuss their own thinking about what happens in stories and what the characters do and say. Review that different readers may have different thoughts and opinions about the same story and that is fine. Then ask:

Q *What are you thinking about the story? Turn to your partner.*

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Have a few students share their thinking.

> **Students might say:**
>
> "I thought it was funny when Jamaica said, 'I found the girl who belongs to that stuffed dog.' It made it sound like Kristin was lost and the dog was looking for her."
>
> "I think Jamaica still kind of wants to keep the dog."
>
> "I disagree with [Alejandro] because I think Jamaica was embarrassed that she took the dog home."

Observe the students as they talk with their partners and share with the group, offering support as needed.



GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to generate and discuss their own thinking about the book?
- Do they listen respectfully to the thinking of others?

Record your observations on the "Group Progress Assessment" sheet (GA8); see page 223 of the *Assessment Resource Book*.

Support any student who struggles to share his or her thinking by having the student reread page 29 and tell what happens. Then ask questions such as:

Q *What do you think about that part?*

Q *What does that part make you wonder about?*

Show the illustration on page 32 and then ask:

Q *How do you think Jamaica and Kristin are feeling? Why do you think that?*



Q *What do you think Jamaica learns? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think she learns that she shouldn't take things that don't belong to her."
>
> "In addition to what [Brianna] said, I think Jamaica learns that she can do the right thing even after she makes a mistake."
>
> "Jamaica learns that people really miss their toys when they lose them."

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4 Reflect on Discussing Thinking

Remind the students that talking about books with others can help them think about things they would not have thought of on their own. Ask and discuss:

Q *What is something interesting you heard someone else share today?*

Have the students put *Jamaica's Find* into their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

know	"Kristin does not know where her dog is."
biggest	"Jamaica smiled her biggest smile."
almost	"Kristin's dog was almost lost forever."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

know: Tell the students that the sound /n/ at the beginning of *know* is spelled *k-n*. Then point to the *bone* picture on the "Spelling-Sound Chart" and remind the students that the sound /ō/ at the end of a word is usually spelled *o* or *o-w*. Tell them that in *know* the sound /ō/ is spelled *o-w*.

biggest: Support the students by having them write the base word, *big*, before doubling the consonant and adding the inflectional ending to write *biggest*.

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
The Great Gracie Chase (page 4) Fiction ▪ F&P: K ▪ Lexile®: AD410L ▪ DRA®: 20	**Fluency:** Paying Attention to Punctuation Reading for Listeners ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently
		Day 4: Introducing the Dramatic Reading	**Day 5:** Rehearsing the Dramatic Reading	**Day 6:** Performing the Dramatic Reading Technology Extension: "Create an Audio Recording of the Dramatic Reading"
Lightning (page 22) Expository nonfiction ▪ F&P: K ▪ Lexile®: N/A ▪ DRA®: 20	**Word Analysis:** Analyzing Polysyllabic Words **Comprehension:** Exploring Text Features ELL Support	**Day 1:** Reading a Nonfiction Book and Exploring Text Features Extension: "Share and Discuss Interesting Pages" Technology Extension: "Learn More About Lightning"	**Day 2:** Analyzing Polysyllabic Words	**Day 3:** Analyzing Polysyllabic Words and Compound Words More Strategy Practice: "Explore Weather-related Compound Words" "Create a Compound Word Bank"
The Polar Bear Son (page 40) Folktale ▪ F&P: K ▪ Lexile®: AD470L ▪ DRA®: 20	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading a Fiction Book Extension: "Discuss the Word *Faithful*"	**Day 3:** Retelling a Story
Ruby Bridges Goes to School (page 54) Memoir ▪ F&P: K ▪ Lexile®: 410L ▪ DRA®: 20	**Comprehension:** Wondering ELL Support	**Day 1:** Wondering	**Day 2:** Wondering	**Day 3:** Wondering Extension: "Find Out More About Ruby Bridges"

(continues)

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(continued)

Text	Strategy	Lesson		
"Under the Ground" "Accidentally" "I Wouldn't" (page 66) Poetry ▪ F&P: K ▪ Lexile®: N/A ▪ DRA®: 20	**Generating Independent Thinking:** Sharing and Supporting Opinions ELL Support	**Day 1:** Sharing and Supporting Opinions	**Day 2:** Sharing and Supporting Opinions	**Day 3:** Sharing and Supporting Opinions
Koalas (page 80) Expository nonfiction ▪ F&P: K ▪ Lexile®: N/A ▪ DRA®: 20	**Self-monitoring and Self-correcting** **Comprehension:** Exploring Text Features ELL Support	**Day 1:** Reading a Nonfiction Book Extension: "Explore Units of Measurement"	**Day 2:** Self-monitoring and Self-correcting	**Day 3:** Self-monitoring and Self-correcting More Strategy Practice: "Explore the Index" Extension: "Read and Discuss 'A Koala Story' "
Jamaica's Find (page 92) Fiction ▪ F&P: K ▪ Lexile®: 460L ▪ DRA®: 20	**Generating Independent Thinking:** Responding to Literature	**Day 1:** Responding to Literature	**Day 2:** Responding to Literature	**Day 3:** Responding to Literature

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **More Strategy Practice:** This lesson includes optional additional instruction on a strategy taught in this set of lessons or covered elsewhere in Small-group Reading. You may want to plan for an extended session or schedule an additional meeting with the group.
- **Extension/Technology Extension:** This lesson includes an optional supplemental activity. You may want to plan for an extended session or schedule an additional meeting with the group.

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Being a Reader™

Set 8 Overview

	Strategy	Book or Poem
Fluency	• Paying attention to punctuation • Reading for listeners	*The Great Gracie Chase*
Word Analysis	• Analyzing polysyllabic words	*Lightning*
Comprehension	• Exploring text features	*Lightning* *Koalas*
	• Sequencing and retelling	*The Polar Bear Son*
	• Wondering	*Ruby Bridges Goes to School*
Self-monitoring and Self-correcting	• Self-monitoring and self-correcting	*Koalas*
Generating Independent Thinking	• Sharing and supporting opinions	"Under the Ground" "Accidentally" "I Wouldn't"
	• Responding to literature	*Jamaica's Find*

Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501-1042
800.666.7270
collaborativeclassroom.org

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Small-group Teacher's Manual

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Being a Reader™

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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270; fax: (510) 464-3670
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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity. This *Teacher's Manual* contains additional lessons for Set 8. See the *Small-group Teacher's Manual* for Set 8 in addition to this manual.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading, an understanding of their ability to interact with texts, and a sense of themselves as readers. Shared reading also develops oral fluency, which is an essential part of learning to read fluently.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be

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autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7–12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6–12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Exploring Descriptive Language		□					
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)	■	□		■	■	■ □	
Understanding problem and solution	□	□	■	■		■ □	
Making text-to-self connections	■ □	■			■ □	■	
Making text-to-text connections		■	■	■ □	■ □	□	■
Determining topic		■	■	■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■	■	□			
Determining theme		■	□		■	■	
Exploring elements of poetry		■					
Exploring text structure	■		■				
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions		■ □	■		■		■
Responding to literature		■	■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice or Extension activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves).

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When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers understand that nonfiction texts are often organized in predictable ways. Retelling nonfiction uncovers chronological **text structure**. **Problem and solution** helps readers make connections between events, ideas, and pieces of information.

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Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach. **Exploring elements of poetry**, including descriptive language, helps students access this genre with its very specific demands.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the

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students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.



PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between seven and twelve texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

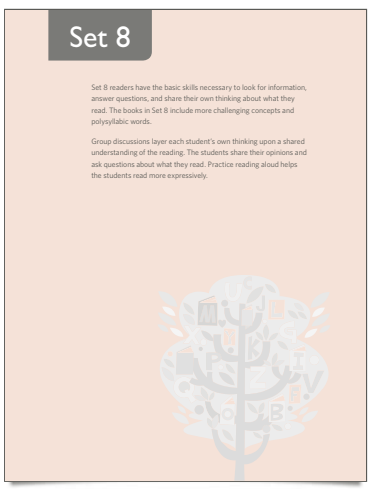
Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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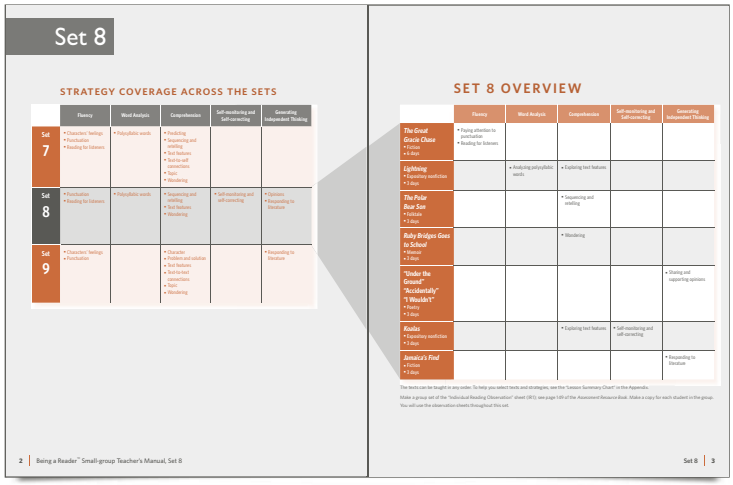
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set. The table in this *Teacher's Manual* includes all the lessons in the *Small-group Teacher's Manual* for Set 7 and the lessons in this manual.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so. Some groups may not need all the lessons in this Set to progress to the next level.


Set 8

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 7	• Characters' Feelings • Punctuation • Reading for Listeners	• Polysyllabic words	• Predicting • Sequencing and retelling • Text features • Text-to-self connections • Topic • Wondering		
Set 8	• Punctuation • Reading for Listeners	• Polysyllabic words	• Sequencing and retelling • Text features • Wondering	• Self-monitoring and self-correcting	• Opinions • Responding to literature
Set 9	• Characters' Feelings • Punctuation		• Character • Problem and solution • Text features • Text-to-text connections • Topic • Wondering		• Responding to literature

SET 8 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Great Gracie Chase • Fiction • 6 days	• Paying attention to punctuation • Reading for listeners				
Lightning • Expository nonfiction • 3 days		• Analyzing polysyllabic words	• Exploring text features		
The Polar Bear Son • Folktale • 5 days			• Sequencing and retelling		
Ruby Bridges Goes to School • Memoir • 5 days			• Wondering		
"Under the Ground" "Accidentally" "I Wouldn't" • Poetry • 3 days					• Sharing and supporting opinions
Koalas • Expository nonfiction • 5 days			• Exploring text features	• Self-monitoring and self-correcting	
Jamaica's Find • Fiction • 5 days					• Responding to literature

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary Chart" in the Appendix.

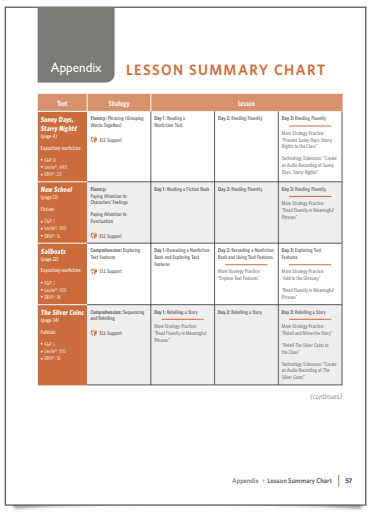
Make a group set of the "Individual Reading Observation" sheet (IRO); see page 149 of the Assessment Resource Book. Make a copy for each student in the group. You will use the observation sheets throughout this set.

2 | Being a Reader™ Small-group Teacher's Manual, Set 8

Set 8 | 3

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Sunny Days, Starry Nights! (page 4) Expository nonfiction • TGLT: K • Lexile®: 440 • DRA®: 20	**Fluency:** Phrasing (Grouping Words Together) ELL Support	Day 1: Reading a Nonfiction Text	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Explore Sunny Days, Starry Nights in the Class" Technology Extension: "Create an Audio Recording of Sunny Days, Starry Nights"
New School (page 10) Fiction • TGLT: I • Lexile®: 450 • DRA®: 16	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ELL Support	Day 1: Reading a Fiction Book	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"
Sailboats (page 22) Expository nonfiction • TGLT: I • Lexile®: 450 • DRA®: 16	**Comprehension:** Exploring Text Features ELL Support	Day 1: Rereading a Nonfiction Book and Exploring Text Features	Day 2: Rereading a Nonfiction Book and Using Text Features More Strategy Practice: "Explore Text Features"	Day 3: Exploring Text Features More Strategy Practice: "Add to the Glossary" "Read Fluently in Meaningful Phrases"
The Silver Coins (page 34) Folktale • TGLT: I • Lexile®: 510 • DRA®: 16	**Comprehension:** Sequencing and Retelling ELL Support	Day 1: Retelling a Story More Strategy Practice: "Read Fluently in Meaningful Phrases"	Day 2: Retelling a Story	Day 3: Retelling a Story More Strategy Practice: "Retell and Mime the Story" "Retell The Silver Coins to the Class" Technology Extension: "Create an Audio Recording of The Silver Coins"

(continues)

Appendix • Lesson Summary Chart | 57

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

  Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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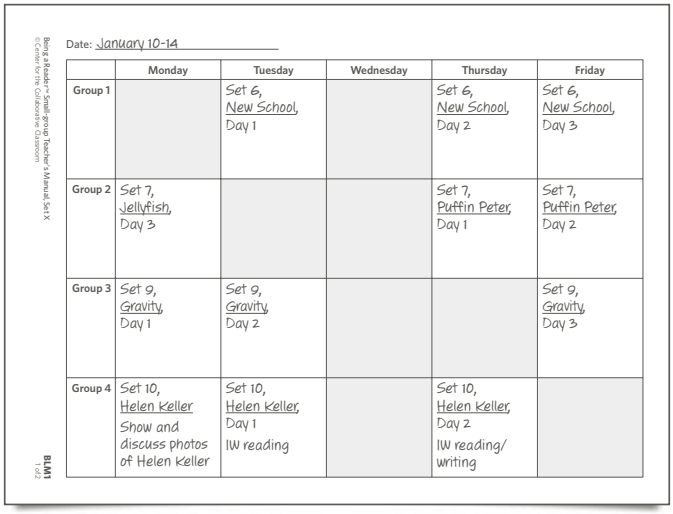

Being a Reader™ Small-group Teacher's Manual, Set X
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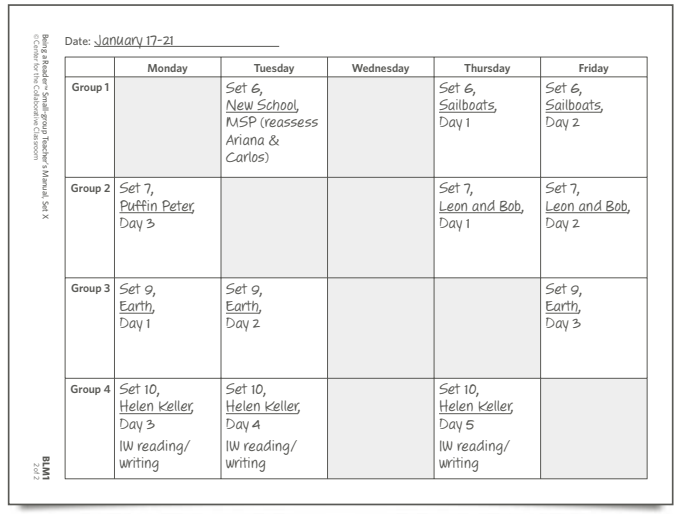
Date: January 10-14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
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Date: January 17-21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
2 of 2

PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will plan to teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9–12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

The Small-group Placement Assessment for Sets 7–12 will help you determine the appropriate small group in which to place each student. Alternatively, you can use another assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to determine the students' levels. For more information about placing students in Set 6, see "Administering Placement Assessments" in the *Assessment Resource Book*.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Sets 8 and 8A

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books and articles in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.



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Sets 8 and 8A

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 7	▪ Characters' feelings ▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Elements of poetry ▪ Predicting ▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections ▪ Text-to-text connections ▪ Theme ▪ Topic ▪ Wondering		▪ Opinions ▪ Responding to literature
Set 8	▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Predicting ▪ Problem and solution ▪ Sequencing and retelling ▪ Text features ▪ Text structure ▪ Text-to-text connections ▪ Topic ▪ Wondering	▪ Self-monitoring and self-correcting	▪ Opinions ▪ Responding to literature
Set 9	▪ Characters' feelings ▪ Punctuation		▪ Character ▪ Problem and solution ▪ Text features ▪ Text-to-text connections ▪ Topic ▪ Wondering		▪ Responding to literature

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SETS 8 AND 8A OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Great Gracie Chase ▪ Fiction ▪ 6 days	▪ Paying attention to punctuation ▪ Reading for listeners				
Lightning ▪ Expository nonfiction ▪ 3 days		▪ Analyzing polysyllabic words	▪ Exploring text features		
The Polar Bear Son ▪ Folktale ▪ 3 days			▪ Sequencing and retelling		
Ruby Bridges Goes to School ▪ Memoir ▪ 3 days			▪ Wondering		
"Under the Ground" "Accidentally" "I Wouldn't" ▪ Poetry ▪ 3 days					▪ Sharing and supporting opinions
Koalas ▪ Expository nonfiction ▪ 3 days			▪ Exploring text features	▪ Self-monitoring and self-correcting	
Jamaica's Find ▪ Fiction ▪ 3 days					▪ Responding to literature
Mice ▪ Expository nonfiction ▪ 3 days			▪ Determining topic ▪ Exploring text features		
"Wonderful Wheels" "Without Wheels" ▪ 6 days			▪ Determining topic ▪ Exploring text features ▪ Exploring text structure ▪ Making text-to-text connections ▪ Sequencing and retelling ▪ Understanding problem and solution		
Temple Cat ▪ Fiction ▪ 3 days			▪ Making and supporting predictions ▪ Wondering		

■ = Set 8 ■ = Set 8A

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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Comprehension

Determining Topic
Exploring Text Features

RESOURCES



Mice

by Kate Riggs

This nonfiction text provides information about mice, their life cycle, diet, and habitat.

Technology Extension

- "Learn More About Mice"

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week and the next.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA9)

Reproducible

- "High-frequency Words for *Mice*" (BLM4)

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OVERVIEW

Academic Focus

- Students read and discuss a nonfiction text.
- Students determine and discuss topics in a nonfiction text.
- Students explore and use text features in a nonfiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share and give reasons for their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 1, examine the text features closely (table of contents, section titles, text boxes, labels, glossary, and index) to help you support the students.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA9); see the Set 8 assessments in the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *eight*, *over*, and *mice* to the word wall if they are not already displayed. Visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words for *Mice*" (BLM4).

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Day 1

Mice

Exploring Text Features and Determining Topic

Materials

- Teacher and student copies of *Mice* (pages 1–9)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Read and discuss part of a nonfiction book
- Explore text features: text boxes and glossary
- Determine and discuss topics in the book
- Share and give reasons for their thinking

1 Gather and Introduce *Mice*

Show the cover of *Mice* and read the title and the author's name aloud. Tell the students that *Mice* is a *nonfiction* book, and review that a nonfiction text gives true information about a topic. Explain that the *main topic* of a nonfiction book is what the whole book is about. Ask:

Q *What do you think is the main topic of this book? Why do you think that?*

Point out that in *Mice*, the title of the book is also the main topic. Ask and briefly discuss:

Q *What do you think you know about mice?*

2 Read and Discuss Part of the Book and Explore Text Features

Distribute the student copies of *Mice* and the self-stick notes. Explain that the students will read part of the book and then they will talk about what they read. Have the students turn to page 7 and mark the page with a self-stick note so they know where to stop reading. Then have the students turn back to page 4 and read pages 4–7 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read the pages, ask:

Q *What information did you read about mice?*

Have the students turn back to page 4 and point to the sentence in the blue bar at the bottom of page. Tell the students that this feature is called a *text box* and that text boxes include extra information that

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the author wants readers to know. Explain that text boxes may be any shape and that in this book they appear as colored bars at the bottom of some pages. Have the students read the text boxes on page 4 and page 7. Then ask:

Q *What interesting facts about mice did you learn from the text boxes?*

Direct the students' attention to the word *litter* on page 7. Point out that this word is printed in a different color from the rest of the text to tell readers they can find more information about the word in the glossary at the back of the book.

Have the students turn to the glossary on page 22, and explain that a glossary lists words from the book that a reader might not know and tells what each word means.

Have the students point to the word *litter* in the glossary. Have a volunteer read the definition aloud.

Teacher Note

If the students are familiar with dictionaries, you may want to point out that the glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

3 Model Determining Topic

Remind the students that the *main topic* of a nonfiction book is what the whole book is about. Explain that a part of a book can also have a topic.

Have the students follow along as you reread page 7 aloud. Then ask them to listen as you think aloud about the topic in this part of the book.

Teacher Note

You may wish to explain that the topic of a part of a nonfiction book is called a *subtopic*.

> **You might say:**
>
> "When I read part of a book and I'm trying to figure out what the topic is, I ask myself, 'What are these pages mostly about?' I think these pages are mostly about baby mice. I think that because the words on page 7 tell what baby mice look like, what they're called, and how many babies may be born at once. The picture on page 6 shows a mouse with five babies. Finally, on the top right corner of page 7 I see the words "Pinkies and Pups." From what I read I know that *pinkies* and *pups* are two names for baby mice. All these things make me think that the topic of this part of the book is probably baby mice."

4 Read Part of the Book and Determine Topic

Tell the students that they will read the next part of the book and think about the topic, or what the part is about. Have the students move their self-stick notes to page 9 and read page 8 quietly to themselves. Ask any students who finish early to reread the page, paying close attention to the text box and label on page 8 and the photograph on page 9. When all the students have finished reading, ask:

Q *What information did you read about mice on this page?*

Review that when readers think about the topic of part of a book, they may ask themselves what that part is mostly about. Ask:

Q *What are these pages mostly about? Turn to your partner.*

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After partners have had a chance to talk, discuss as a group:

Q *What do you think is the topic of this part? Why do you think so?*

Have a few volunteers share their thinking with the group. Explain that readers may have different ideas about what the topic is and that is okay. What is important is that they give reasons and evidence to support their thinking. Encourage the students to refer to the main text as well as the label, text box, and photographs on pages 8–9 to support their thinking.

> **Students might say:**
>
> "I think the topic is mice that live close to us. I think that because on the top of page 8 is says "Close to You." Also the first sentence is about house mice that live near people."
>
> "I think the topic is different kinds of mice. The reason I think is that the first part of the paragraph is about house mice, but the second part is about deer mice."
>
> "I agree with [Vikram] that it's mostly about house mice and deer mice. There's a picture of a house mouse and a picture of a deer mouse."

Explain that thinking about the topic of a part of a nonfiction book can help readers understand and remember that part better.

5 Reflect on Reading

Briefly discuss:

Q *What did you read about mice today that surprised you?*

Explain that in the next lesson, the students will read more of *Mice* and continue thinking about topic.

Collect *Mice*, keeping the self-stick notes in the books.

GUIDED SPELLING

wall	"A mouse can enter a house through a hole in the wall."
small	"Mice can fit through very small holes."
eight	"It takes only eight weeks for a mouse to reach adulthood."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

wall: Tell the students that they will spell two words that rhyme with *all*, spelled *a-l-l*.

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In this lesson, the students:

- Read and discuss part of a nonfiction book
- Determine and discuss topics in the book
- Share and give reasons for their thinking

1 Gather and Review Topic

Show the cover of *Mice* and read the title and the author's name aloud. Remind the students that in the last lesson they read part of the book and thought about topics in the book. Review that the topic of a whole nonfiction book is called the *main topic* and that the main topic in this book is mice.

Remind the students that a part of a nonfiction book can also have a topic. Ask:

Q *What topics do you remember reading about in the last lesson? What kinds of things did you learn about mice?*

Explain that the students will continue to read and discuss the book today.

2 Read and Discuss Part of *Mice*

Show pages 11–15 in your copy of the book and explain that the students will read and discuss this part of the book first.

Point out the text boxes at the bottom of pages 11, 12, and 15 remind the students to read all the text on the pages, including the text boxes.

Distribute *Mice* and the self-stick notes. Have the students open their books to page 15 and mark the page with a self-stick note so they know where to stop reading.

Have the students turn back to page 11 and read pages 11–15 quietly to themselves. Tell students who finish early to reread the pages and look carefully at the photographs.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

Materials

- Teacher and student copies of *Mice* (pages 11–17)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

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When all the students have read the pages at least once, ask and discuss:

Q *What information did you read about mice on these pages?*

3 Determine and Discuss Topic

Explain that the students will reread pages 12–15 quietly to themselves and then talk about what they think the topic is. Have them reread pages 12–15 quietly to themselves. When all the students have reread the pages at least once, review that when readers want think about the topic of part of a book, they may ask themselves what that part is mostly about. Ask:

Q *What is the part you just read mostly about? Turn to your partner.*

Do not have the students share their thinking with the group.

Ask and briefly discuss:

Q *What do you think is the topic of this section? Why do you think that?*

Have one or two students share their thinking; then tell the group that you think the topic of this section is what mice eat. Explain that authors often include supporting facts and details that describe the topic. Ask:

Q *What words or pictures on these pages are supporting facts that tell about what mice eat? Turn to your partner.*

Have a few students share their thinking.

Tell the students that they will now read the next part quietly to themselves and then they will talk about the topic of that part. Have them read page 16 quietly to themselves. Then ask:

Q *What is this page mostly about? Turn to your partner.*

Do not have the students share their thinking with the group.

Ask and briefly discuss:

Q *What do you think is the topic of this page? Why do you think that?*

Have a few students share their thinking.

Review that thinking about the topic of part of a nonfiction book can help readers understand and remember that part better.

5 Reflect on the Reading

Ask and discuss:

Q *What interesting things have you learned about mice from this book so far?*

Teacher Note

Encourage the students to refer to the words and photographs on pages 10–15 to help them remember what they read.

TEKS 9.D.ii
TEKS 9.D.ix
Student/Teacher Activity Step 3

ELL Note

You might provide the prompts "The topic of the part I just read is . . ." and "I think that because . . ." to your English Language Learners to help them verbalize their answers to the questions.

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Explain that learning about a topic, such as mice, can lead readers to wonder other things about the topic. Ask:

Q *What are you wondering about mice? What questions do you have about them?*

Tell the students that they will read and discuss the rest of *Mice* in the next lesson.

Collect *Mice* keeping the self-stick notes in the books.

GUIDED SPELLING

place	"The best place for a mouse is outside."
day	"Mice are quiet during the day."
over	"Mice may fight over food."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

place: Point to the cake picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ā/. Tell the students that in *place* the sound /ā/ is spelled with final *e* and the sound /s/ is spelled *c*.

day: Tell the students that the sound /ā/ at the end of a word is usually spelled *a-y*. In *day* the sound /ā/ is spelled *a-y*.

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Day 3

Mice

Determining Topic and Exploring Text Features

Materials

- Teacher and student copies of *Mice* (pages 18–19)
- "Group Progress Assessment" sheet (GA9)

In this lesson, the students:

- Read and discuss part of an expository nonfiction book
- Determine topics in the book
- Explore text features: index
- Work responsibly in pairs
- Share and give reasons for their thinking

Teacher Note

If the students have difficulty answering the question, consider doing a picture walk through pages 11–17 to help them remember the topics of the parts they read.

1 Gather and Review Topic

Show the cover of *Mice* and read the author's name aloud. Remind the students that they have been reading the book and thinking about its topics. Ask and briefly discuss:

Q *What topics did you read about in the last lesson?*

Tell the students that today they will read the last part of the book, talk about the topic of that part, and explore the book's index.

2 Read Aloud and Discuss Part of *Mice*

Distribute *Mice* and the self-stick notes. Have the students open their books to page 19 and read the page aloud. Ask:

Q *What did you read about mice on this page?*

3 Reread Part of the Book and Discuss Topic

Tell the students that they will reread the same page and then talk with partners about what they think the topic is. Have the students reread page 19. Remind them to read the text box at the bottom of the page and to look carefully at the photographs on pages 18 and 19.

When all the students have read the page at least once, ask:

Q *What do you think is the topic of this part? Why do you think that? Turn to your partner.*

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students able to say what they think the topic of this part is?
- Are they referring to the text and photographs to support their thinking?
- Are partners working well together?

Record your observations on the "Group Progress Assessment" sheet (GA9); see the Set 8 assessments in the *Assessment Resource Book*.

Support any student who struggles by asking questions such as:

Q *What do you notice about the photographs on these pages?*

Q *What do you think these pages are mostly about? What in the words or photographs makes you think that?*

Have a few volunteers share their thinking with the group. Remind the students that readers may have different ideas about what the topic is and that is okay. What is important is that they give reasons and evidence to support their thinking.

Facilitate a discussion by asking follow-up questions such as:

Q *What did you see or read on these pages that makes you think the topic is [where mice live]?*

Q *Do you agree that the topic of this part of the book is [how mice move]? Why or why not?*

4 Explore the Index

Explain that some nonfiction books include a text feature at the back called an *index*. Ask the students to turn to page 24 and point to the word *Index* at the top of the page.

Have the students read the index quietly to themselves. Then ask:

Q *What do you notice about the index? Turn to your partner.*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "Some of the words are also in the glossary."
>
> "It has some of the topics we talked about, like homes and food."
>
> "I see the words *pinkies* and *pups* and I remember that "Pinkies and Pups" was the name of a section in the book."

Teacher Note

Pages 18–19 do not have a clear topic. Students may suggest topics such as "where mice live," "how mice move" or "where to see mice outside." Accept the students' ideas as long as they are able to provide evidence from the text or photographs to support their thinking. If they struggle to provide evidence, ask them to reread and, if necessary, revise their ideas.

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Teacher Note

If the students are familiar with alphabetical order, you may want to point out that the topics are listed in alphabetical order.

Explain that an index tells the reader where to look in the book for information about the book's topics, like food, homes, and predators.

Explain that the numbers next to each topic are the numbers of the pages on which information about that topic appears. Ask the students to point to the word *homes*, and explain that the numbers 8, 11, 16, and 19 tell readers they can find information about mouse homes on pages 8, 11, 16, and 19 of the book. Point out that information about one topic may appear on many different pages of the book.

Ask:

Q *On which pages can readers find information about what mice eat?*

If necessary, point to the numbers 11, 12, and 15 next to the word *food* and explain that these pages contain information about what mice eat. Have the students turn to page 11 and reread the page quietly to themselves. Then ask:

Q *What information did you read on this page about what mice eat?*

Point out that the word *food* is mentioned on page 11, but that not all the information on the page is about food. Remind the students that information about one topic, such as food, may appear on many different pages in the book. Have the students turn back to the index. Ask:

Q *What's the next page we should look at for information about what mice eat?*

Have the students turn to page 12 and reread the page, including the text box, quietly to themselves. Afterwards, ask:

Q *What information did you read on this page about what mice eat?*

Have the students turn back to the index and use the same procedure to read and discuss information about food on page 15.

Tell the students that the index in a nonfiction book helps readers quickly find all the places in the book where a particular topic is mentioned. Explain that readers may use the index if they have a question about a certain topic or if they want to quickly find information about that topic.

5 Reflect on the Reading

Review that thinking about a nonfiction book's main topic and the topics of its parts can help readers understand and remember the information in the book. Also review that learning about a topic, such as mice, can lead readers to wonder things about the topic. Ask:

Q *What are you still wondering about mice? What questions do you have about them?*

Q *Where could you look for answers to your questions about mice?*

Ask the students to put *Mice* into their toolboxes and encourage them to read it and other nonfiction books independently.

TEKS 6.B.vi
Student/Teacher Narrative
Step 5
(first paragraph)

TEKS 6.B.vi
Student/Teacher Activity
Step 5
(discussion questions)

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GUIDED SPELLING

house	"Mice will make a mess in your house."
mouse	"A mouse may eat seeds or fruit."
mice	"Deer mice have white bellies and white feet."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

house: Point to the clown picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ow/. Tell the students that in *house* the sound /ow/ is spelled *o-u* and the sound /s/ is spelled *s-e*.

mouse: Tell the students that *mouse* rhymes with *house* and is spelled the same way at the end.

mice: Tell the students that *mouse* means one animal and *mice* means more than one mouse. Point to the kite picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ī/. In *mice* the sound /ī/ is spelled with final *e* and the sound /s/ is spelled *c*.

TECHNOLOGY EXTENSION

Learn More About Mice

The students might be interested in learning more about mice. To find videos and other information, search online using the keywords "mice videos for kids" or "mouse facts for kids." As a group, investigate a few of the resources and have the students discuss what they learned.

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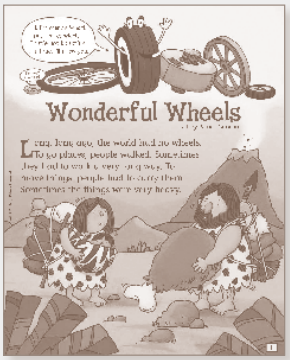
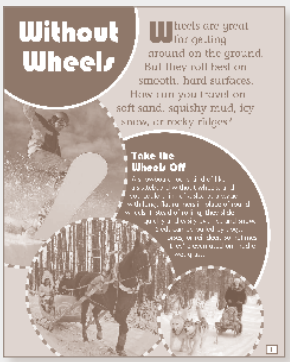
Comprehension

Exploring Text Structure
Making Text-to-text Connections

RESOURCES





"Wonderful Wheels"

from *Click* magazine [April 2016]

This article describes how wheels came to be used in transportation and machines.

"Without Wheels"

from *Click* magazine [April 2016]

This article explores alternatives to wheels that work in conditions where wheels do not.

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA10)
- "Group Progress Assessment" sheet (GA11)

Reproducibles

- "Wonderful Wheels" (BLM5)
- "Without Wheels" (BLM6)
- "High-frequency Words for Articles (BLM7)

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OVERVIEW

Academic Focus

- Students read and discuss two nonfiction articles.
- Students explore problem and solution in nonfiction articles.
- Students explore text structure in nonfiction articles.
- Students retell and sequence events in a nonfiction article.
- Students make text-to-text connections.
- Students spell words from the texts (for grade 1 students only).

Social Development Focus

- Students listen respectfully and share their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Wonderful Wheels" (BLM5). Make a copy for each student in the group and one for yourself.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA10); see the Set 8 assessments in the *Assessment Resource Book*.

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Without Wheels" (BLM6). Make a copy for each student in the group and one for yourself.

✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA11); see the Set 8 assessments in the *Assessment Resource Book*.

✓ Prior to Day 6, prepare a piece of chart paper with the title "Connections Between 'Wonderful Wheels' and 'Without Wheels.'"

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *world*, *pulled*, *great*, *pushed*, *other*, and *very* to the word wall if they are not already displayed. Visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words for Articles" (BLM7).

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ELL SUPPORT

- **Preview the Texts:** Preview the articles with the students before the lessons. Clarify vocabulary, referring to the pictures for support:

  tame: train an animal to be gentle and live with people ("Wonderful Wheels" p. 2)

  axle: the bar on which a wheel or wheels turn ("Wonderful Wheels" p. 3)

  spokes: bars that connect the center of a wheel to the outer part ("Wonderful Wheels" p. 4)

  gazillion: a made-up number that is supposed to be very large ("Wonderful Wheels" p. 5)

  ridges: narrow mountain paths ("Without Wheels" p. 1)

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"Wonderful Wheels"
Reading a Nonfiction Article and Connecting Ideas

Day 1

In this lesson, the students:

- Read and discuss an expository nonfiction article
- Make connections between ideas in the article
- Listen carefully and share their thinking

Materials

- Teacher and student copies of "Wonderful Wheels" (BLM5), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

1 Gather and Introduce "Wonderful Wheels"

Remind the students that this year they have read and discussed a number of expository nonfiction books, or books that provide factual information about certain topics. Briefly mention some of the expository nonfiction books the students have read. Tell the students that in the coming days they will read and discuss two expository nonfiction articles. Explain that articles are a type of text that may appear in newspapers or magazines or on websites.

Tell the students that the article they will read today comes from a magazine for kids called *Click*. Show your copy of "Wonderful Wheels" and read the title and the illustrator's name aloud. Explain that the article describes how wheels were invented. It also tells some ways that wheels are used today. Ask and briefly discuss:

Q *How do you use wheels in your life?*

Discussion Support

If the students have difficulty answering the question, ask additional questions such as:

Q *How do you use wheels when you come to school?*

Q *How do you use wheels when you play with friends?*

Have a few volunteers share their thinking. Then ask the students to close their eyes and imagine their lives with no wheels. After a few moments, have the students open their eyes and discuss:

Q *How would your life be different without wheels? What things would be more difficult? Turn to your partner.*

2 Read and Discuss the Article

Distribute "Wonderful Wheels" (BLM5) and the self-stick notes. Tell the students that they will read the article in two parts. Explain that the first part they will read describes how wheels were invented. Have the

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students turn to page 3 and mark the page with a self-stick note so they know where to stop reading. Then have them read pages 1–3 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read to the end of page 3, ask:

Q *What did you read about how wheels were invented?*

Discussion Support

If the students have difficulty recalling what they learned, ask additional questions such as:

Q *What did you read about why people needed wheels?*

Q *What did you read about how people moved heavy loads before they had wheels?*

Tell the students that the second part of the article describes how people improved wheels and lists some ways wheels are used today. Have the students read pages 4–5 quietly to themselves. When all the students have finished reading, ask and briefly discuss:

Q *What did you read about how wheels were improved over time?*

Q *What did you read about how wheels are used today?*

3 Make Connections Between Ideas in the Article

Point out that wheels were invented as a solution, or answer, to a problem. Ask the students to follow along as you read page 1 aloud, and to think about what problems are being described. Read page 1 of "Wonderful Wheels" aloud. Then ask:

Q *What problems are described in this paragraph?*

> **Students might say:**
>
> "Before they had wheels people had to walk everywhere."
>
> "In addition to what [Jamal] said, sometimes people had to walk a very long way."
>
> "People had to carry all the things they wanted to move, and sometimes those things were heavy."

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If necessary, explain that it was difficult for people to move heavy loads before wheels were invented. Point out that people may try several solutions to a problem before figuring out the best way to solve the problem. Ask the students to reread pages 2–3 and think about how people tried to solve the problem of moving heavy loads before wheels were invented. After all the students have reread the pages, ask:

Q *What were some ways people tried to solve the problem of moving heavy loads?*

> **Students might say:**
>
> "They trained animals to carry the heavy loads."
>
> "They built sleds for the animals to pull. The animals could move heavier loads that way."
>
> "Later they tried putting rollers under the sleds so the sleds could move more easily."

Explain that thinking about problems and solutions is one way readers can make connections between ideas in a nonfiction text. Making connections between ideas in a text helps readers understand those ideas better.

4 Wrap Up

Tell the students that they will talk more about "Wonderful Wheels" in the next lesson. Have the students put "Wonderful Wheels" into their toolboxes and encourage them to reread the article independently

GUIDED SPELLING

wheel	"It took a long time for people to invent the wheel."
tree	"Tree trunks could be used as rollers under a sled."
world	"The world is full of wheels."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

wheel: Point to the tree picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ē/. Tell the students that they will spell two words that use the *e-e* spelling for the sound /ē/.

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Day 2

"Wonderful Wheels"

Retelling Important ideas in a Nonfiction Article

Materials

- Teacher and student copies of "Wonderful Wheels" (BLM5)
- Index cards
- Pencils
- "Group Progress Assessment" sheet (GA10)

In this lesson, the students:

- Reread a nonfiction article
- Retell key details from the article in their own words
- Reach agreement with partners

1 Gather and Review "Wonderful Wheels"

Show your copy of "Wonderful Wheels" and read the title and the illustrator's name aloud. Remind the students that in the last lesson, they read the article and thought about the problems and solutions it describes. Briefly discuss:

Q *How did the invention of wheels help people?*

2 Model Retelling Important Ideas

Tell the students that today they will reread the article and practice retelling its parts. Explain that when readers retell a nonfiction text, they use their own words to tell the important ideas or events in the text in the correct order. Have the students follow along as you reread the main text on page 1 aloud. Then ask them to listen as you retell the important ideas from that part in your own words.

> **You might say:**
>
> "I think that one important idea in this part of the text is that a long time ago, before wheels were invented, people had to walk everywhere. Another important idea is that if people wanted things moved, they had to carry them."

Write your retelling on an index card and read it aloud.

> A long time ago, before wheels were invented, people had to walk everywhere. If people wanted to move things, they had to carry them.

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Ask:

Q *What did you notice about my retelling?*

> **Students might say:**
>
> "You used two sentences instead of five sentences."
>
> "You didn't include all the details. For example, you didn't say that sometimes people had to walk a very long way or that sometimes the things they were carrying were very heavy."

Have the students turn to page 2 and reread the first paragraph on the page quietly to themselves. Ask:

Q *What are the important ideas in this part? How might you retell those ideas in your own words?*

After a moment, invite a few volunteers to share their thinking:

> **Students might say:**
>
> "You could say 'People trained animals to carry things for them.'"
>
> "You could use the word *then* to show that this part comes after the first part. You could say 'Then people learned they could train animals to carry their stuff.' "

Model writing a retelling of the second paragraph, based on the students' responses, on another index card. (For example, you might write: *After a long time, people trained animals to carry heavy loads.*)

3 Get Ready to Retell in Pairs

Tell the students that they will work in pairs to retell the rest of the article. Explain that partners will be assigned a part of the article and that they will work together to decide how to retell that part in their own words. Ask and briefly discuss:

Q *What can you do if you and your partner disagree about how to retell your part?*

> **Students might say:**
>
> "We can try to include a little bit of each person's ideas."
>
> "I can try and explain why I think it makes sense to tell it that way."
>
> "I can remember that I can't always get my way and agree to do what my partner wants."

Assign each pair one or more of the six paragraphs remaining in the article. Distribute self-stick notes, index cards, and pencils and have each pair mark the paragraph they are assigned with a self-stick note. Make sure each pair has one index card for each paragraph they are retelling.

Teacher Note

The students will sequence their retellings on Day 3, so it is important that each paragraph in the article is retold. Assign multiple paragraphs to some pairs if necessary.

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4 Retell Parts of the Article in Pairs

Have partners work together to retell the important ideas in their part of the article and write the retelling on the index card.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are partners able to retell the important ideas from their part of the article in their own words?
- Are they able to reach agreement about what to include in the retelling?

Record your observations on the "Group Progress Assessment" sheet (GA10); see the Set 8 assessments in the *Assessment Resource Book*.

Support any students who struggle to retell their paragraph by having them look closely at the illustration that goes with the paragraph. Then ask them to use their own words to describe what they see in the picture.

You might also have partners reread their paragraph, one sentence at a time. After each sentence, ask questions such as:

Q *What is the important idea in that sentence?*

Q *What did you learn about [how the wheel was invented] from that sentence?*

4 Share and Discuss Retellings

When all the students have finished writing, have each pair share their retelling with the group. Have one partner read the part of the article they were assigned and the other partner read the retelling they wrote on the index card. After each pair shares, facilitate a discussion of their retelling using questions such as:

Q *What questions do you have for [Kamal and Devin] about their retelling?*

Q *Is there anything you think [Yoshi and Monique] should add to their retelling? Why do you think that is important to include?*

Allow partners time to revise their retellings based on the discussion, if necessary.

5 Wrap Up

Explain that retelling nonfiction helps readers understand what they read and share what they learned from their reading with others. Encourage the students to practice retelling the important ideas in nonfiction texts they read independently

Collect the index cards and student copies of "Wonderful Wheels." Remove the self-stick notes from the student copies before the next lesson.

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GUIDED SPELLING

things	"The things people carried were very heavy."
long	"Before wheels, people sometimes had to walk a long way."
pulled	"The sled in the picture is being pulled by oxen."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

things: Support the students in writing the word *thing* before adding the inflectional ending.

pulled: Support the students in writing the high-frequency word *pull* before adding the inflectional ending *-ed*.

"Wonderful Wheels"

Exploring Text Structure and Sequencing

Day 3

In this lesson, the students:

- Discuss how information in a nonfiction article is organized
- Sequence the important ideas in the article
- Share ideas with one another

Materials

- Teacher and student copies of "Wonderful Wheels" (BLM5)
- Chart paper and a marker
- Students' index card retellings from Day 2

TEKS 9.D.vii
TEKS 9.D.xiv
Student/Teacher Narrative Step 1 (first paragraph

1 Review "Wonderful Wheels" and Discuss Text Structure

Distribute the student copies of "Wonderful Wheels" and remind the students that in the last lesson they practiced retelling important ideas from the article in their own words. Tell them that today they will revisit the article and think about how it is organized. Explain that how a text is organized means how the author decided to share the ideas in the text—what order to put the ideas in so that readers can understand and follow

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TEKS 9.D.vii
TEKS 9.D.xiv
Student/Teacher Activity
Step 1 (from charted questions to end of step

them. Write the following questions on a sheet of chart paper and read them aloud:

> How does the author organize the information in this article?
>
> How do the words and photographs help you understand how the article is organized?

Ask the students to quietly review the article while they think about the questions. After a few moments, invite a few volunteers to share their thinking.

> **Students might say:**
>
> "The article is organized by when things happened in time. It starts by telling how things were long ago and ends up telling how things are today."
>
> "I agree with [Khadijah]. Words like "'long, long ago,' 'after a long time,' and 'at last' help you know that it's going in order of when things happened."
>
> "In addition to what [Faraz] said, you can tell that time is passing because the clothing of the people in the pictures changes."

If necessary, explain that the author of the article describes events in the order they happened, beginning long, long ago and ending with today. Explain that when the events in a text are described in the order in which they happened, we say that the text is organized *chronologically*. Point out the phrases "Long, long, ago," "After a long time," "More time passed," and "At last" on your copy of the article and tell the students that these are called *sequencing words*. Explain that authors use sequencing words like these to help readers understand the order of events in a text.

2 Sequence the Students' Retellings

Collect the students' copies of the article and put them away. Remind the students that earlier they wrote retellings of the important ideas from the article. Display the students' index card retellings from Day 2 in random order and tell the students that they will now work together to organize their retellings chronologically, or in the order they happened, without looking at the article. Review each part of the article by having volunteers read the cards aloud in the order they are displayed. Then ask:

Q *Which card do you think should come first? Why do you think so?*

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Move the index card the students identify to the first position. Then ask:

Q *What do you think comes next? Why does that make sense?*

Move the card the students identify as coming next to the second position. Continue to use the questions "What happened next? Why does that make sense?" to have the students sequence the rest of the cards.

Discuss Support

If the students struggle to identify which event comes next, or if they make a mistake, support them by asking questions such as:

Q *What happened after people people trained animals to carry heavy loads? What did they train animals to do next?*

Q *Does it make sense to say that people used logs as rollers under sleds before they built sleds and trained animals to pull them? Why? What order might make more sense?*

3 Retell Events in Order

When the group has finished sequencing the events from the article, have a few volunteers read the cards aloud in the order the group established. Then ask and discus:

Q *Does the order of events make sense? Why do you think so?*

Show your copy of the article and have the students check their sequence of events against it. If there are cards that are out of order, correct the mistake(s) and facilitate a discussion about why the new order makes better sense.

4 Wrap Up

Review that retelling nonfiction helps readers understand what they read and share what they learn from their reading with others. Explain that thinking about how texts are organized helps readers understand how the events or ideas in the text are connected to each other. Explain that making connections between ideas in a text helps readers understand those ideas better.

Tell the students that they will read and discuss another nonfiction article in the next lesson. Ask the students to put "Wonderful Wheels" into their toolboxes and encourage them to reread the article independently.

Teacher Note

The students will use "Wonderful Wheels" again on Day 6.

GUIDED SPELLING

lighter	"Wheels with spokes are lighter than wheels without spokes."
faster	"Wheels with spokes move faster because they weigh less."
great	"Wheels are a great invention."

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Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

lighter: Support the students in breaking the word into its syllables and writing the syllables one at a time. Point to the kite picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ī/. Tell the students that in *lighter* the sound /ī/ is spelled *i-g-h*. The syllable /r/ at the end of a word is often spelled *e-r*. In *lighter* the syllable /r/ is spelled *e-r*.

faster: Support the students in breaking the word into its syllables and writing the syllables one at a time. Remind the students that the syllable /r/ at the end of a word is often spelled *e-r*. In *faster* the syllable /r/ is spelled *e-r*.

Day 4

"Without Wheels"

Reading a Nonfiction Article and Connecting Ideas

Materials

- Teacher and student copies of "Without Wheels" (BLM6), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IA1) from Day 1

In this lesson, the students:

- Read and discuss a nonfiction article
- Make connections between ideas in the article
- Refer to the text to support their thinking
- Listen carefully

1 Gather and Introduce "Without Wheels"

Remind the students that they spent the last few lessons reading and discussing the expository nonfiction article "Wonderful Wheels," about how wheels were invented and how they are used today. Tell the students that today they will read another expository nonfiction article from the same issue of *Click* magazine that "Wonderful Wheels" comes from. Distribute "Without Wheels" (BLM6) and read the title aloud.

2 Read Aloud and Identify a Problem in the Article

Tell the students that the first paragraph of the article describes a problem. Explain that you will read the first paragraph aloud and ask the students to listen as you read for what the problem is. Have the students follow along as you read the first paragraph aloud. Stop after:

p. 1 How can you travel on soft sand, squishy mud, icy snow, or rocky ridges?

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Ask:

Q *What problem is described in this paragraph? What question does the author ask? What does that question make you wonder?*

> **Students might say:**
>
> "It says wheels work best on smooth, hard surfaces. But not all surfaces are smooth or hard."
>
> "It asks how you can travel on sand, mud, or snow."
>
> "I agree with [Talia]. It makes me wonder how people get around in places where wheels don't work well."

Q *Based on the title, "Without Wheels," and the first paragraph, what do you think this article will be about? Turn to your partner.*

Have one or two volunteers share their thinking. If necessary, explain that the article is about ways people move across different surfaces—those that are not smooth or hard— without wheels.

3 Read the Rest of the Article

Have the students read the rest of the article quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

4 Discuss Solutions in the Article

When all the students have read the article at least once, ask them to turn back to page 1. Point to the heading "Take the Wheels Off" on your copy of the article and read it aloud. Ask and discuss:

Q *What solution is described in this section? Where does that solution work well?*

Have a few volunteers share their thinking. Encourage them to refer to the text to support their ideas.

> **Students might say:**
>
> "The section talks about sleds and snowboards."
>
> "Sleds work well on snow and ice."
>
> "I agree with [Ignacio]. It says that sleds can work on mud or wet grass, too."

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Follow up by asking:

Q *Why do snowboards and sleds work well on snow and ice? What words in the section tell you that?*

If necessary, point out that the sentence "Instead of rolling, they slide quickly and easily over ice and snow" explains why snowboards and sleds work well in icy and snowy conditions.

Have the students turn to page 2 and invite a volunteer to read the heading aloud. Give the students a moment to review the section. Then ask:

Q *What solution is described in this part? Where does that solution work well?*

> **Students might say:**
>
> "It's about tracks that wrap around wheels."
>
> "It says that farm and construction vehicles use tracks."
>
> "In addition to what [Kamal] said, tracks don't get stuck in sand or mud."

Follow up by asking:

Q *Why do tracks work well on sand and mud? Why do they work well for moving over sharp rocks? What words in the section tell you that?*

Use the same questions to have the students discuss the last section, "Pack an Animal." Remind the students to refer to the text to support their thinking as they share.

5 Wrap Up

Review that thinking about problems and solutions is one way readers make connections between ideas in nonfiction texts. Tell the students that in the next lesson, they will reread "Without Wheels" and think about how the article is organized. Have the students put "Without Wheels" into their toolboxes, and encourage them to reread the article independently.

GUIDED SPELLING

snow	"Sleds work well in the snow."
road	"Wheels may not work well on a muddy road."
pushed	"The tracks of the bulldozer pushed over the rocky ground."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

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Spelling Support

snow: Point to the bone picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ō/. Tell the students that the sound /ō/ at the end of a word is usually spelled *o-w*. In *snow* the sound /ō/ is spelled *o-w*.

road: Point to the bone picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ō/. Tell the students that in *road* the sound /ō/ is spelled *o-a*.

pushed: Support the students in writing the high-frequency word *push* before adding the inflectional ending *-ed*.

"Without Wheels"

Exploring Text Structure and Using Text Features

Day 5

In this lesson, the students:

- Discuss how information in a nonfiction article is organized
- Explore text features: headings and photographs
- Determine and discuss topics in the article
- Work responsibly in pairs

Materials

- Teacher and student copies of "Without Wheels" (BLM6)
- Chart paper and a marker
- "Group Progress Assessment" sheet (GA11)

1 Gather and Review "Without Wheels"

Remind the students that in the last lesson they read and discussed the nonfiction article "Without Wheels." Ask and briefly discuss:

Q *What is the article "Without Wheels" about?*

2 Discuss Text Structure

Explain that today the students will revisit the article and think about how it is organized. Write the following questions on a sheet of chart paper and read them aloud:

> How does the author organize the information in this article?
>
> How do the words and photographs help you understand how the article is organized?

TEKS 9.D.vii
TEKS 9.D.xiv
Student/Teacher Activity
Step 2

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Teacher Note

If the students struggle to answer the questions, you may want to share your own thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

Ask the students to spend a few moments reviewing their individual copies of "Without Wheels" while thinking about the questions. After the students have had a chance to review the article, read the questions aloud again and invite a few volunteers to share their ideas.

> **Students might say:**
>
> "I think the information is organized by topic. A different topic is described on each page."
>
> "In addition to what [Suri] said, the pictures on each page go with the topic."

If necessary, explain that this article is organized by topic. Each page of the article describes a different way to travel over ground where wheels do not work.

3 Use Text Features to Discuss Part of the Article

TEKS 10.C.ii
Student/Teacher Activity
Step 3

Ask the students to look at page 1 of the article and direct their attention to the words "Take the Wheels Off" in bold print in the middle of the page. Explain that "Take the Wheels Off" is the *heading*, and that a heading is like the title of a section. Explain that a section heading often tells the reader what the section will be about. Ask the students to reread the paragraph under "Take the Wheels Off" quietly to themselves. Then discuss:

- Q *What do you think is the topic of this section? What makes you think that?*
- Q *What do you think the heading "Take the Wheels Off" means? What did you read in the section that makes you think that?*

> **Students might say:**
>
> "I think the topic of this part is sleds and snowboards."
>
> "I agree with [Hazel]. There's information about sleds and snowboards and pictures of them, too."
>
> "I think the heading means that snowboards and sleds are like other things with wheels, but the wheels have been taken off. In the first sentence it says that a snowboard is like a skateboard without wheels and a sled is like a wagon without wheels."

Ask the students to look closely at the photographs on page 1. Explain that pictures in a nonfiction text often help clarify what the author says in the words. Ask:

- Q *What do the photographs on this page show?*
- Q *How do the photographs help you understand the information in the paragraph?*

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4 Discuss the Rest of the Article in Pairs

Write the following questions on a fresh sheet of chart paper:

> What is the topic of the section?
>
> How does the heading relate to the topic?
>
> Look closely at the photographs on the page. How do they help you understand the information in the section?

Have partners use the questions to discuss the two remaining sections of the article.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are partners able to determine the topic of each section?
- Are they able to say how the heading of each section relates to the topic?
- Are they able to say how the photographs help them understand the information in the section?

Record your observations on the "Group Progress Assessment" sheet (GA11); see the Set 8 assessments in the *Assessment Resource Book*.

Support any student who struggles by asking questions such as:

Q *What is section mostly about?*

Q *What do the pictures on the page show?*

Point to one of the pictures on the page and ask:

Q *How does this picture help you understand [why camels' feet work well on sand]?*

If time permits, invite volunteers to share what they discussed with the class.

5 Wrap Up

Tell the students that in the next lesson they will revisit "Wonderful Wheels" and "Without Wheels" and think about how the articles are connected. Have the students put "Without Wheels" in their toolboxes. Encourage them to read it and other expository nonfiction texts independently.

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GUIDED SPELLING

snowboard	"A snowboard has no wheels."
skateboard	"A skateboard does have wheels."
other	"Camels, horses, and other animals are still used to carry loads.

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

snowboard: Tell the students that *snowboard* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words. Support the students in spelling the sound /ō/ using the bone picture on the "Spelling-Sound Chart."

skateboard: Tell the students that *skateboard* is also a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words. Point to the cake picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ā/. Tell the students that in *skate* the sound /ā/ is spelled with final *e*; the sound /k/ is spelled *k*.

Day 6 Making Text-to-text Connections

Materials

- Teacher and student copies of "Wonderful Wheels" (BLM5) from Day 3. (Student copies of the article should be in the students' toolboxes.)
- Teacher and student copies of "Without Wheels" (BLM6)
- "Connections Between 'Wonderful Wheels' and 'Without Wheels'" chart, prepared ahead
- A marker

In this lesson, the students:

- Reread and discuss two expository nonfiction articles
- Make text-to-text connections between the articles
- Listen carefully

1 Gather and Review the Articles

Show your copies of the articles "Wonderful Wheels" and "Without Wheels" and read the titles aloud. Remind the students that they have spent the past several lessons reading and discussing the articles. Briefly review the articles by asking:

Q *What do you remember learning about wheels from the article "Wonderful Wheels"?*

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Q *What are some ways of getting around without wheels that are described in the article "Without Wheels"?*

Tell the students that they will look again at both the articles again today.

2 Compare the Articles and Introduce Text-to-text Connections

Have the students refer to their copies of the articles as they discuss the question that follows. Ask:

Q *In what ways are these articles alike? Turn to your partner.*

After partners have had a chance to talk, invite a few volunteers to share with the group. Record the students' ideas on the "Connections Between 'Wonderful Wheels' and 'Without Wheels'" chart as they share.

> **Students might say:**
>
> "They're both nonfiction."
>
> "They both talk about ways people move things from one place to another."
>
> "The articles both talk about how people use sleds and animals to move heavy loads."

Tell the students that when they talk about ways the articles are alike, they are making *text-to-text connections* between the articles. Explain that making text-to-text connections can help readers understand both texts better.

3 Model Making Text-to-Text Connections

Explain that another way of making text-to-text connections is to connect ideas in one text to the ideas in another. Have the students reread the section "Take the Wheels Off" from page 1 of "Without Wheels" quietly to themselves. When all the students have finished rereading the section, ask:

Q *What is the topic of this section?*

Have one or two volunteers share their thinking. Then ask the students to listen as you model making a connection between an idea in this section and an idea in "Wonderful Wheels."

> **You might say:**
>
> "This section is about sleds, which work well in icy and snowy conditions. It also includes two pictures of sleds, one being pulled by a horse and another being pulled by dogs. I remember that 'Wonderful Wheels' also had a section about sleds." Point the section on the lower half of page 2 of "Wonderful Wheels" and say, "Here it says that people built sleds for animals to drag along the ground. It's interesting that sleds turn out to be a solution for travelling on snow and ice, even though didn't work that well in sand. I'll add 'sleds' to the 'Connections' chart, since both articles talk about sleds."

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4 Make Text-to-text Connections in Pairs

Have the students turn to page 3 of "Without Wheels" and reread the section "Pack an Animal" quietly to themselves. Afterwards, have partners discuss the following questions one at a time:



Q *What is this section mostly about? Turn to your partner.*

Q *How do the ideas in this section connect to the ideas in "Wonderful Wheels"? Turn to your partner.*

Have one or two volunteers share their connections with the group and add these to the "Connections" chart.

Teacher Note

If necessary, point out that both articles talk about the use of animals for carrying heavy loads and that people used animals for this long ago and still do today. Add *animals carry heavy* loads to the chart.

5 Reflect on Making Connections

Direct the students' attention to the "Connections" chart and invite a volunteer to read the connections on it aloud. Ask:

Q *Did any of these connections surprise you? Why?*

> **Students might say:**
>
> "I was surprised that both articles talk about sleds because in 'Wonderful Wheels' it says that sleds were used long ago but in 'Without Wheels' it says that people still use sleds in the snow."
>
> "It's the same way with pack animals. They were used long ago before wheels and they are still used today to carry heavy loads on sand and ice."

Remind the students that making text-to-text connections can help readers understand the texts and the topics they are reading about better.

6 Discuss Related Topics

Review that the article "Wonderful Wheels" and "Without Wheels" are connected because they help readers learn about related topics. Point out that texts with information on similar topics, like "Wonderful Wheels" and "Without Wheels," can give readers ideas for other topics they might want to learn about. Ask and briefly discuss:

Q *Now that you have read "Wonderful Wheels" and "Without Wheels," what other topics might you want to read about?*

Have the students put "Wonderful Wheels" and "Without Wheels" into their toolboxes. Encourage them to reread these and other nonfiction articles independently.

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GUIDED SPELLING

wrapped	"A loop of tracks is wrapped around the wheels."
padded	"Camels have wide, padded feet."
very	"Wheels are very useful."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

wrapped: Support the students in writing the base word, *wrap*, before adding the inflectional ending to write *wrapped*. Tell the students that *wrap* begins with silent *w*.

padded: Support the students in writing the base word, *pad*, before adding the inflectional ending to write *padded*.

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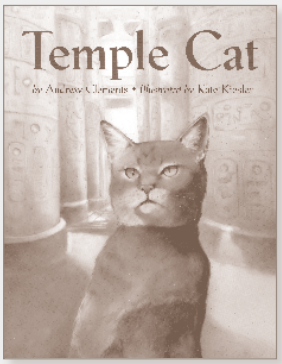
Comprehension

Wondering
Making and Supporting Predictions

RESOURCES



Temple Cat

by Andrew Clements, illustrated by Kate Kiesler

In this fiction text, a temple cat in ancient Egypt is worshiped as a lord, but longs for the freedom of a simpler life.

Extension

- "Explore Themes in *Temple Cat*"

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA12)

Reproducible

- "High-frequency Words for *Temple Cat*" (BLM8)

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OVERVIEW

Academic Focus

- Students read and discuss a fiction text.
- Students wonder to help them understand a fiction text.
- Students make and support predictions about a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share ideas with one another.

DO AHEAD

✓ Prior to Day 1, title a sheet of chart paper "What We Wonder About the Story" (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA12); see the Set 8 assessments in the *Assessment Resource Book*.

✓ Prior to Day 3, select a question from the "What We Wonder About the Story" chart from Day 2 and identify places in the book where information about the question can be found (see Step 2).

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *ever*, *never*, and *little* to the word wall if they are not already displayed. Visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words for *Temple Cat*" (BLM8).

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Day 1

Temple Cat

Wondering and Making Predictions

Materials

- Teacher and student copies of *Temple Cat* (pages 5–17)
- Self-stick note for each student
- "What We Wonder About the Story" chart, prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1)
- Sheet of paper
- Pen

ELL Note

Though you may choose to preview some books with your students prior to teaching the lessons, doing so with *Temple Cat* may interfere with the students' experience of making authentic predictions.

In this lesson, the students:

- Read and discuss part of a fiction story
- Wonder about the story
- Make and support predictions about the story
- Share ideas with one another

1 Gather and Introduce *Temple Cat*

Show the cover of *Temple Cat* and read the title and the names of the author and illustrator aloud. Tell the students that this is a fiction story about a cat living in ancient Egypt. Explain that cats in ancient Egypt were thought to be connected to the gods, so they were *worshipped*, or treated with great respect and care. The cat in the story lives in a *temple*—a building built for worship—where he is considered the *lord*, or king.

2 Read Aloud and Introduce Wondering

Explain that good readers *wonder*, or ask themselves questions about what they read. Tell the students that you will read the first few pages of the book aloud. Ask them to listen carefully and notice what they are wondering about the story. Read pages 5–9 aloud. Then ask the students to listen as you share what you wonder about this part.

> **You might say:**
>
> "I wonder why being the lord of a temple isn't fun."

Direct the students' attention to the "What We Wonder About the Story" chart and read the chart title aloud. Record what you wonder as a question on the chart.

> What We Wonder About the Story
>
> – Why isn't being the lord of the temple fun?

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Ask:

Q *What do you wonder about the story? What questions do you have about it?*

Record what the students wonder as questions on the chart.

What We Wonder About the Story

- Why isn't being the lord of the temple fun?
- Why do people worship the cat?
- Is the cat lonely?
- Will the cat run away?

3 Read and Discuss Part of *Temple Cat*

Distribute *Temple Cat* and the self-stick notes. Ask the students to open to page 17 and mark the page so they know where to stop reading.

Have the students turn back to page 5 and read pages 5–17 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read through page 17 at least once, ask:

Q *What happens in the part you just read?*

Have a few students share their thinking. Encourage them to refer back to the text as necessary.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What is the cat's life like?*

Q *How do the servants treat the cat?*

Q *Why isn't the cat having fun?*

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4 Wonder About the Story

Review that good readers wonder, or ask themselves questions about what they are reading. Use "Think, Pair, Share" to have the students first think about and then discuss:

Q *What do you wonder about the story now?* [pause] *Turn to your partner.*

After partners have had a chance to talk, invite a few volunteers to share their thinking.

> **Students might say:**
>
> "Does the cat want to roam free like the other cats?"
>
> "Will the cat jump over the wall?"

Record what the students are wondering as questions on the "What We Wonder About the Story" chart.

5 Make and Support Predictions

Explain that one of the things that readers often wonder about is what will happen next in fiction stories they read. They use what they know about the characters in the story and what they know from real life to wonder what will happen next. Tell the students that this is called *predicting*. Ask:

Q *What do you predict will happen next in this fiction story? What makes you think that?*

> **Students might say:**
>
> "I think the cat will run away. The reason I think so is that he's bored with his life at the temple."
>
> "I agree with [Charice]. In the story it says that the cat sits in the tree and watches the children play and the other cats roam free. I think he wants to be free, too."
>
> "I know that cats like to chase things and wander around at night. This cat never gets to do the things cats love. I think he might run away."

Record the students' predictions on a sheet of paper. Save the recorded predictions to use in the next lesson.

Teacher Note

Make sure to record the predictions in large enough print so that the students can see them in the group discussion on Day 2.

6 Wrap Up

Explain that wondering and predicting gives readers a reason to keep reading—they want to find answers to their questions and to find out if their predictions are correct. Explain that wondering and predicting also helps readers think more deeply about what they read.

Tell the students that they will read the rest of *Temple Cat* in the next lesson and continue to wonder and make predictions about the story. Collect *Temple Cat*, keeping the self-stick notes in the books.

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GUIDED SPELLING

cook	"The cat had servants to cook for him."
cool	"The cat enjoyed resting on the cool stone windowsill."
ever	"The cat had lived in the temple ever since he was a kitten."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

cook: Point to the book picture on the "Spelling-Sound Chart" and remind the students that the sound /o͞o/ is spelled *o-o*.

cool: Point to the flute picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /o͞o/. In *cool* the sound /o͞o/ is spelled *o-o*.

Temple Cat

Wondering and Discussing Predictions

Day 2

In this lesson, the students:

- Read and discuss part of a fiction story
- Wonder about the story
- Make and support predictions about the story
- Discuss predictions they made earlier
- Share ideas with one another

Materials

- Teacher and student copies of *Temple Cat* (pages 19–31)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1
- "What We Wonder About the Story" chart from Day 1
- Sheet of paper with students' predictions from Day 1

1 Review *Temple Cat* and Wondering

Distribute *Temple Cat* and remind the students that they read and wondered about the first part of the book in the last lesson. Ask:

Q *What do you remember about* Temple Cat*?*

Remind the students that good readers *wonder*, or ask themselves questions about what they are reading. Review that wondering gives readers a reason to keep reading—they want to find answers to their questions—and helps readers think more deeply about what they read. Direct the students' attention to the "What We Wonder About the Story" chart and review the students' questions from the last lesson. Tell them that today they will finish reading *Temple Cat* and continue wondering about the story.

Teacher Note

If the students need support remembering the first part of the book, encourage them to refer back to the text.

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2 Read, Wonder, and Make Predictions

Have the students move their self-stick notes to page 23 so they know where to stop reading. Then have them read pages 19–23 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read through page 23, ask:

Q *What happens in the part you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Where does the cat go when he leaves the temple?*

Q *Where does the cat sleep? What does he eat?*

Have a few students share their thinking. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What do you wonder about the story now?* [pause] *Turn to your partner.*

Have a few students share what they wonder with the group and record their ideas their questions on the "What We Wonder About the Story" chart.

What We Wonder About the Story

– Why isn't being the lord of the temple fun?
– Why do people worship the cat?
– Is the cat lonely?
– Will the cat run away?
– Does the cat want to roam free like the other cats?
– Will the cat jump over the wall?
– Is the cat glad he left the temple?
– Who does the fire belong to?

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Remind the students that readers of fiction use what they know about the characters in the story and from real life to *predict*, or think about what might happen next. Ask:

Q *What do you predict will happen next in the story? What makes you think that?*

Discussion Support

If the students have difficulty using what they know to help them make predictions, ask additional questions such as:

Q *The cat finds a hut and a fire. What does this tell you?*

Q *What might happen when the cat mews outside of the hut? Why do think that?*

Add the students' predictions to the list you started on Day 1. Then have the students read the rest of the story quietly to themselves.

3 Review Predictions

Review that the students used what they know about the characters in the story and what they know from real life to wonder, or predict, what will happen next. Read aloud the students' predictions from today and the last lesson. Ask and discuss:

Q *What did we predict would happen to the cat based on what we know about the characters in the story and about real life?*

Q *What actually happens in the story?*

> **Students might say:**
>
> "[Ezra] used what he knew about the cat being bored at the temple and predicted that the cat would run away. The cat did run away."
>
> "I thought the cat would make friends with another cat because it seemed like he could see other cats from where he sat high up in the tree. But he made friends with the children instead."
>
> "[Sami] was right that the cat would get adopted by the people who made the fire because they were nice. Sami said his neighbors were nice to a stray cat and ended up adopting it. Sami used what he knew about the people in the story and about real life."

4 Wrap Up

Direct the students' attention to the "What We Wondered About the Story" chart. Tell the students that in the next lesson, they will reread *Temple Cat* and think about whether or not their questions are answered in the story.

Have the students put *Temple Cat* into their toolboxes and encourage them to reread the book independently.

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GUIDED SPELLING

bowl	"The servant brought the cat fish in a golden bowl."
own	"When the cat left the temple he was on his own."
never	"The cat had never slept as well as he slept in the barn."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

bowl: Point to the bone picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ō/. Tell the students that they will spell two words that use the spelling *o-w* for the sound /ō/.

Day 3

Temple Cat

Wondering

Materials

- Teacher and student copies of *Temple Cat*
- "Group Progress Assessment" sheet (GA12)
- "What We Wonder About the Story" chart from Day 2
- Self-stick notes for each student

Teacher Note

You might point out an example of a question that was not answered in the book (for example, "Why do the people worship the cat?").

In this lesson, the students:

- Reread a fiction story
- Discuss wondering
- Refer to the text to support their thinking
- Share ideas with one another

1 Review Wondering

Remind the students that this week they read the book *Temple Cat* and wondered and made predictions about the story. Direct the students' attention to the "What We Wonder About the Story" chart and review the questions. Explain that it is normal for some of readers' questions to be answered in a book and others not to be. Explain that either way, wondering helps readers think more deeply about what they read. Tell the students that today they will reread the book and think about whether or not their questions are answered in the story.

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2 Reread *Temple Cat* and Discuss Wondering

Distribute *Temple Cat* and have the students reread the book quietly to themselves.

When all the students have reread the book at least once, direct their attention to the "What We Wonder About the Story" chart.

Read this question from the chart aloud: "Why isn't being lord of the temple fun?" Ask the students to open their books to page 11 and follow along as you read the page aloud. Then think aloud about how page 11 helped you answer the question, "Why isn't being lord of the temple fun?"

> **You might say:**
>
> "On this page it says that when the cat tried to catch a fish, a servant would rush over and catch it for him. The cat was looking forward to catching the fish and the servant spoils his fun."

Ask the students to turn to page 13 and follow along as you read the page aloud. Then ask:

Q *How does this page help you answer the question, "Why isn't being lord of the temple fun?" Turn to your partner.*

Have a few students share their thinking. If necessary, explain how the page helps answer the question.

> **You might say:**
>
> "On this page, it says that when the cat would nap in the sunshine on the windowsill, a servant would lift him down and put him on his bed. The cat was happy on the windowsill, but he wasn't allowed to stay there."

Use the same procedure to read aloud and discuss page 15.

3 Discuss Wondering in Pairs

Distribute a few self-stick notes to each student. Read another question from the chart aloud. Then have the students take a few moments to look through the book to see what they find out about that question. Have them use the self-stick notes to mark any pages that help answer the question.

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *Is the question ["Is the cat glad he left the temple?"] answered in the book? If so, where did you find the answer?* [pause] *Turn to your partner.*

Observe the students as they talk with partners, offering support as needed.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students able to determine whether their questions are answered in the book?
- Are they using evidence from the book to support their thinking?
- Are they sharing ideas with one another?

Record your observations on the "Group Progress Assessment" sheet (GA12); see the Set 8 assessments in the *Assessment Resource Book*.

Support any student who struggles to discuss the questions by helping him find relevant parts of the book to reread. Consider modeling thinking aloud about the question before asking the student to do so.

Have a few students share their thinking. As the students share, have them turn to the parts of the book that they marked with a self-stick notes, read those parts aloud, and show the illustrations to the group.

Then ask:

Q *Do you agree that this question [is] answered in the story? Why or why not?*

If the question is answered in the story, mark it with an asterisk.

Repeat this procedure with another question from the chart if time allows.

Remind the students that it is normal for some of a reader's questions to be answered by the story and others not to be. Either way, wondering gives readers a reason to keep reading and helps them think more deeply about what they read.

4 Wrap Up

Encourage the students to ask themselves questions and make predictions when they read, both during and outside of Small-group Reading. Ask the students to put *Temple Cat* in their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

played	"The children played with the cat."
danced	"They danced in the sunshine."
little	"The family lived in a little hut."

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Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

played: Support the students in writing the word *played* before adding the inflectional ending *-ed*. Point to the cake picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ā/. Tell the students that the sound /ā/ at the end of a word is usually spelled *a-y*. In *play* the sound /ā/ is spelled *a-y*.

danced: Support the students in writing the word *dance* before adding the inflectional ending *-ed*. Tell the students that in *dance* the sound /s/ is spelled *c-e*.

EXTENSION

Explore Themes in *Temple Cat*

Show the cover of *Temple Cat* and remind the students that they read the book earlier. Briefly review the story by showing the illustrations and having volunteers describe what is happening in each part

Tell the students that stories often contain *themes*, or messages or lessons the author wants readers to think about. Explain that different readers may have different opinions about a story's themes and that is fine. What is important is that readers have reasons to support their thinking. Ask:

Q *What do you think is a theme, or lesson, in this story? What in the story makes you think that?*

Have a few students share their thinking.

> **Students might say:**
>
> "I think one lesson is that fancy things won't make you happy. The reason I think so is that the cat isn't happy living in the temple where there are servants to do everything for him."
>
> "I agree with [Vinita]. The cat only gets happy when the family adopts him. I think that's another lesson—that the most important thing is having people who love you."
>
> "I think the lesson is that if you aren't happy with the way things are, you should try to change them. That's what the cat in the story does. He's unhappy at the temple, so he leaves to look for a better life."

Tell the students that thinking and talking about themes, or the messages and lessons in stories, helps readers understand and enjoy what they read and connect it to their own lives. Encourage the students to think about themes in poems and stories they read independently.

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
The Great Gracie Chase (Set 8, page 4) Fiction ▪ F&P: K ▪ Lexile®: AD480L ▪ DRA®: 20	**Fluency:** Paying Attention to Punctuation Reading for Listeners ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently
		Day 4: Introducing the Dramatic Reading	**Day 5:** Rehearsing the Dramatic Reading	**Day 6:** Performing the Dramatic Reading Technology Extension: "Create an Audio Recording of the Dramatic Reading"
Lightning (Set 8, page 22) Expository nonfiction ▪ F&P: K ▪ Lexile®: N/A ▪ DRA®: 20	**Word Analysis:** Analyzing Polysyllabic Words **Comprehension:** Exploring Text Features ELL Support	**Day 1:** Reading a Nonfiction Book and Exploring Text Features Extension: "Share and Discuss Interesting Pages" Technology Extension: "Learn More About Lightning"	**Day 2:** Analyzing Polysyllabic Words	**Day 3:** Analyzing Polysyllabic Words and Compound Words More Strategy Practice: "Explore Weather-related Compound Words" "Create a Compound Word Bank"
The Polar Bear Son (Set 8, page 40) Folktale ▪ F&P: K ▪ Lexile®: AD660L ▪ DRA®: 20	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading a Fiction Book Extension: "Discuss the Word *Faithful*"	**Day 3:** Retelling a Story
Ruby Bridges Goes to School (Set 8, page 54) Memoir ▪ F&P: K ▪ Lexile®: 470L ▪ DRA®: 20	**Comprehension:** Wondering ELL Support	**Day 1:** Wondering	**Day 2:** Wondering	**Day 3:** Wondering Extension: "Find Out More About Ruby Bridges"

(continues)

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(continued)

Text	Strategy	Lesson		
"Under the Ground" **"Accidentally"** **"I Wouldn't"** (Set 8, page 66) Poetry ▪ F&P: K ▪ Lexile®: N/A ▪ DRA®: 20	**Generating Independent Thinking:** Sharing and Supporting Opinions ELL Support	**Day 1:** Sharing and Supporting Opinions	**Day 2:** Sharing and Supporting Opinions	**Day 3:** Sharing and Supporting Opinions
Koalas (Set 8, page 80) Expository nonfiction ▪ F&P: K ▪ Lexile®: N/A ▪ DRA®: 20	**Self-monitoring and Self-correcting** **Comprehension:** Exploring Text Features ELL Support	**Day 1:** Reading a Nonfiction Book Extension: "Explore Units of Measurement"	**Day 2:** Self-monitoring and Self-correcting	**Day 3:** Self-monitoring and Self-correcting More Strategy Practice: "Explore the Index" Extension: "Read and Discuss 'A Koala Story' "
Jamaica's Find (Set 8, page 92) Fiction ▪ F&P: K ▪ Lexile®: 460L ▪ DRA®: 20	**Generating Independent Thinking:** Responding to Literature	**Day 1:** Responding to Literature	**Day 2:** Responding to Literature	**Day 3:** Responding to Literature
Mice (Set 6A, page 4) Expository nonfiction ▪ F&P: K ▪ Lexile®: 510L ▪ DRA®: 20	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Determining Topic and Exploring Text Features	**Day 2:** Determining Topic	**Day 3:** Determining Topic and Exploring Text Features Technology Extension: "Learn More About Mice"

(continues)

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Text	Strategy	Lesson		
"Wonderful Wheels" (Set 6A, page 16) Expository nonfiction ▪ F&P: N/A ▪ Lexile®: 630 ▪ DRA®: N/A **"Without Wheels"** Expository nonfiction ▪ F&P: N/A ▪ Lexile®: 990 ▪ DRA®: N/A	**Comprehension:** Sequencing and Retelling Making Text-to-text Connections ELL Support	**Day 1:** Reading a Nonfiction Article and Making Connections Between Ideas in an Article	**Day 2:** Retelling Important Ideas in a Nonfiction Article	**Day 3:** Exploring Text Structure and Sequencing
		Day 4: Reading a Nonfiction Article and Connecting Ideas	**Day 5:** Exploring Text Structure and Using Text Features	**Day 6:** Making Text-to-text Connections
Temple Cat (Set 6A, page 38) Fiction ▪ F&P: K ▪ Lexile®: 780L ▪ DRA®: 18	**Comprehension:** Wondering Making and Supporting Predictions	**Day 1:** Wondering and Making Predictions	**Day 2:** Wondering and Discussing Predictions	**Day 3:** Wondering Extension: "Explore Themes in Temple Cat"

■ = Set 7 ■ = Set 7A

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **More Strategy Practice:** This lesson includes optional additional instruction on a strategy taught in this set of lessons or covered elsewhere in Small-group Reading. You may want to plan for an extended session or schedule an additional meeting with the group.
- **Extension/Technology Extension:** This lesson includes an optional supplemental activity. You may want to plan for an extended session or schedule an additional meeting with the group.

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Being a Reader™

Sets 8 and 8A Overview

	Strategy	Text
Fluency	• Paying attention to punctuation • Reading for listeners	*The Great Gracie Chase*
Word Analysis	• Analyzing polysyllabic words	*Lightning*
Comprehension	• Determining topic	*Mice* "Wonderful Wheels" "Without Wheels"
	• Exploring text features	*Lightning* *Koalas* *Mice* "Wonderful Wheels" "Without Wheels"
	• Exploring text structure • Understanding problem and solution • Making text-to-text connections	"Wonderful Wheels" "Without Wheels"
	• Making and supporting predictions	*Temple Cat*
	• Sequencing and retelling	*The Polar Bear Son* "Wonderful Wheels" "Without Wheels"
	• Wondering	*Ruby Bridges Goes to School* *Temple Cat*
Self-monitoring and Self-correcting	• Self-monitoring and self-correcting	*Koalas*
Generating Independent Thinking	• Responding to literature	*Jamaica's Find*
	• Sharing and supporting opinions	"Under the Ground" "Accidentally" "I Wouldn't"

Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501-1042
800.666.7270
collaborativeclassroom.org

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SET 9

Small-group Teacher's Manual

CCC Collaborative Literacy

Being a Reader™



SET 9

Center for the Collaborative Classroom™

SMALL-GROUP TEACHER'S MANUAL

Being a Reader™

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Small-group Teacher's Manual

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Being a Reader™



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Center for the Collaborative Classroom
1250 53rd Street, Suite 3
Emeryville, CA 94608-2965
(800) 666-7270; fax: (510) 464-3670
collaborativeclassroom.org

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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading and an understanding of their ability to interact with texts.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1. The optional CCC Handwriting™ app can be used on an electronic tablet device to support instruction.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7–12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6–12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)		□		■	■	■ □	
Understanding problem and solution				■		■ □	
Making text-to-self connections	■	■			■ □	■	
Making text-to-text connections				■ □	■ □	□	■
Determining topic		■		■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■		□			
Determining theme					■	■	
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions			■		■		■
Responding to literature			■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

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Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

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Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

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Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between five and nine texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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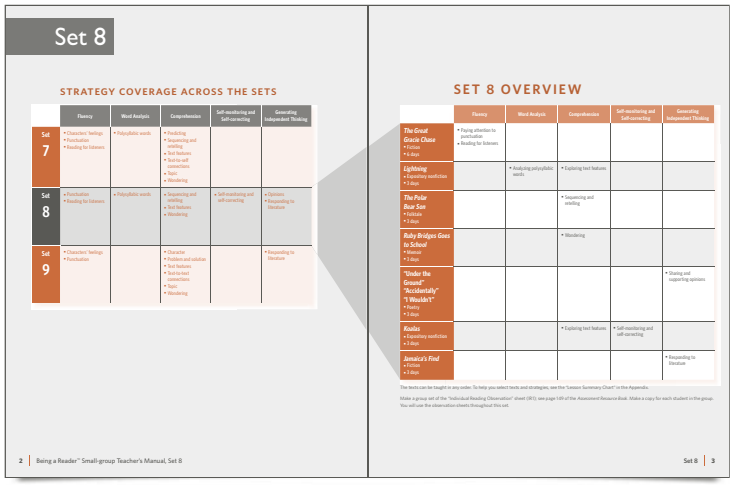
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so.


Set 8

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 7	• Characters' feelings • Punctuation • Reading for listeners	• Polysyllabic words	• Predicting • Sequencing and retelling • Text features • Text-to-self connections • Topic • Wondering		
Set 8	• Punctuation • Reading for listeners	• Polysyllabic words	• Sequencing and retelling • Text features • Wondering	• Self-monitoring and self-correcting	• Opinions • Responding to literature
Set 9	• Characters' feelings • Punctuation		• Character • Problem and solution • Text features • Text-to-text connections • Topic • Wondering		• Responding to literature

SET 8 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Great Gracie Chase • Fiction • 6 days	• Paying attention to punctuation • Reading for listeners				
Lightning • Expository nonfiction • 5 days		• Analyzing polysyllabic words	• Exploring text features		
The Polar Bear Son • Folktale • 5 days			• Sequencing and retelling		
Ruby Bridges Goes to School • Memoir • 5 days			• Wondering		
"Under the Ground" "Accidentally" "I Wouldn't" • Poetry • 3 days					• Sharing and supporting opinions
Koalas • Expository nonfiction • 5 days			• Exploring text features	• Self-monitoring and self-correcting	
Jamaica's Find • Fiction • 5 days					• Responding to literature

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary Chart" in the Appendix.

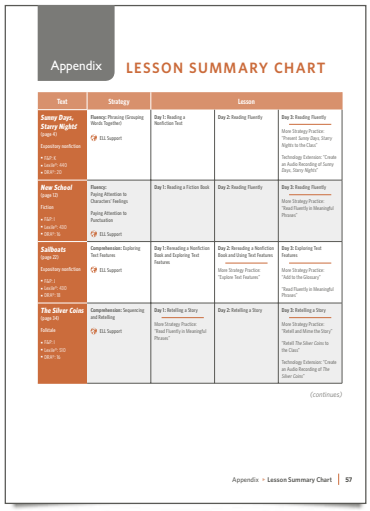
Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the Assessment Resource Book. Make a copy for each student in the group. You will use the observation sheets throughout this set.

2 | Being a Reader™ Small-group Teacher's Manual, Set 8

Set 8 | 3

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Sunny Days, Starry Nights (page 4) Expository nonfiction • F&P: K • Lexile®: 440 • DRA®: 10	**Fluency:** Phrasing (Grouping Words Together) ELL Support	Day 1: Reading a Nonfiction Text	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Present *Sunny Days, Starry Nights* to the Class" Technology Extension: "Create an Audio Recording of *Sunny Days, Starry Nights*"
New School (page 12) Fiction • F&P: I • Lexile®: 450 • DRA®: 16	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ELL Support	Day 1: Reading a Fiction Book	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"
Sailboats (page 22) Expository nonfiction • F&P: J • Lexile®: 650 • DRA®: 18	**Comprehension:** Exploring Text Features ELL Support	Day 1: Rereading a Nonfiction Book and Exploring Text Features	Day 2: Rereading a Nonfiction Book and Using Text Features More Strategy Practice: "Explore Text Features"	Day 3: Exploring Text Features More Strategy Practice: "Add to the Glossary" "Read Fluently in Meaningful Phrases"
The Silver Coins (page 34) Folktale • F&P: I • Lexile®: 550 • DRA®: 16	**Comprehension:** Sequencing and Retelling ELL Support	Day 1: Retelling a Story More Strategy Practice: "Read Fluently in Meaningful Phrases"	Day 2: Retelling a Story	Day 3: Retelling a Story More Strategy Practice: "Retell and Move the Story" "Retell The Silver Coins to the Class" Technology Extension: "Create an Audio Recording of *The Silver Coins*"

(continues)

Appendix • Lesson Summary Chart | 57

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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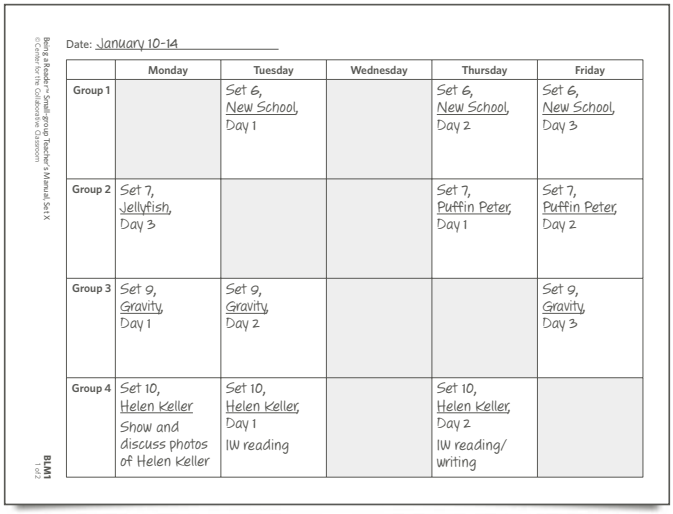

Being a Reader™ Small-group Teacher's Manual, Set X
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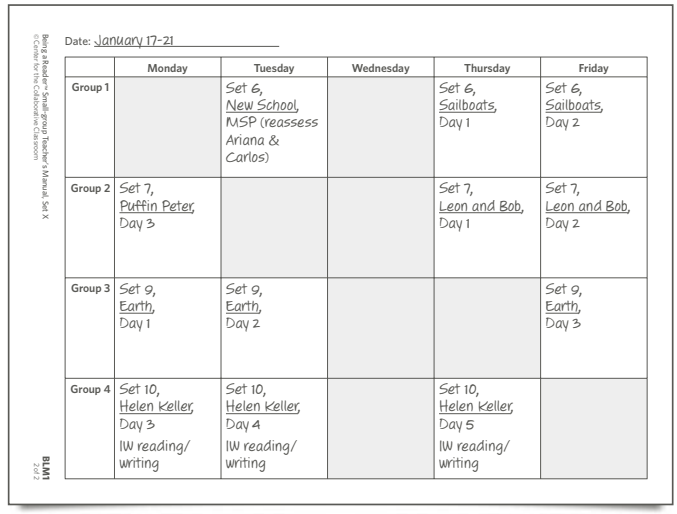
Date: January 10–14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
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Date: January 17–21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
2 of 2

PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will plan to teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9-12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to identify the students' reading levels for Small-group Reading, Sets 6-12 instruction. You may also want to use the assessment during the year to help you reevaluate placement decisions and to help you decide whether a student is ready to move to the next reading level.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Set 9

Set 9 readers summarize information and ask questions within and across texts to make connections, understand characters, and learn more about topics. Many Set 9 books require background knowledge and include more complex plots as well as unfamiliar words and concepts.

The students are expected to read larger sections of text, and they complete some of their reading outside of small-group reading time. They write in reading journals to remember what they read and prepare for group discussions.



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Set 9

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 8	▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Sequencing and retelling ▪ Text features ▪ Wondering	▪ Self-monitoring and self-correcting	▪ Opinions ▪ Responding to literature
Set 9	▪ Characters' feelings ▪ Punctuation		▪ Character ▪ Problem and solution ▪ Text features ▪ Text-to-text connections ▪ Topic ▪ Wondering		▪ Responding to literature
Set 10	▪ Characters' feelings		▪ Character ▪ Text-to-self connections ▪ Text-to-text connections ▪ Theme	▪ Self-monitoring and self-correcting	▪ Opinions ▪ Responding to literature

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SET 9 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Not Norman ▪ Fiction ▪ 3 days	▪ Paying attention to characters' feelings ▪ Paying attention to punctuation				
Penguins ▪ Expository nonfiction ▪ 3 days			▪ Exploring text features		
Happy Like Soccer ▪ Fiction ▪ 3 days			▪ Understanding character ▪ Understanding problem and solution		
Golden Gate Bridge ▪ Expository nonfiction ▪ 3 days			▪ Wondering ▪ Exploring text features		
Gravity ▪ Expository nonfiction ▪ 3 days			▪ Determining topic ▪ Exploring text features		
Earth ▪ Expository nonfiction ▪ 3 days			▪ Making text-to-text connections		
Upstairs Mouse, Downstairs Mole ▪ Fiction: chapter book ▪ 3 days					▪ Responding to literature
Only One Year ▪ Fiction: chapter book ▪ 6 days			▪ Wondering		

Earth must be taught directly after *Gravity*. The other texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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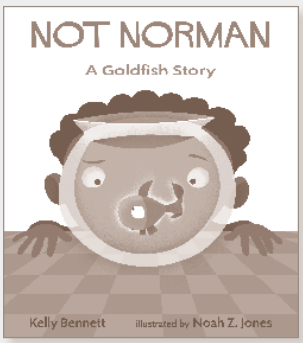
Fluency

Paying Attention to Characters' Feelings

Paying Attention to Punctuation

RESOURCES



Not Norman: A Goldfish Story

by Kelly Bennett, illustrated by Noah Z. Jones

In this fiction text, a boy learns to love his new pet goldfish.

More Strategy Practice

- "Explore Context Clues"
- "Explore Hyphens and Dashes"

Assessment Resource Book

- Set 9 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA1)

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OVERVIEW

Academic Focus

- Students read fluently with attention to characters' feelings.
- Students read fluently with attention to punctuation.
- Students read and discuss a fiction text.

Social Development Focus

- Students share their partners' thinking with the group.
- Students listen respectfully and share their thinking.

DO AHEAD

✓ Prior to Day 2, practice reading page 5 of *Not Norman* aloud, both with and without attention to the character's feelings (see Step 2).

✓ Prior to Day 3, practice reading page 9 of *Not Norman* aloud, both with and without attention to punctuation (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA1); see page 226 of the *Assessment Resource Book*.

ELL SUPPORT

- **Preview the Book:** Read the book aloud to your students, clarifying vocabulary and idioms as you read:

  sorry-looking: bad-looking (p. 6)

  outta: (slang) out of (p. 7)

  stream of bubbles: lots of bubbles (p. 7)

  pups: puppies, baby dogs (p. 9)

  spot: see (p. 19)

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Day 1 *Not Norman*

Reading a Fiction Book

Materials

- Teacher and student copies of *Not Norman: A Goldfish Story*
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

ELL Note

You may want to explain to your students that the boy in the story tries to *swap*, or trade, his goldfish, Norman, for a better pet. The boy brings Norman to *show-and-tell*—a time at school when he shows Norman to his classmates and tells them about Norman (show page 11). The boy hopes that someone else will want him.

Teacher Note

You might support a student's reading comprehension by asking him to tell you about what he read at a few points during the reading: the beginning of the story (page 7), the middle (page 17), and the end of the story. You might ask:

Q *What happened in the part you just read?*

In this lesson, the students:

- Read and discuss a book
- Listen respectfully and share their thinking
- Share their partners' thinking with the group

1 Gather and Introduce *Not Norman*

Show the cover of *Not Norman: A Goldfish Story* and read the title and names of the author and illustrator aloud. Then read the summary on the back cover aloud. Ask and briefly discuss:

Q *Do you think this will be a serious book or a funny book? What makes you think that?*

Tell the students that it will be important to look closely at the illustrations in *Not Norman* as they read. Explain that sometimes only the illustrations tell what happens in the story.

2 Read the Book and Discuss a Character's Feelings

Distribute *Not Norman*. Have the students open to page 2 and read the book quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book.*

When all the students have read the book at least once, ask:

Q *In the beginning of the story, how does the boy feel about Norman? Why does he feel that way? Turn to your partner.*

Have a few students share their thinking.

Q *Later in the story, what does the boy notice about Norman? Turn to your partner.*

Have a few students share their thinking.

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Discussion Support

If the students have difficulty answering the questions, have them look at pages 13, 15, 20, and 21. After each page, ask and briefly discuss:

Q *What does Norman do on this page? How does that make the boy feel?*

> **Students might say:**
>
> "Norman looks at him when everyone else is screaming and chasing the snake."
>
> "The boy feels like Norman is listening because they are looking at each other."
>
> "I think the boy feels happy because it looks like Norman cares about what he is saying."

Then ask and briefly discuss:

Q *What happens at the end of the story?*

3 Share Partners' Thinking

Tell the students that they will talk with their partners about why the boy changes his mind about keeping Norman. Explain that after partners have talked, they will share what their partners said with the group. Ask:

Q *Why does the boy change his mind about keeping Norman? Turn to your partner.*

After partners have talked, ask:

Q *What did your partner say about why the boy changes his mind?*

> **Students might say:**
>
> "My partner said that the boy changes his mind because he sees that Norman is a good friend."
>
> "[Pam] said the boy keeps Norman because he made the boy feel better when he was scared at night."
>
> "[Riley] thinks he changes his mind about keeping Norman because Norman listens to him."

4 Wrap Up

Tell the students that in the next lesson they will practice reading *Not Norman* aloud, paying attention to how the boy feels. Have the students put *Not Norman* in their toolboxes. Encourage them to reread the book independently.

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TEKS 3.B.ii
Student/Teacher Activity
More Strategy Practice

MORE STRATEGY PRACTICE

Explore Context Clues

Tell the students that they will discuss one way to better understand words they read. Have the students open their books to page 6 and follow along as you read the first four sentences aloud, emphasizing the word *twitches*.

Tell the students that as you reread the sentences, you want them to think about what the word *twitches* might mean. Reread "Norman doesn't move. Not even a fin twitches." Ask:

Q *Based on what you just heard, what do you think the word* twitches *might mean?*

Have one or two students share their thinking. If necessary, explain that *twitches* means "makes a small movement."

Tell the students that readers can sometimes figure out the meaning of an unfamiliar word, like *twitches*, by looking for clues. Explain that readers can look for clues in the words, sentences, and illustrations near an unfamiliar word to figure out what the word means. Tell them that they will now look for clues to the meaning of the word *twitches*.

Have the students reread the page quietly to themselves and look closely at the illustration. Ask:

Q *What clues show that* twitches *means "makes a small movement"?*

> **Students might say:**
>
> "One clue is the sentence 'Norman doesn't move.'"
>
> "'Not even a fin' is a clue because if he swam, his fins would move."

Have the students follow along as you read the last two sentences on page 6 and the first two sentences on page 7 aloud, emphasizing the word *gunky*. Ask:

Q *What do you think the word* gunky *means? Turn to your partner.*

Have a few students share their thinking. If necessary, explain that *gunky* means "dirty and slimy." Ask and briefly discuss:

Q *What clues show that* gunky *means "dirty and slimy"?*

> **Students might say:**
>
> "A clue is the picture of the bowl because it is dirty."
>
> "It says he has a nice, clean bowl. That means it was dirty before."
>
> "On the next page, the boy cleans the bowl so it's not gunky anymore."

Remind the students that they can look for clues in the words, sentences, and illustrations near an unfamiliar word to figure out what the word means.

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Not Norman
Reading Fluently

Day 2

In this lesson, the students:

- Hear part of a book read aloud fluently
- Echo read fluently with attention to characters' feelings
- Discuss characters' feelings
- Listen respectfully and share their thinking

Materials

- Teacher and student copies of *Not Norman: A Goldfish Story*

1 Gather and Review *Not Norman*

Review that in the last lesson, the students read and discussed *Not Norman*. Ask:

Q *What do you remember about* Not Norman*?*

Tell the students that today they will reread parts of *Not Norman* and discuss the story with partners and with the group. Ask and briefly discuss:

Q *How can you show your partner you are listening when he or she talks?*

Ask the students to listen closely to their partners as you will have them share their partners' thinking at the end of the lesson.

2 Read Aloud Part of the Book and Discuss Characters' Feelings

Explain that you will read part of *Not Norman* aloud in two different ways; then you will ask partners to talk about what they noticed.

Have the students close their eyes and listen as you read page 5 aloud twice—once in an inexpressive voice without attention to the character's feelings, and then again fluently, with expression and feeling.

Have the students open their eyes. Ask:

Q *What did you notice about the two different ways I read this page? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "The first way you read the page, I couldn't really tell what was going on in the story."
>
> "The second time you read, the 'around and around' part was funny."
>
> "I got bored the first time, but the second time it was interesting."

Explain that the second time you read the page, you paid attention to how the boy is feeling.

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Tell the students that you will now read the next part, paying attention to the boy's feelings. Have the students close their eyes and listen as you read pages 6 and 7 aloud fluently, with attention to the character's feelings. Then ask and briefly discuss:

Q *How do you think the boy feels in the part I just read?*

As the students share, follow up by asking:

Q *Why do you think that?*

> **Students might say:**
>
> "I think the boy feels upset because the fish doesn't move."
>
> "Maybe the boy feels sorry for the goldfish because his bowl is dirty."

Explain that paying attention to characters' feelings helps readers read fluently, in a way that sounds like talking. Tell the students that readers use their voices to show how characters are feeling, such as surprised, excited, angry, or curious.

> **You might say:**
>
> "When I read these pages aloud, I used my voice to show how the boy is feeling. Sometimes the boy does not like Norman. He feels mad that Norman never moves and doesn't like that Norman's bowl is dirty. But sometimes Norman makes the boy feel happy. Norman does funny things and makes him laugh."

3 Echo Read Fluently

Tell the students that they will now echo read a page in the book, paying attention to the boy's feelings. Tell them that echo reading is one way to practice reading fluently, in a way that sounds like talking. If necessary, explain the procedure for echo reading. For more information about echo reading, see "Echo Reading" in the Introduction.

Have the students open their books to page 9. Have the group echo read the page two sentences at a time. Then ask:



Q *How do you think the boy feels in the part you just read? Why do you think that? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think the boy is hoping that he can get a new pet."
>
> "I think the boy is worried about the fish."
>
> "I think he is worried about Norman because he has to save Norman from the dogs."

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Have the group echo read pages 10 through 13, following along in their books as they read. After each page, ask:

Q *How do you think the boy feels? Why do you think that? Turn to your partner.*

4 Reflect on Discussing Characters' Feelings

Tell the students to think about their partner conversations. Ask:

Q *What is something interesting your partner said about the boy's feelings?*

Remind the students that paying attention to characters' feelings helps readers read fluently, in a way that sounds like talking. Tell them that in the next lesson, they will practice reading *Not Norman* fluently with their partners. Ask them to put *Not Norman* into their toolboxes, and encourage them to reread the book independently.

Not Norman Reading Fluently

Day 3

In this lesson, the students:

- Hear part of a book read aloud fluently
- Read a book aloud in pairs
- Read fluently with attention to punctuation and characters' feelings

Materials

- Teacher and student copies of *Not Norman: A Goldfish Story*
- "Group Progress Assessment" sheet (GA1)

1 Gather and Review *Not Norman*

Review that in the last lesson, the students echo read part of *Not Norman*, paying attention to the boy's feelings as they read. Ask and briefly discuss:

Q *What do you remember about how the boy in* Not Norman *feels?*

> **Students might say:**
>
> "I remember that he really didn't like his fish."
>
> "I remember that he started to love his fish because it listened to him."

Remind the students that readers read fluently by using their voices to show how characters are feeling. Explain that today the students will practice reading fluently by paying attention to the punctuation in *Not Norman*.

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2 Explore Punctuation

Have the students open their books to page 9. Ask and briefly discuss:

Q *What punctuation do you see on this page?*

Q *What does a [period] tell readers?*

If necessary, explain that different types of punctuation can tell readers where to pause, or stop for a moment, or when to change their voices to show how characters are feeling.

Tell the students that you will read the first paragraph aloud, without paying attention to the punctuation. Have them follow along in their books as you read the first paragraph of page 9 aloud. Then ask:

Q *What did you notice about the way I read that time?*

Tell the students that you will now read the first paragraph aloud again, this time paying attention to the punctuation. Ask them to follow along in their books. After you have reread the paragraph, ask:

Q *What did you notice about the way I read that time?*

Explain that paying attention to punctuation like periods and commas helps readers read fluently, in a way that sounds like talking.

Have the students follow along and notice what you do with your voice when you come to periods, commas, and other punctuation as you reread the paragraph aloud. Then continue reading to the end of page 9.

Ask and briefly discuss:

Q *What did I do with my voice when I came to a question mark?*

Q *What did I do with my voice when I came to an exclamation point?*

3 Read Fluently in Pairs

Have the students turn to page 3 and explain that they will now practice reading the book fluently with their partners. If necessary, model reading pages 3–5 with a partner using a student volunteer. For more information about reading in pairs, see "Reading in Pairs" in the Introduction.

Remind the students to make their reading sound like talking by paying attention to punctuation and characters' feelings.



Have partners read the book aloud in soft voices. Observe the students as they read and offer support as needed.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Do the students read fluently by paying attention to punctuation?
- Do they read with attention to characters' feelings?
- Do they follow along and listen carefully as their partners read?

Record your observations on the "Group Progress Assessment" sheet (GA1); see page 226 of the *Assessment Resource Book*.

Support any student who struggles to read fluently by having her echo read the first few pages of the book.

4 Reflect on Reading Fluently

When all the students have read the book at least once, ask:

Q *What did you do to make your reading sound like talking?*

Explain that fluent readers pay attention to punctuation and to how characters are feeling not only when they read aloud, but also when they read to themselves. Tell the students that reading fluently, in a way that sounds like talking, helps readers understand and enjoy stories.

Have the students put their books in their toolboxes. Encourage them to reread the book with attention to punctuation and to the characters' feelings when they read independently.

MORE STRATEGY PRACTICE

Explore Hyphens and Dashes

To explore additional punctuation marks, have the students look at the words "Show-and-Tell" on page 9 of *Not Norman*. Tell the students that the marks between the words are called *hyphens*. Explain that fluent readers read words with hyphens as one word, with no pauses. Have the group echo read the sentence with you, emphasizing the hyphenated word.

Point out the dash after the words *cool dog* in the second paragraph on page 9. Explain to the students that a dash looks like a hyphen but is longer and that fluent readers pause when they come to a dash. Have the group echo read the sentence with you, pausing at the dash and then finishing the sentence.

Finally, review that hyphens bring words together and that fluent readers do not pause when they read hyphenated words. Explain that dashes separate ideas and that fluent readers pause when they come to a dash. Encourage the students to look for hyphens and dashes as they read other books both during and outside of Small-group Reading.

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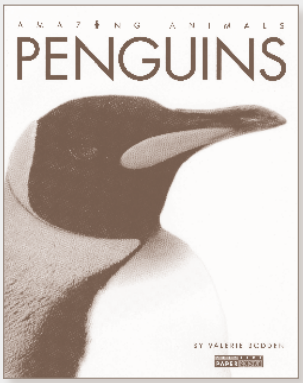
Exploring Text Features

RESOURCES



Penguins

by Valerie Bodden

This nonfiction text describes different types of penguins, their habitats, and their behavior.

More Strategy Practice

- "Explore Text Features in Other Nonfiction Books"

Extensions

- "Explore Measurement with *Penguins*"
- "Read Phonetic Spellings"

Assessment Resource Book

- Set 9 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA2)

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OVERVIEW

Academic Focus

- Students explore and use text features in a nonfiction text.
- Students read and discuss a nonfiction text.

Social Development Focus

- Students work responsibly in pairs.
- Students listen respectfully.

DO AHEAD

✓ Prior to Day 1, examine the text features closely (table of contents, captions, and index) to help you support the students.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA2); see page 227 of the *Assessment Resource Book*.

ELL SUPPORT

- **Preview the Book:** Prior to Day 1, preview pages 1–9 of the book with the students. You might show and discuss the photographs or have the students flip through the book on their own. Prior to Day 2, preview pages 10–23 of the book with the students. You might show and discuss the photographs or have the students flip through the book on their own.

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Day 1

Penguins

Reading a Nonfiction Book and Exploring Text Features

Materials

- Teacher and student copies of *Penguins* (pages 1–9)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Read and discuss part of a book
- Explore text features: captions
- Work in a responsible way

1 Gather and Preview *Penguins*

Distribute *Penguins*. Tell the students to look at the front cover and flip through the pages briefly. After the students have previewed the book, ask:

Q *What do you think you will learn about penguins? Why do you think that? Turn to your partner.*

Have a few students share their thinking.

Show the cover of *Penguins* and read the title and the name of the author aloud. Tell the students that this nonfiction book gives readers information about what penguins are like and how they live. Point out that the title of this book is also the *topic*, what the whole book is about.

Ask the students to open their books to page 4. Direct their attention to the caption at the bottom of the page. Explain that many nonfiction books have *captions*, words or sentences that give information about illustrations or photographs. Tell the students to read the captions next to the photographs and to look at the photographs carefully when they read *Penguins*.

2 Read and Discuss Part of the Book

Distribute the self-stick notes. Ask the students to turn to page 9 and mark the page so they know where to stop reading.

Have the students read pages 3–9 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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When all the students have read through page 9 at least once, ask and discuss:

Q *What did you read about penguins? Turn to your partner.*

Have a few students share their thinking.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did you read about how penguins look?*

Q *What did you read about the different kinds of penguins?*

3 Explore Captions

Review that the photographs in nonfiction books often have *captions*—words or sentences that give the reader more information about the photographs. Have the students open their books to page 6 and look carefully at the photograph. Ask and briefly discuss:

Q *What do you think the penguins in this photograph are doing?*

> **Students might say:**
>
> "I think the penguins are looking down."
>
> "It looks like the adult penguins are sleeping."
>
> "Maybe the parents are protecting the baby penguin."

Ask the students to read the caption on page 7 quietly to themselves.

Ask and briefly discuss:

Q *What information is in the caption that is not in the photograph?*

Have the students listen as you explain how captions give readers information.

> **You might say:**
>
> "This caption tells readers what the penguins in the photograph are doing. It says that the penguins' dark backs help them *soak up*, or take in, heat from the sun. The caption helps me understand that the penguins are standing in the sun to help themselves stay warm. Some captions describe what is happening in a picture or tell why a picture is important. Other captions give readers information that is not anywhere else in the book."

Explain that nonfiction books often include *text features* like captions to help readers learn more about a topic, like penguins.

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4 Reflect on the Reading

Ask and briefly discuss:

Q *What is something interesting you read about penguins today?*

Tell the students that in the next lesson, they will read more about penguins. Encourage them to notice and use captions in the books they read independently.

Collect *Penguins*, keeping the self-stick notes in the books.

EXTENSION

Explore Measurement with *Penguins*

Have the students use a meter stick or yardstick to compare the heights of the penguins mentioned on page 8. You may choose to have the students measure using metric units, inches, or both. Consider having the students mark and label the heights of the different penguin species on butcher paper or sentence strips. You may then have the students compare their own heights to the heights of the penguins. You might measure each student or have students measure each other, and then write each child's name on the butcher paper or sentence strip next to the line.

Day 2

Penguins

Reading a Nonfiction Book and Exploring Text Features

Materials

- Teacher and student copies of *Penguins* (pages 10–23)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1
- (Optional) Globe or world map

In this lesson, the students:

- Read and discuss part of a book
- Explore text features: defined words and captions
- Work in a responsible way

1 Gather and Review the First Part of *Penguins*

Distribute *Penguins*. Remind the students that in the last lesson, they read part of the nonfiction book *Penguins* and used captions to help them understand the photographs. Ask:



Q *What do you remember learning about penguins? Turn to your partner.*

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Have a few students share their thinking.

> **Students might say:**
>
> "I remember that there was a picture of a penguin jumping over rocks."
>
> "I remember reading that there are lots of different kinds of penguins."
>
> "Penguins have black backs so that they can stay warm."

Tell the students that today they will finish reading *Penguins* and learn more about captions and other text features that help readers learn more about the topic.

2 Explore Defined Words

Tell the students that they will look closely at a page of *Penguins*. Have them open their books to pages 10–11 and read page 11 quietly to themselves. Ask:

Q *What do you notice about page 11?*

> **Students might say:**
>
> "Some of the words are in blue."
>
> "I noticed that the author spells out how to say *hemisphere*."
>
> "I saw a caption at the top of the page."

Have the students follow along as you read the first sentence aloud, then have them find and point to the words *Southern Hemisphere*. Explain that the words *Southern Hemisphere* are a different color from the other words to tell readers that they can find more information about the words at the bottom of the page.

Have the students look at the bottom of page 11 and read the definition of *Southern Hemisphere*; then have them reread the first sentence on the page. Ask and briefly discuss:

Q *What does this sentence tell you about penguins?*

Explain that in this book, when the students see a word in a different color from the rest of the text, they can find the definition at the bottom of the page. Explain that some readers choose to read definitions before they read the page, and that other readers choose to read definitions as they come to the defined words on the page. Tell the students that definitions, like captions, are a text feature that helps readers learn more about a topic like penguins.

Tell the students that they will now read the rest of *Penguins* quietly to themselves. Have them turn to page 23 and mark the page with a self-stick note so they know where to stop reading.

Teacher Note

If the students need support remembering what they read, encourage them to refer back to the book.

Teacher Note

Consider pointing out the Southern Hemisphere and Antarctica on a world map or globe.

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3 Read and Discuss Part of *Penguins*

Have the students read pages 10–23 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the pages at least once, ask:

Q *What did you read about penguins today? Turn to your partner.*

Have a few students share their thinking.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did you read about where penguins live?*

Q *What did you read about what penguins eat?*

Q *What did you read about penguin babies?*

4 Reread Part of the Book and Discuss Text Features

Have the students turn to page 13. Have them look at the photograph and reread the text, including the caption and the definition of *krill*. Ask:

Q *What do you think the penguins on page 13 are doing? What makes you think that?*

Have a few students share their thinking.

Students might say:

"I think one penguin is feeding the other because the page next to the picture is about penguins eating."

"Maybe the penguins are sharing food because of what the caption says."

"I think they are eating krill. The book says they eat krill so maybe that's what the baby penguin is eating."

Have the students follow along as you read the caption on page 12 aloud. Point out that the caption helps readers understand that the penguins are sharing food.

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Have the students follow along as you read the definition on page 12 aloud. Point out that the definition helps readers understand what krill are.

Remind the students that nonfiction books often have text features like captions and defined words to help readers learn more about the topic.

5 Wrap Up

Encourage the students to continue to notice and use captions, photographs, and definitions as they read other books during and outside of Small-group Reading.

Tell the students that in the next lesson, they will learn more about text features in *Penguins*. Ask the students to put *Penguins* into their toolboxes, and encourage them to reread the book independently.

EXTENSION

Read Phonetic Spellings

TEKS 3.A.ii
Student/Teacher Narrative
Extension
(first and second paragraphs)

Explain that nonfiction books sometimes have words that may be difficult to pronounce, so the author provides some help. Have the students turn to page 12, find the word *anchovies*, and point to it. Point out the phonetic spelling of *anchovies* in parentheses. Explain that *phonetic spellings* tell readers how to say each *syllable*, or part, of a word by spelling it in a way that is easy to sound out. Have the students point to and read aloud each syllable; then have them say the whole word.

TEKS 3.A.ii
Student/Teacher Activity
Extension
(third paragraph)

Point out the syllable in capital letters (AN) and explain that the capital letters tell readers that this syllable should be said a little bit louder than the others. Model saying *anchovies*, placing the stress on the first syllable, and ask the students to repeat it.

Explain that phonetic spellings, like captions and definitions, are text features that help readers learn more about the topic. You may choose to have the students practice with the other phonetic spellings in the book (such as *hemisphere*, on page 11).

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Day 3

Penguins
Exploring Text Features

Materials

- Teacher and student copies of *Penguins*
- "Group Progress Assessment" sheet (GA2)

In this lesson, the students:

- Explore text features: index
- Work responsibly in pairs

1 Gather and Review Text Features

Remind the students that in the last lesson, they finished reading the nonfiction book *Penguins* and used text features like captions and defined words to help them learn more about the topic. Explain that today the students will learn more about text features in *Penguins*.

2 Introduce the Index

Tell the students that they will learn about another text feature called an *index*. Ask them to open their books to page 24 and point to the index at the bottom of the page. Have them read the index quietly to themselves and think about what they notice. Ask:

Q *What do you notice about the index? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "The words are about things in the book."
>
> "Some words have more than one number."
>
> "The words are in alphabetical order."

Explain that many nonfiction books have an index and that the index tells readers where to look in the book for information on topics like chicks, food, and zoos.

Point out that the topics are listed in alphabetical order and that the numbers next to the topics are the pages in the book where each topic is explained. Ask the students to point to the word *feathers* in the index. Explain that the numbers show readers that they can find information about penguin feathers on pages 7 and 15.

3 Model Using the Index

Tell the students that you will show them how to use the index to find information about feathers. Model using the index by locating the word *feathers* and turning to the first page referenced (page 7).

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Explain that you will read the page aloud and ask the students to listen for information about feathers. Point out that it is important to listen carefully because information about feathers may appear more than once on a page.

Have the students follow along in their books as you read page 7 aloud, including the caption. Ask and briefly discuss:

Q *What information did you hear about feathers on this page?*

Have the students use the index to find the second page reference for the word *feathers* (page 15). Ask them to read the page quietly to themselves, including the caption and definition, and find information about feathers. Ask and briefly discuss:

Q *What information did you read about penguin feathers on this page?*

Point out that some of the information about penguin feathers on page 15 is in the definition for the word *down*.

Review that the index in a nonfiction book helps readers quickly find all the places in the book where a topic or a word is mentioned. Explain that readers often use the index if they have a question about a specific topic like penguin feathers or if they want to find out more about it.

4 Use the Index in Pairs

Explain that today pairs will use the index to find information in the book about how penguins look. Have the students look at the index on page 24. Ask and briefly discuss:

Q *What words in the index might help you find information about how penguins look?*

If necessary, point out that the words *flippers* and *size* might be used to find information about how penguins look. Explain that partners will look for information about how penguins look on the pages listed in the index.

Have partners use the index to find information about penguin flippers (on pages 7 and 16). When all the students have reviewed both pages, ask:

Q *What did you and your partner find about how penguins look?*

Have pairs share the information they found with the group.

Have the pairs repeat the procedure with the word *size* (pages 8 and 22). Point out that some of the information about penguin size is included in the caption on page 8.

Teacher Note

You may choose to have partners use a single copy of the book for this part of the lesson.

Teacher Note

You may want to explain that indexes often refer readers to the same page more than once because the page has information about more than one topic.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students using the index to locate the appropriate pages?
- Are the students able to share relevant information with the group?
- Are the students listening respectfully as partners share?

Record your observations on the "Group Progress Assessment" sheet (GA2); see page 227 of the *Assessment Resource Book*.

Support any student who struggles to use the index by modeling the procedure from Day 3, Step 3, using an additional word from the index.

5 Reflect on Text Features

Review that in the last few lessons, the students learned about text features such as captions, definitions, and indexes. Ask and briefly discuss:

Q *Which text feature is your favorite one to use? Why?*

Remind the students that text features help readers understand what they read and learn more about a topic. Encourage the students to continue to notice and use text features likes captions, definitions, and indexes as they read other nonfiction books, both during and outside of Small-group Reading. Ask the students to put *Penguins* into their toolboxes, and encourage them to reread the book independently.

MORE STRATEGY PRACTICE

Explore Text Features in Other Nonfiction Books

Have the students read and discuss additional nonfiction texts that contain captions, defined words, and indexes. *Koalas* (used in Set 8 of Small-group Reading) includes text features similar to those in *Penguins*, as do other books in the Amazing Animals series published by Creative Paperbacks.

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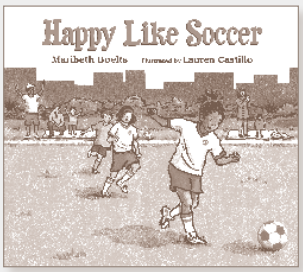
Comprehension

Understanding Character
Understanding Problem and Solution

RESOURCES



Happy Like Soccer

by Maribeth Boelts, illustrated by Lauren Castillo

This fiction text is about a girl named Sierra who loves playing soccer but struggles to find a way for her auntie to come to her soccer games.

Assessment Resource Book

- Set 9 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA3)

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OVERVIEW

Academic Focus

- Students discuss the main character's problems in a fiction text.
- Students explore the main character's feelings in a fiction text.
- Students refer to the text and illustrations to support their thinking.
- Students read and discuss a fiction text.

Social Development Focus

- Students take turns talking and listening.

DO AHEAD

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA3); see page 228 of the *Assessment Resource Book*.

ELL SUPPORT

- **Preview the Book:** Prior to Day 1, preview the text with the students. You may show and discuss the illustrations or have the students flip through the book on their own. Clarify vocabulary:

  shoved: pushed (p. 3)

  take time off: not go to work (p. 4)

  weave: move like a snake to go around things that are in the way (p. 6)

  run: go (p. 6)

  spying: looking closely at (p. 8)

  trade her shift: work at a different time (p. 12)

  plopping: falling and making a splashing sound (p. 16)

  all run-on: continue without stopping (p. 22)

  spill the story: tell the story (p. 27)

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Day 1

Happy Like Soccer

Exploring Character in a Fiction Book

Materials

- Teacher and student copies of *Happy Like Soccer* (pages 3–13)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Discuss the main character's problems in a story
- Discuss the main character's feelings in a story
- Read and discuss part of a book
- Refer to the text and the illustrations to support their thinking

1 Gather and Introduce *Happy Like Soccer*

Show the cover of *Happy Like Soccer* and read the title and the names of the author and illustrator aloud. Give the students a moment to look at the cover. Ask and briefly discuss:

Q *What do you notice about this illustration?*

Tell the students that this story is about a girl named Sierra who lives with her auntie and loves playing soccer. Explain that today they will read the first part of *Happy Like Soccer*.

2 Read Aloud and Discuss Part of the Book

Distribute *Happy Like Soccer*. Have the students open their books to page 3 and follow along as you read the page aloud.

Stop after:

p. 3 " . . . with these shiny girls."

Then ask:

Q *What do you think the author means by "shiny girls"?*

Continue reading and stop at the end of page 3. Then ask and briefly discuss:

Q *What do you think the author means by "spread-out sea of grass"?*

If necessary, explain that "spread-out sea of grass" means that the grassy place where the girls are playing soccer seems as big as the sea.

3 Read and Discuss Part of the Book

Explain that the students will reread page 3 and read the next part of the book quietly to themselves. Distribute the self-stick notes. Have the students turn to page 10 and mark the page so they know where to stop reading.

Have the students turn back to page 3 and read pages 3–10 quietly to themselves.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read through page 10 at least once, ask and briefly discuss:

Q *What happens in the part you just read?*

4 Introduce and Discuss Characters' Problems and Feelings

Explain that in *Happy Like Soccer*, Sierra is the *main character*, or the character the story is mostly about. Tell the students that characters in stories usually have problems they need to solve.

Ask and briefly discuss:

Q *What is Sierra's problem in this part of the story?*

If necessary, explain that Sierra's problem is that her auntie cannot come to her soccer games because she has to work. Explain that having problems can make characters feel sad, disappointed, lonely, mad, or worried. Ask:

Q *How does Sierra feel about her auntie not coming to her soccer games? Why do you think that? Turn to your partner.*

Have a few students share their thinking. Encourage them to refer to both the words in the story and the illustrations to explain their thinking.

> **Students might say:**
>
> "She feels sad. I think that because she looks sad in the picture where she's watching her auntie work."
>
> "I think Sierra feels lonely. I know that because all the other girls have someone cheering for them, but she doesn't have anyone cheering for her."
>
> "I think she feels sad and wishes her auntie was there. She says no one knows her name. If her auntie came to the game, someone would know her name."

Teacher Note

If the students need support remembering the story, encourage them to refer back to the text and illustrations.

Consider discussing the phrases "I know she can feel me low around the edges" on page 5 and "my eyes have their own mind" on page 8. Ask:

Q *What do you think ["my eyes have their own mind"] means?*

ELL Note

Consider providing the prompts "I think Sierra feels . . ." and "I think that because . . ." for your English Language Learners to help them verbalize their answers to the questions.

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Discussion Support

If the students have difficulty supporting their thinking with details from the book, have them reread pages 4–9. Then ask:

Q *What does Sierra say, do, or think that helps you know she feels [sad]?*

Q *What do the illustrations tell you about how Sierra feels?*

Then ask:

Q *How do you think Sierra will solve her problem? Turn to your partner.*

Have a few students share their thinking.

5 Read Part of *Happy Like Soccer* and Discuss in Pairs

TEKS 8.C.xii
Student/Teacher Activity
Steps 5 and 6

Explain that the students will read the next part of the book quietly to themselves. Have them open their books to page 13 and mark the page so they know where to stop reading.

Have the students turn back to page 11 and read pages 11–13 quietly to themselves.

When all the students have read the pages at least once, ask:

Q *How is Sierra's problem solved in this part of the story? Turn to your partner.*

Have a few students share their thinking. Then ask:

Q *Is this what you thought would happen? If not, what did you think would happen? Turn to your partner.*

Have a few students share their thinking.

6 Discuss Characters' Problems and Feelings

Explain that characters' feelings often change as they solve their problems. Solving problems can make characters feel happy, glad, or excited. Ask:

Q *How does solving this problem make Sierra feel? What in the story makes you think that? Turn to your partner.*

Have a few students share their thinking. Encourage them to refer to both the words in the story and the illustrations to explain their thinking.

Discussion Support

If the students have difficulty explaining their thinking, have them reread pages 12–13. Then ask:

Q *What does Sierra say, do, or think that helps you know she feels [happy and excited]?*

Q *What in the illustrations shows that Sierra feels that way?*

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Explain that thinking about characters' problems and paying attention to how they feel can help readers understand and enjoy stories.

7 Wrap Up

Tell the students that in the next lesson they will continue reading *Happy Like Soccer* and will talk more about the story's main character, Sierra.

Collect *Happy Like Soccer*, keeping the self-stick notes in the books.

Happy Like Soccer
Exploring Character in a Fiction Book

Day 2

In this lesson, the students:

- Discuss the main character's problem in a story
- Discuss the main character's feelings in a story
- Read and discuss part of a book
- Refer to the text and illustrations to support their thinking

Materials

- Teacher and student copies of *Happy Like Soccer* (pages 14–21)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

1 Gather and Review the First Part of *Happy Like Soccer*

Remind the students that in the last lesson, they read and discussed the first part of *Happy Like Soccer*. Review that the main character in the story is named Sierra. Ask and briefly discuss:

Q *What is Sierra's problem in the first part of the story? How is her problem solved?*

If necessary, review that Sierra's problem is that her auntie cannot come to her soccer games because she has to work. Remind the students that Sierra's auntie changes her work schedule so she can go to Sierra's soccer game.

Tell the students that today they will read the next part of *Happy Like Soccer* and talk more about the story's main character, Sierra, with their partners and the group. Ask:

Q *When you and your partner talk, what can you do to help your partner understand your thinking?*

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Students might say:

"I can tell my partner where I got my idea."

"I can look back at what I read to help explain my thinking."

"It might help if I use the pictures also. I can look more closely at the pictures to explain my thinking."

Tell the students that readers often look back at the words and the illustrations in books to help them explain their thinking to others. Encourage the students to refer back to both the words and the illustrations when they discuss *Happy Like Soccer* today.

2 Read and Discuss Part of the Book

Distribute *Happy Like Soccer*. Have the students open to page 21 and mark the page with a self-stick note so they know where to stop reading. Have the students turn back to page 14 and read pages 14–21 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read through page 21 at least once, ask and briefly discuss:

Q *What happens in the part of the story you just read?*

Teacher Note

If the students need support remembering the story, encourage them to refer back to the text and illustrations.

3 Discuss Characters' Problems and Feelings in Pairs

Remind the students that characters in stories usually have problems they need to solve. Ask and briefly discuss:

Q *What is Sierra's problem in this part of* Happy Like Soccer*?*

Review that having problems can make characters in stories feel sad, disappointed, lonely, mad, or worried. Ask:

Q *How do you think this problem makes Sierra feel? What makes you think that? Turn to your partner.*

As the students share, ask them to refer to the words and illustrations to help them explain their thinking.

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Students might say:

"Sierra probably feels sad that her soccer game gets cancelled. She really wanted her auntie to watch her soccer game."

"All the other girls are standing up but Sierra is kneeling down and has her hand on her face. I think she is worried."

"Her auntie is trying to make her feel better when they get home. This makes me think she is probably sad."

Discussion Support

If the students have difficulty supporting their thinking with details from the book, have them reread pages 16–18. Then ask and briefly discuss:

Q *What does Sierra say, do, or think that helps you know she feels [disappointed]?*

Q *What in the illustrations shows that Sierra is [sad about the game being canceled]?*

Then ask:

Q *How do you think Sierra will solve her problem? Why do you think that? Turn to your partner.*

Have a few students share their thinking.

Students might say:

"I think Sierra will try to find a way for her auntie to come to her game."

"She might try to see if the game can be on Monday instead of Saturday. I think that because auntie doesn't have to work on Mondays."

"I think Sierra will play soccer near where they live. She was thinking about the empty lot by their apartment."

Review that thinking about characters' problems and paying attention to how they feel can help readers understand and enjoy stories.

4 Reflect on Referring to the Words and Illustrations

Ask and briefly discuss:

Q *When you were talking with your partner, did you look back at the book? How did that help you?*

Explain that in the next lesson the students will continue reading *Happy Like Soccer* and will talk more about this story's main character, Sierra. Collect *Happy Like Soccer*, keeping the self-stick notes in the books.

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Day 3

Happy Like Soccer

Exploring Character in a Fiction Book

Materials

- Teacher and student copies of *Happy Like Soccer* (pages 22–31)
- "Group Progress Assessment" sheet (GA3)

In this lesson, the students:

- Discuss the main character's problems in a story
- Discuss the main character's feelings in a story
- Explore how the main character's feelings change in a story
- Read and discuss part of a book
- Refer to the text and the illustrations to support their thinking

1 Gather and Review *Happy Like Soccer*

Remind the students that in the last lesson, they read the second part of *Happy Like Soccer* and talked about the main character, Sierra. Ask:

Q *What is Sierra's problem in the first part of* Happy Like Soccer*?*

If necessary, review that Sierra's problem in the first part of the story is that her auntie cannot come to her soccer game because she has to work.

Explain that today the students will read the rest of *Happy Like Soccer* and talk more about the main character, Sierra. Remind the students to look back at the words and the illustrations to help them explain their thinking.

2 Read Part of the Book and Discuss Characters' Problems

Distribute *Happy Like Soccer*. Have the students open to page 25 and mark the page with a self-stick note so they know where to stop reading. Have them turn back to page 22 and read pages 22–25 quietly to themselves.

When all the students have read through page 25 at least once, ask:

Q *What is Sierra's new problem?*

Q *What does Sierra do to solve her problem?*

Then ask:

Q *Do you think this is a good way to solve the problem? What makes you think that? Turn to your partner.*

Have a few students share their thinking.

Teacher Note

You may want to explain to the students that the author writes about Sierra's "own self being noisy" because her own thoughts are bothering her and making it hard for her to sleep.

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3 Read the Last Part of the Book and Discuss in Pairs

Have the students turn to page 31 and mark the page so they know where to stop reading. Have the students turn back to page 26 and read pages 26–31 quietly to themselves.

When all the students have read through page 31 at least once, ask:

Q *How does the story end? Is that what you expected? Turn to your partner.*

Have a few students share their thinking. Then ask:

Q *How do you think Sierra feels at the end of the story? What does she say, do, or think that makes you think that? Turn to your partner.*

Have a few students share their thinking. Remind the students to look back at the words and the illustrations to help them explain their thinking.

> **Students might say:**
>
> "When Sierra's coach tells her that it will work to change the game, she runs home. She probably feels excited and wants to tell her auntie as soon as she can."
>
> "At her last game, she hears her name and her auntie cheering for her. This probably makes her feel happy and excited."
>
> "Sierra is smiling when she runs after the ball. I think she is happy."

4 Reread Parts of the Book and Explore How Characters' Feelings Change

Explain to the students that the main character's feelings often change between the beginning of a story and the end because of something that happens or something she learns or realizes. Tell the students that they will think and talk about how Sierra's feelings change in *Happy Like Soccer*.

Explain that you will reread a page from the beginning and a page from the end of *Happy Like Soccer*. Tell the students that as they listen, you want them to think about how Sierra feels in each part of the story.

Have the students turn to page 8, and ask them to follow along as you read pages 8–9 aloud. When you have finished reading, ask and briefly discuss:

Q *What is happening in this part of the story?*

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Then ask:

Q *How does Sierra feel in this part? How do you know? Turn to your partner.*

Have a few students share their thinking. Remind the students to look back at the words and the illustrations to help them explain their thinking.

Explain to the students that the next part you will read is from the end of the story. Have the students turn to page 28, and ask them to follow along as you read pages 28–29 aloud. When you have finished reading, ask and briefly discuss:

Q *What is happening in this part of the story?*

Then ask:

Q *How does Sierra feel in this part? How do you know? Turn to your partner.*

Have a few students share their thinking. Remind the students to look back at the words and the illustrations to help them explain their thinking.

5 Discuss How Characters' Feelings Change in Pairs

Point out that Sierra's feelings are different at the beginning and the end of the story. Ask:

Q *How are Sierra's feelings different at the beginning of the story than they are at the end? What happens to change the way she feels? Turn to your partner.*

Have a few students share their thinking. Remind the students to use both the text and the illustrations to explain their thinking.

> **Students might say:**
>
> "At the beginning, Sierra feels sad and lonely because her auntie is not at her game and she doesn't have anyone cheering for her."
>
> "At the end, Sierra feels happy because her auntie is standing by the field cheering for her."
>
> "Sierra's feelings change because she finds a way for her auntie to be at her soccer game and that makes her happy."

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students able to explain how Sierra feels at different points in the story?
- Can they explain how Sierra's feelings change over the course of the story?
- Do they refer to the text and illustrations to support their thinking?
- Do they take turns talking and listening?

Record your observations on the "Group Progress Assessment" sheet (GA3); see page 228 of the *Assessment Resource Book*.

Support any student who struggles to describe the character's feelings by having the student reread pages 8–9 and pages 28–29; then ask how Sierra feels in each part of the story.

6 Reflect on Thinking About Characters

Remind the students that they have been thinking and talking about a character in a story and how this character feels. Tell them that thinking about characters' feelings can help readers know the characters better. Ask and briefly discuss:

Q *Based on what you know about Sierra, what kind of person do you think she is?*

As the students answer, follow up with questions, such as:

Q *What does Sierra do to show she is [brave]?*

Q *What words or illustrations tell you Sierra is [happy]?*

Q *Do you agree that Sierra is [smart]? Why or why not?*

Tell the students that knowing characters better can help readers understand and enjoy stories. Ask:

Q *Would you want to be friends with Sierra? Why or why not?*

Encourage the students to continue paying attention to characters as they read other books, both during and outside of Small-group Reading. Ask the students to put *Happy Like Soccer* into their toolboxes, and encourage them to reread the book independently.

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Comprehension

Wondering
Exploring Text Features

RESOURCES



Golden Gate Bridge

by Kate Riggs

This nonfiction text provides information about the Golden Gate Bridge.

Technology Extension

- "Research Online"

Assessment Resource Book

- Set 9 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheets (GA4–GA5)

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OVERVIEW

Academic Focus

- Students wonder about a topic.
- Students explore and use text features in a nonfiction text.
- Students find information about a question in a nonfiction text.
- Students read and discuss a nonfiction text.

Social Development Focus

- Students work responsibly in pairs.
- Students share ideas with one another.

DO AHEAD

✓ Prior to Day 1, examine the text features closely (table of contents, labels, and glossary) to help you support the students.

✓ Prior to Day 1, title a sheet of chart paper "What We Wonder About the Golden Gate Bridge" (see Day 1, Step 4).

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA4); see page 229 of the *Assessment Resource Book*.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA5); see page 230 of the *Assessment Resource Book*.

✓ Prior to Day 3, select a question from the "What We Wonder About the Golden Gate Bridge" chart to use in modeling and use self-stick notes to mark the places in the book where information about the question can be found. See Day 3, Step 2 for an example.

✓ Prior to Day 3, select additional questions from the "What We Wonder About the Golden Gate Bridge" chart that can be answered with information from the book. Questions that are answered in multiple places in the book (such as "How long did it take to build?" and "How did they build it?") may work best. Copy a question from the chart on an index card for each pair of students. You may decide to use the same question for more than one pair. See the Teacher Note in Day 3, Step 3 for more information.

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Day 1 *Golden Gate Bridge*

Exploring Text Features and Wondering

Materials

- Teacher and student copies of *Golden Gate Bridge* (pages 4–11)
- "What We Wonder About the Golden Gate Bridge" chart, prepared ahead
- Marker
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

This lesson may require an extended class period.

Teacher Note

You may want to write the words *straight* and *strait* where the students can see them and explain that although the words sound the same, they are spelled differently and have different meanings. Point to the word *straight* and explain that when something is straight it does not bend or curve. Point to the word *strait* and review its definition.

Teacher Note

As the students say what they notice about the map, you may choose to share additional information about the features they notice such as "That red box shows where the Golden Gate Bridge is in the United States" or "The picture with the directions is called a *compass rose*."

In this lesson, the students:

- Wonder about a topic
- Explore text features: captions, sidebars, and a glossary
- Read and discuss part of a nonfiction book
- Share ideas with one another

1 Gather and Introduce *Golden Gate Bridge*

Show the cover of *Golden Gate Bridge* and read the title and the name of the author aloud. Tell the students that this nonfiction book gives readers information about the Golden Gate Bridge. Point out that the title of this book is also the *topic*, what the whole book is about.

Explain that today the students will read the part of the book that describes how the Golden Gate Bridge was built.

2 Build Background Knowledge

Distribute *Golden Gate Bridge*. Ask the students to open to page 5. Have them follow along as you read page 5 aloud. Explain that a *strait* is a narrow part of water that connects two larger parts of water.

Point out the Golden Gate Strait on the map on page 4. Tell the students that the gold parts of the map are land and the grey parts are water.

Have the students look at the map on page 4. Ask:

Q *What do you notice about this page?*

> **Students might say:**
>
> "I see a map with a box on it."
>
> "I notice a picture in the corner with the directions north, south, east, and west."
>
> "I notice the Pacific Ocean."

In your copy of the book, show the students the photograph on page 10 and point out that, like the map, the photo shows the Pacific Ocean, San Francisco Bay, and the land around the bay. Explain that the Golden Gate Bridge connects the city of San Francisco to a city to the north called Sausalito.

Point out the Pacific Ocean, San Francisco Bay, and the Golden Gate Strait in the photograph and on the map. Explain that the Golden Gate Bridge, shown only in the photograph, goes across the Golden Gate Strait.

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3 Introduce Captions and a Glossary

Have the students turn to pages 6–7. Allow them time to examine the photograph on page 6, and then direct their attention to the caption at the bottom of the page. Explain that many nonfiction books have *captions*, words or sentences that give information about illustrations or photographs.

Have the students follow along as you read the caption aloud. Ask:

Q *What do you notice about this photograph?*

If necessary, explain that the photograph shows the Golden Gate Bridge being built one *section*, or part, at a time and that the caption gives information about why the bridge in the picture has parts missing.

Have the students open their books and point to the word *engineer*. Explain that this word is red to let readers know they can find more information about the word at the back of the book.

Have the students turn to the glossary on page 24. Explain that a *glossary* lists words from the book that a reader might not know and tells the reader what each word means. Ask the students to point to the word *engineer* and have a volunteer read the definition aloud.

Explain that text features like glossaries and captions are included in many nonfiction books to help readers learn more about a topic like the Golden Gate Bridge.

Teacher Note

If the students are familiar with dictionaries, you may want to point out that the glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

TEKS 6.B.v
Student/Teacher Narrative
Step 4

4 Introduce Wondering

Have the students turn back to page 7 and follow along as you read page 7 aloud. Then explain that readers often *wonder*, or ask themselves questions, as they read. Ask the students to listen as you share what you wonder about what you have read so far.

> **You might say:**
>
> "I wonder how long the Golden Gate Bridge is and how long it took to build it."

Direct the students' attention to the "What We Wonder About the Golden Gate Bridge" chart and read the chart title aloud. Record what you wondered as questions on the chart.

ELL Note

You may want to explain to the students that when you wonder about something, you want to know more about it.

What We Wonder About the Golden Gate Bridge

- How long is the Golden Gate Bridge?
- How long did it take to build?

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Ask:

Q *What do you wonder about how the Golden Gate Bridge was built? Turn to your partner.*

Have a few students share their thinking with the group. Have them use the prompt "I wonder . . ." as they share, and record what they wonder as questions on the chart.

What We Wonder About the Golden Gate Bridge

- How long is the Golden Gate Bridge?
- How long did it take to build?
- How did people start building the bridge?
- Why did they name it the Golden Gate Bridge? (Why is the strait called "Golden Gate"?)

Explain that wondering, or asking questions, about nonfiction books helps readers understand what they read and learn more about a topic like the Golden Gate Bridge.

Tell the students that today they will read the first part of *Golden Gate Bridge* and that you will record what the students wonder on the chart.

5 Read and Discuss Part of *Golden Gate Bridge*

Distribute the self-stick notes. Ask the students to turn to page 11 and mark the page so they know where to stop reading.

Help the students locate the sidebar on page 11. Explain that the *sidebar* gives more information about the rest of the page.

Tell the students to look closely at the photographs, read the captions and sidebar, and look up any words in red in the glossary at the back of the book as they read.

Ask the students to turn back to page 8 and read pages 8–11 quietly to themselves.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read through page 11 at least once, ask:

Q *What do you wonder about the* design, *or the plans, for the Golden Gate Bridge?*

Have a few students share their thinking. Record what they wonder as questions on the chart.

> **Students might say:**
>
> "I wonder where he got the idea to make it look like a ladder."
>
> "I wonder why the bridge is orange."
>
> "I wonder how tall the bridge is."

TEKS 6.B.v
Student/Teacher Activity
Step 5

Then ask:

Q *What do you wonder now about how the Golden Gate Bridge was built?*

> **Students might say:**
>
> "I wonder how the workers blasted through the rock."
>
> "I wonder how they built the roadway."
>
> "I wonder what it means to 'plant the pillars in the ground.'"

Record what the students wonder as questions on the chart.

6 Reflect on Wondering

Tell the students that some of the questions they asked may be answered as they continue to read *Golden Gate Bridge* in the next lesson. Ask:

Q *What is a question on the chart that you think will be answered in the book?*

Explain that in the next lesson, the students will finish reading *Golden Gate Bridge* and continue to wonder about the book. Collect *Golden Gate Bridge*, keeping the self-stick notes in the books.

ELL Note

The definition for *design* in the glossary includes the figure of speech "draw up plans for." You may want to explain that *draw up plans for* means "think of a way to build something."

Teacher Note

Save the "What We Wonder About the Golden Gate Bridge" chart to use on Days 2 and 3.

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Day 2

Golden Gate Bridge

Exploring Text Features and Wondering

Materials

- Teacher and student copies of *Golden Gate Bridge* (pages 12–23)
- "What We Wonder About the Golden Gate Bridge" chart from Day 1
- Marker
- "Group Progress Assessment" sheet (GA4)

In this lesson, the students:

- Wonder about a topic
- Explore and use text features: captions, sidebars, and a glossary
- Read and discuss part of a nonfiction book
- Work responsibly in pairs
- Share ideas with one another

1 Gather and Review Wondering

Remind the students that in the last lesson, they read and discussed the first part of the nonfiction book *Golden Gate Bridge*. Ask:

Q *What do you remember learning about the Golden Gate Bridge?*

Remind the students that they have been wondering as they read *Golden Gate Bridge*. Review that wondering about nonfiction books helps readers understand what they read and learn more about a topic like the Golden Gate Bridge.

Direct the students' attention to the "What We Wonder About the Golden Gate Bridge" chart and review their questions from the last lesson. Tell the students that today they will finish reading *Golden Gate Bridge* and continue adding to the chart.

Teacher Note

If the students need support remembering the first part of the book, encourage them to refer back to the text.

2 Review Text Features

Distribute *Golden Gate Bridge*. Ask the students to open to page 12 and look at the photograph.

Have the students point to the caption and follow along as you read the caption aloud.

Have the students point to the sidebar and ask a volunteer to read the sidebar aloud to the group. Ask:

Q *What do you think the word* suspension *means? Turn to your partner.*

Have one or two students share their thinking with the group. If the students do not refer to the glossary, ask them to turn to it and have a volunteer read the definition of *suspension* aloud.

Have the students turn back to page 7 and follow along as you read page 13 aloud.

ELL Note

You may choose to use the photograph on page 6 to explain how the Golden Gate Bridge is *suspended*, or held in the air, by the towers and cables.

Teacher Note

If necessary, explain that the *m* is an abbreviation for *meters*, which is another way of measuring how long something is. Explain that 1,280 meters is almost the same as 4,200 feet.

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3 Read and Discuss Part of *Golden Gate Bridge* in Pairs

Explain that partners will read the rest of *Golden Gate Bridge* together. Have the students open their books to pages 12–13.

Explain that one partner will read aloud the caption and the sidebar and the other will read aloud the main text. Tell the students that partners will alternate what they read with each pair of facing pages. Model reading in pairs this way with a student volunteer, if necessary. For more information about partner reading, see "Reading in Pairs" in the Introduction.

Have pairs read pages 12–13. Then ask:

Q *What else are you wondering about the Golden Gate Bridge? Turn to your partner.*

Have a few students share their thinking, and record what they wonder as questions on the chart.

Have the students move the self-stick notes to page 23 so they know where to stop reading. Explain that partners will continue reading to the end of the book, taking turns reading the main text and the text features, and stopping after each pair of facing pages to discuss what they wonder.

Have pairs turn to pages 14–15 and continue reading through page 23, using the procedure they practiced. Stop the group periodically to have pairs share what they wonder, and record what they wonder as questions on the chart.

Observe pairs as they work, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students including the captions and the sidebars as they read the book?
- Are they discussing and sharing what they wonder?
- Are they taking turns reading?

Record your observations on the "Group Progress Assessment" sheet (GA4); see page 229 of the *Assessment Resource Book*.

Support any student who struggles to wonder about the book by having the student reread a page. Give the student an example of what you wonder and then ask a question such as, "What do you wonder about visiting the Golden Gate Bridge?"

If any pair finishes reading before the whole group has read the book at least once, have them read the "What We Wonder About the Golden Gate Bridge" chart and discuss their favorite questions.

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4 Reflect on Working in Pairs

Ask and briefly discuss:

Q *What did you enjoy about reading and wondering with your partner today?*

Explain that in the next lesson, the students will reread *Golden Gate Bridge* and discuss some of the questions from the "What We Wonder About the Golden Gate Bridge" chart.

Have the students put *Golden Gate Bridge* into their toolboxes and encourage them to reread the book independently.

Day 3 *Golden Gate Bridge*

Wondering

Materials

- Teacher copy of *Golden Gate Bridge* marked with self-stick notes, prepared ahead
- Student copies of *Golden Gate Bridge*
- "What We Wonder About the Golden Gate Bridge" chart from Day 2
- Index card with a question from the chart for each pair, prepared ahead
- Pad of self-stick notes
- "Group Progress Assessment" sheet (GA5)

In this lesson, the students:

- Wonder about a topic
- Read and discuss a nonfiction book
- Work responsibly in pairs
- Share ideas with one another

1 Gather and Review Wondering

Remind the students that in the previous lessons they read and wondered about what they read in *Golden Gate Bridge*. Display the "What We Wonder About the Golden Gate Bridge" chart and review the questions from the previous lessons. Tell the students that today they will reread the book and discuss some of their questions.

2 Model Rereading for Information

Explain that some of the questions readers ask may be answered in the book while others might not be. Either way, wondering about nonfiction books helps readers understand what they read and learn more about the topic.

Tell the students that you picked some questions from the chart and that the students will reread the book to find information about those questions. Model rereading for information by showing the students how you reread and marked parts of the book that had information about something you wondered.

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You might say:

"One question I had was 'Why is the Golden Gate Bridge orange?' so I looked through the book again to find information about the color of the bridge. I started rereading from the beginning of the book and I used a self-stick note to mark any place where I found information about the color. I marked this photograph on page 8 because the caption says 'The orange towers look like ladders reaching into the sky.' I think maybe they chose orange because it is bright and makes the bridge easy to see. I also marked the sidebar on page 15, which says 'The Golden Gate Bridge is a bright orange color. Ships can see it from far away.' I think another reason they painted it orange is so ships won't crash into it. And I marked page 21 because of the sentence 'The big, orange bridge is a "one-of-a-kind wonder!"' A 'one-of-a-kind wonder' is something that is different from anything else, so maybe they made the bridge orange to make it special."

Tell the students that having a question helped you focus your rereading and think more deeply about something you wondered.

3 Reread for Information in Pairs

Explain that partners will reread *Golden Gate Bridge* and look for information about a question the group had. Tell them that each pair will get an index card with one of the questions from the chart.

Model how you would like partners to use self-stick notes to mark parts of the book that have information about the questions on their index cards.

Distribute an index card with an assigned question and a few self-stick notes to each pair.

Observe the pairs as they work, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students rereading the book, including the captions and sidebars?
- Are they marking appropriate places in the book?
- Are they discussing information related to their question(s)?

Record your observations on the "Group Progress Assessment" sheet (GA5); see page 230 of the *Assessment Resource Book*.

Support any student who struggles to find information by clarifying the question to be answered and, if necessary, by directing the student's attention to appropriate sections of the book to reread.

Teacher Note

You may choose to have partners use a single copy of the book for this part of the lesson.

Teacher Note

Questions that can be answered with information from only one place in the book ("How long is it?" and "How tall is it?") may be answered quickly. If you assign this type of question, you might choose to give partners more than one question. Questions that are addressed in multiple places in the book ("How long did it take to build?" and "How did they build it?") are more challenging and will take students more time.

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4 Reflect on Wondering in Pairs

Ask:

Q *Which question(s) did you and your partner have? What information did you find that answered that question?*

Have each pair share their question(s) and the information they found with the group. Encourage the students to refer to their copies of the book and the sections they marked with self-stick notes. After all pairs have shared, ask:

Q *How did working with your partner go?*

Review that wondering about nonfiction books helps readers understand what they read and learn more about the topic. Encourage the students to ask themselves questions as they read, both during and outside of Small-group Reading. Ask the students to return *Golden Gate Bridge* to their toolboxes and encourage them to reread the book independently.



TECHNOLOGY EXTENSION

Research Online

Have pairs select a question from the "What We Wonder About the Golden Gate Bridge" chart that was not answered in the book. Ask pairs to complete an Internet search to find information on the topic and then share what they learn with the group.

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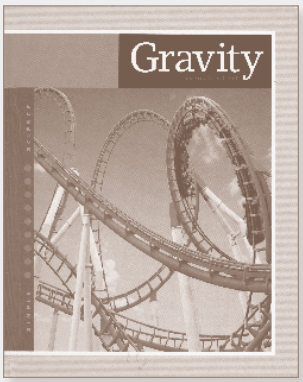
Comprehension

Determining Topic
Exploring Text Features

RESOURCES



Gravity

by Joy Frisch-Schmoll

This nonfiction text provides information about gravity and its effects.

More Strategy Practice

- "Explore the Index"

Assessment Resource Book

- Set 9 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA6)

Reproducible

- "Part of a Nonfiction Book" (BLM1)

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OVERVIEW

Academic Focus

- Students determine and discuss topic in a nonfiction text.
- Students read and discuss a nonfiction text.
- Students explore and use text features in a nonfiction text.

Social Development Focus

- Students share their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 1, examine the text features closely (glossary, phonetic spellings, and captions) to help you support the students.

✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Part of a Nonfiction Book" (BLM1). Make a copy for each student in the group plus one for yourself (see Day 1, Step 2).

✓ Prior to Day 2, title a sheet of chart paper "Information About Gravity" (see Day 2, Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA6); see page 231 of the *Assessment Resource Book*.

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Day 1

Gravity

Exploring Topic and Text Features

Materials

- Teacher and student copies of *Gravity* (pages 4–7)
- Self-stick note for each student
- Copies of "Part of a Nonfiction Book" (BLM1), prepared ahead

In this lesson, the students:

- Explore topic in a book
- Explore text features: glossary, phonetic spellings, and captions
- Read and discuss part of a book
- Share their thinking

Teacher Note

Do not have the copies of the book visible to the students until you introduce it in Step 3.

1 Gather and Introduce Topic

Tell the students that this week they will read and discuss a nonfiction book—a book that gives readers true information about a topic. Explain that the *topic* of a nonfiction book is what the whole book is about. Tell the students that before they read the book, they will read and discuss the words from part of the book.

2 Read an Excerpt from *Gravity* and Explore Topic

Distribute a copy of "Part of a Nonfiction Book" (BLM1) to each student. Explain that the "Part of a Nonfiction Book" sheet shows the words from the first two pages of the book without the pictures. Have the students read their sheets quietly to themselves. Ask and briefly discuss:

Q *What is the part you just read mostly about?*

Then ask and briefly discuss:

Q *Now that you have read the words from the first two pages of the book, what do you think the topic of the book might be?*

Collect the "Part of a Nonfiction Book" sheets.

3 Introduce the Book

Show the cover of *Gravity* and read the title and the name of the author aloud. Point out that the title of this book is also the topic, or what the whole book is about. Ask and briefly discuss:

Q *What do you think you know about gravity?*

4 Introduce the Glossary

Distribute *Gravity*. Have the students open their books to page 4. Point to the word *gravity*. Explain that this word is a different color from the rest of the words to tell readers they can find more information about the word at the back of the book.

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Have the students turn to the glossary on page 23. Explain that a *glossary* lists words from the book that a reader might not know and tells the reader what each word means. Ask the students to point to the word *gravity*, and have a volunteer read the definition aloud.

5 Introduce Phonetic Spellings and Captions

Have the students turn back to page 4 and point to the phonetic spelling for *gravity*. Explain that *phonetic spellings* tell readers how to say each *syllable*, or part, of a word by spelling it in a way that is easy to sound out. Have the students point to and read each syllable of the phonetic spelling; then have them say the whole word.

Have the students follow along as you reread the caption on page 5. Explain that many nonfiction books have *captions*, words or sentences that give information about illustrations or photographs. Tell the students to read the captions below the pictures and to look at the pictures carefully as they read.

6 Read and Discuss Part of *Gravity*

Distribute the self-stick notes. Explain that the students will reread the part of the book that was printed on the "Part of a Nonfiction Book" sheets. Have them turn to page 7 and mark the page with a self-stick note so they know where to stop reading.

Have the students read pages 4–7 quietly to themselves. When all the students have read through page 7 at least once, ask and briefly discuss:

Q *What did you read about gravity?*

7 Wrap Up

Tell the students that the information in a nonfiction book like *Gravity* helps readers learn about the topic, what the whole book is about.

Explain that in the next lesson, the students will read more of *Gravity* and discuss what they learn.

Collect *Gravity*, keeping the self-stick notes in the books.

Teacher Note

If the students are familiar with dictionaries, you may want to point out that the glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

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Day 2

Gravity

Identifying Information About a Topic

Materials

- Teacher and student copies of *Gravity* (pages 6–13)
- "Information About Gravity" chart, prepared ahead,
- Marker
- "Group Progress Assessment" sheet (GA6)

In this lesson, the students:

- Identify information about a topic in part of a book
- Read and discuss part of a book
- Explore text features: text boxes and captions
- Work responsibly in pairs

1 Gather and Review Topic

Show the cover of *Gravity*, read the title aloud, and remind the students that in the last lesson, they read and discussed part of this nonfiction book. Review that the information in a nonfiction book helps readers learn about the *topic*, what the whole book is about.

Explain that today the students will read more of the book and discuss what they learn about gravity.

2 Introduce the "Information About Gravity" Chart and Model Identifying Information

Distribute *Gravity*. Have the students open their books to page 6. Review that the students read and discussed this part of the book in the last lesson. Have them follow along as you read pages 6–7 aloud, including the caption.

Direct the students' attention to the chart titled "Information About Gravity." Ask the students to listen as you model identifying information about gravity. As you share, record your ideas on the chart.

> **You might say:**
>
> "I know the topic of this book is gravity. I'm looking for information that helps me learn about gravity. The book says 'Gravity pulls down on everything on Earth.' That helps me learn about gravity. I'm going to write that on the chart. The caption says, 'Gravity is weak in outer space.' That's interesting. That helps me know that gravity is different on Earth and in space. I'm going to write that on the chart, too."

Information About Gravity

– Gravity pulls down on everything on Earth.

– Gravity is weak in outer space.

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Ask and briefly discuss:

Q *What else did you hear about gravity?*

Add any new ideas the students suggest to the chart. Explain that the students will now read more of the book and add more information about gravity to the chart.

3 Read Part of *Gravity* and Identify Information About the Topic

Have the students turn to page 8. Point to the text box on page 8. Explain that this is a feature called a *text box* and that text boxes include extra information that the author wants readers to know.

Have the students read pages 8–9 quietly to themselves, including the text box and caption.

Ask the students to listen as you identify one piece of information about gravity. Record the information on the chart as you speak.

> **You might say:**
>
> "I'm looking for information that helps me learn about the topic. This part seems to be mostly about Isaac Newton. I know the topic of the whole book is gravity. I'm wondering what I can learn about gravity. The caption says, 'Isaac Newton studied gravity.' That tells me something about gravity. I'm going to add 'Isaac Newton studied gravity' to the chart."

Ask:

Q *What else did you read about gravity?*

Add the students' ideas to the chart. If a student shares an idea that seems unrelated to the topic, facilitate a brief discussion about the idea by asking the group:

Q *Do you agree that [Isaac Newton lived 300 years ago] is information about gravity? Why or why not?*

Tell the students that they will read the next part of the book and discuss what they learn about the topic.

4 Identify Information About the Topic in Pairs

Have the students turn to page 13 and mark the page with a self-stick note so they know where to stop reading. Remind them to read all the text on the pages, including any text boxes or captions, and to look up words in the glossary.

Have the students read pages 10–13 quietly to themselves. When all the students have read the pages at least once, ask:

Q *What did you read about gravity? Turn to your partner.*

Teacher Note

If the students need support remembering what they read, encourage them to refer back to the book.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to identify information about gravity?
- Do they refer to the text to support their thinking?
- Do both partners share their thinking?

Record your observations on the "Group Progress Assessment" sheet (GA6); see page 231 of the *Assessment Resource Book*.

Support any student who struggles by asking additional questions, such as:

Q *What does gravity pull on?*

Q *What did you read about Earth's gravity?*

Q *What did you read about the moon's gravity?*

Teacher Note

Be sure to include information about gravity on both Earth and the moon on the chart. You will refer to this chart to help the students make text-to-text connections between *Gravity* and the book *Earth* in another week of lessons.

Have a few students share their thinking. Record their ideas on the chart.

5 Reflect on the Reading

Ask and briefly discuss:

Q *What is something surprising you learned about gravity?*

Explain that in the next lesson, the students will read the rest of *Gravity* and discuss what they learn about the topic.

Collect *Gravity*, keeping the self-stick notes in the books.

Teacher Note

Save the "Information About Gravity" chart to use in Day 3.

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Gravity
Identifying Information About a Topic and Determining Topic

Day 3

In this lesson, the students:

- Identify information about a topic in part of a book
- Determine and discuss topic in part of a book
- Read and discuss part of a book
- Work responsibly in pairs
- Share their thinking

Materials:

- Teacher and student copies of *Gravity* (pages 14–21)
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- "Information About Gravity" chart from Day 2
- Marker

1 Gather and Review the "Information About Gravity" Chart

Remind the students that in the previous lesson they read and discussed part of the nonfiction book *Gravity* and listed information on the "Information About Gravity" chart. Have student volunteers take turns reading the information on the chart aloud.

Explain that today, the students will read the rest of the book and discuss what they learn about the topic.

2 Read Part of *Gravity* and Identify Information About Gravity

Distribute *Gravity*. Have the students open their books to page 21 and mark the page with a self-stick note so they know where to stop reading. Remind them to read all the text on the pages, including any text boxes or captions, and to look up words in the glossary.

Have the students turn back to page 14 and read pages 14–21 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the pages at least once, ask and discuss:

Q *What did you read about gravity? Turn to your partner.*

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Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did you read about gravity on the moon?*

Q *What are some things gravity pulls on?*

Q *How does gravity help people play?*

As students share, add their ideas to the "Information About Gravity" chart.

3 Read Part of the Book and Determine Topic in Pairs

Remind the students that the topic of a nonfiction book is what the whole book is about. Tell them that part of a book can also have a topic. Explain that the students will reread part of *Gravity* and then talk about what they think the topic is.

Have the students turn to page 15 and mark the page with a self-stick note so they know where to stop reading. Have them read pages 12–15 quietly to themselves.

When all the students have read the pages at least once, explain that when readers want to know the topic of part of a book, they can ask themselves what that part is mostly about. Ask:

Q *What is the part you just read mostly about? Turn to your partner.*

Do not yet have the students share their thinking with the group.

Ask:

Q *What is the topic of the part you just read? Why do you think that?*

Have one or two students share their thinking; then tell the group that you think the topic of these pages is gravity on the Earth and on the moon. Ask:

Q *What words or pictures on these pages tell readers about gravity on the Earth and on the moon? Turn to your partner.*

Have a few students share their thinking.

Tell the students that knowing the topic of part of a nonfiction book can help readers understand and remember that part.

4 Reflect on Working in Pairs

Ask:

Q *What went well when you worked with your partner today?*

Explain that in the coming days, the students will read another nonfiction book and learn more about gravity. Have them put *Gravity* into their toolboxes. Encourage them to reread the book independently and to share what they have learned about gravity with others.

Teacher Note

Encourage the students to refer to the text and photographs on pages 12–15 to help them answer the question.

ELL Note

You might provide the prompts "The topic of the part I just read is . . ." and "I think that because . . ." to your English Language Learners to help them verbalize their answers to the questions.

Teacher Note

Save the "Information About Gravity" chart. You will refer to the chart to help the students make text-to-text connections between *Gravity* and the book *Earth* in another week of lessons.

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MORE STRATEGY PRACTICE

Explore the Index

Tell the students that some nonfiction books have another text feature at the end of the book called an *index*. Have the students open their books to page 24 and point to the word *Index* at the top of the page.

Have the students read the index quietly to themselves and think about what they notice. Ask:

Q *What do you notice about the index? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "Some of the words are also in the glossary."
>
> "There are numbers next to the words."
>
> "I see the word *Earth* and we read about Earth."

Explain that an index tells the reader where to look in the book for information about topics like astronauts, Earth, and the universe.

Ask the students to point to the word *moon* in the index. Explain that the numbers show readers that they can find information about the moon on pages 10, 12, and 14.

Model using the index by locating the word *moon* and turning to the first page referenced (page 10).

Explain that you will read the page aloud and ask the students to listen for information about the moon. Point out that it is important to listen carefully because information about the moon may appear more than once on the page.

Have the students follow along in their books as you read page 10 aloud. Ask and briefly discuss:

Q *What did you hear about the moon in the part I just read?*

Have partners work together to find the second page referenced in the index for the word *moon* (page 12). Ask them to read the page quietly to themselves and find information about the moon. Then ask:

Q *What did you find out about the moon on this page? Turn to your partner.*

Have a few students share their thinking.

Repeat this procedure with the final page referenced for the word *moon* (page 14).

Tell the students that the index in a nonfiction book helps readers quickly find all the places in the book where a topic or a word is mentioned. Explain that readers often use the index if they have a question about a specific topic or want to find out more about it.

Teacher Note

If the students are familiar with alphabetical order, you may want to point out that the topics in the index are listed in alphabetical order.

Teacher Note

You may choose to have partners use a single copy of the book for this part of the lesson.

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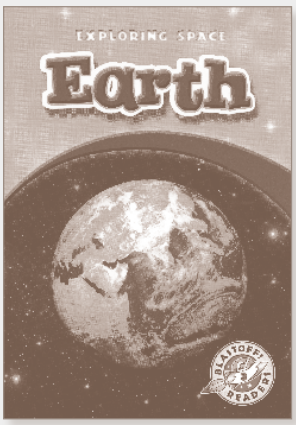
RESOURCES



Earth

by Derek Zobel

This nonfiction text explains Earth's place in the solar system and describes some of Earth's features.

More Strategy Practice

- "Make Text-to-text Connections"

Assessment Resource Book

- Set 9 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheets (GA7–GA8)

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OVERVIEW

Academic Focus

- Students make text-to-text connections.
- Students read and discuss a nonfiction text.

Social Development Focus

- Students listen carefully.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 1, teach the lessons that accompany *Gravity* in Set 9 if you have not done so already. This week, the students will make text-to-text connections between the books *Gravity* and *Earth.*

✓ Prior to Day 1, examine the text features closely (labels and the glossary) to help you support the students.

✓ Prior to Day 1, locate the "Information About Gravity" chart that you made in the lessons that accompany *Gravity* in Set 9. (See Day 1, Step 4.)

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA7); see page 232 of the *Assessment Resource Book*.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA8); see page 233 of the *Assessment Resource Book*.

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ELL SUPPORT

- **Preview the Book:** Preview the book with the students. Discuss the photographs and illustrations and clarify vocabulary:

  solar system: the sun and the planets, moons, and other objects that travel around it (p. 4)

  orbit: travel around something, usually in a circle or oval (p. 6)

  surface: outside of something (p. 10)

  allows it to support life: helps plants and animals live on Earth (p. 11)

  features: parts with different shapes (p. 12)

  the planet we call home: the planet where we live (p. 21)

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Earth

Reading a Nonfiction Book and Exploring Text-to-text Connections

Day 1

In this lesson, the students:

- Explore text-to-text connections between two books
- Hear and discuss part of a book
- Listen carefully

1 Gather and Introduce *Earth*

Show the title page of *Earth* and read the title and the name of the author aloud. Ask and discuss:

Q *What do you think the topic of this book is? Why do you think that?*

Point out that the title of the book is also the *topic*, or what the whole book is about. Remind the students that earlier they read *Gravity*, a nonfiction book about gravity. Explain that in the next few lessons, the students will read the book *Earth* and think about how the books *Earth* and *Gravity* are alike.

2 Introduce Labels and the Glossary

Show pages 4–5 and explain that this illustration shows the solar system. Point out the sun and the planets. Point to the word "Earth" in the illustration and explain that it is a *label*, a word that names part of a photograph or illustration. Tell the students that a label often has a line or arrow pointing to the part it names. Ask and discuss:

Q *What does this label tell readers?*

Point out the words *planet* and *solar system* on page 4 and tell the students that these words are in bold type, or thicker letters than the rest of the text. This tells readers that they can find more information about the words in a glossary at the back of the book. Review that a *glossary* lists words from the book that a reader might not know and tells what each word means.

3 Read and Discuss Part of *Earth*

Tell the students they will read part of *Earth* and talk about what they learn. Distribute *Earth* and the self-stick notes. Have the students turn to page 7 and mark the page so they know where to stop reading.

Have the students turn back to page 4 and read pages 4–7 quietly to themselves.

Materials

- Teacher and student copies of *Earth* (pages 4–9)
- Self-stick note for each student
- "Information About Gravity" chart from the lessons that accompany *Gravity*
- Marker
- (Optional) Highlighter

Teacher Note

Consider using the illustrations on pages 6–7 to explain the word *orbit*.

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Teacher Note

The students may find the perspective in the illustration on these pages confusing. Consider explaining that although the sun is much larger than Earth, Earth looks larger in the illustration because it is drawn to appear closer to the reader.

Teacher Note

If time allows, have the students take turns reading the information on the chart aloud.

When all the students have read the pages at least once, ask:

Q *What did you read about the planet Earth? Turn to your partner.*

Have a few students share their thinking.

Have the students turn to page 8 and read pages 8–9 quietly to themselves.

When all the students have read the pages at least once, ask:

Q *What did you learn about how Earth moves?*

4 Review the "Information About Gravity" Chart

Direct the students' attention to the "Information About Gravity" chart. Remind them that when they read the book *Gravity*, they made a list of information they identified about the topic of gravity.

Tell the students that some information on the chart is also about the planet Earth. Ask:

Q *Which ideas on the chart are about Earth?*

Give the students a few moments to read the chart before having a few volunteers share with the group. As volunteers share, mark or highlight the ideas they suggest.

Point out that the book *Gravity* includes information about the planet Earth.

5 Reread Part of *Earth* and Identify Information

Tell the students that the book *Earth* also includes information about the topic of gravity. Tell them that they will reread parts of *Earth* and look for information about gravity to add to the chart.

Have the students turn to page 6 and reread pages 6–7 quietly to themselves, noticing any information they find about gravity. Ask:

Q *What can we add to the "Information About Gravity" chart?*

Add the students' ideas to the chart. Write with a different colored marker or draw a line to help the students distinguish between information from *Gravity* and information from *Earth*.

Have the students point to the word *gravity* on page 6. Then have them find the word in the glossary on page 22 and read the definition quietly to themselves.

Q *What information about the topic of gravity can we add to the chart?*

Add the students' ideas to the chart.

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Information About Gravity

- Gravity pulls down on everything on Earth.
- Gravity is weak in outer space.
- Gravity pulls objects toward each other.
- The sun has more gravity than any other object in the solar system.

6 Introduce Text-to-text Connections

Point out that some information on the chart is from the book *Gravity* and some is from the book *Earth*. Ask and briefly discuss:

Q *Why does it make sense to have information from both books on this chart?*

> **Students might say:**
>
> "It makes sense because all the information on the chart is about the topic of gravity."
>
> "It makes sense because parts of both books are talking about gravity."
>
> "The ideas on the chart are kind of the same, even though they're from different books."

Explain that the books *Earth* and *Gravity* are connected because they help readers learn about some of the same topics. Both books include information about gravity.

Tell the students that when readers connect ideas from one book to ideas in another book, they are making *text-to-text connections*. Explain that making text-to-text connections between two books can help readers understand both books better.

7 Wrap Up

Explain that in the next lesson, the students will read more of the book *Earth* and continue making text-to-text connections. Collect *Earth*, keeping the self-stick notes in the books.

ELL Note

Consider explaining to the students that when you *connect* two things, you notice what is alike about them or think about how one reminds you of the other.

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Day 2

Earth

Reading a Nonfiction Book and Making Text-to-text Connections

Materials

- Teacher and student copies of *Earth* (pages 10–21)
- "Information About Gravity" chart from Day 1
- Marker
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- "Group Progress Assessment" sheet (GA7)

Teacher Note

If time allows, have volunteers take turns reading aloud the information added to the chart on Day 1.

In this lesson, the students:

- Make text-to-text connections between two books
- Read and discuss part of a book
- Listen carefully
- Work responsibly in pairs

1 Gather and Review Text-to-text Connections

Remind the students that in the last lesson, they made text-to-text connections between the nonfiction books *Gravity* and *Earth* by noticing that both books have information about the topic of gravity.

Direct the students' attention to the "Information About Gravity" chart and review that the chart lists information from both books.

Tell the students that today they will read more of *Earth* and continue to add information to the chart.

2 Read and Discuss Part of *Earth*

Explain that the part of the book the students will read today includes information about Earth's atmosphere. The *atmosphere* is the gases, like oxygen, that surround Earth and make it possible for people and animals to live on Earth.

Distribute *Earth*. Have the students turn to page 21 and mark the page so they know where to stop reading.

Have the students read pages 10–21 quietly to themselves. Remind them to read the labels and encourage them to use the glossary.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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When all the students have read the pages at least once, ask and discuss:

Q *What did you read about Earth? Turn to your partner.*

Have a few students share their thinking.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did you read about the surface of Earth?*

Q *What did you read about Earth's atmosphere?*

Q *What did you read about the moon?*

3 Reread Part of the Book and Identify Information

Tell the students that they will reread some of the pages they just read and look for information about gravity to add to the "Information About Gravity" chart.

Have the students turn to page 18 and reread pages 18–19 quietly to themselves, noticing any information they find about gravity. Ask:

Q *What can we add to the "Information About Gravity" chart?*

Add the students' ideas to the chart.

4 Model Making Text-to-text Connections

Explain that the students will reread part of *Earth* and use the chart to make text-to-text connections.

Have the students open their books to page 6 and read pages 6–7 quietly to themselves. When all the students have read the pages at least once, tell them that you made some text-to-text connections between this part of *Earth* and information from the book *Gravity*.

Have the students listen as you think aloud about how information from pages 6 and 7 of *Earth* connects to items on the "Information About Gravity" chart.

> **You might say:**
>
> "I made connections between these pages of *Earth* and some information from the book *Gravity*. In *Earth*, I read that the sun's gravity pulls on the planets to keep them in orbit, which reminds me that the moon orbits Earth because Earth's gravity is pulling on it. That connects with 'Gravity pulls down on everything on Earth.' Those ideas connect because gravity from bigger things pulls on smaller things."

Teacher Note

Ensure that the students know which items on the chart are from the book *Gravity*.

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Teacher Note

If you think the students need additional support sharing their thinking, consider having them use the following sentence prompts to verbalize their connections with partners and the group.

- "In *Earth*, I read that _____."
- "That connects with _____."
- "Those ideas connect because _____."

5 Make Text-to-text Connections in Pairs

Explain that the students will work with partners to make more connections between the book *Earth* and the information on the chart; then pairs will share their connections with the group.

Give the students time to review the chart and find information that connects to *Earth*, and then have partners about their connections.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students able to connect ideas on the chart with the information they read in *Earth*?
- Are they able to explain how the ideas connect?
- Are they able to talk about their connections with their partners?

Record your observations on the "Group Progress Assessment" sheet (GA7); see page 232 of the *Assessment Resource Book*.

Support any student who struggles by asking her to find an idea on the chart that reminds her of something she read in *Earth*. Then ask, "Why does that idea remind you of what you read in *Earth*?"

Have the students share their connections with the group.

> **Students might say:**
>
> "In *Earth*, I read that the sun's gravity pulls on all the planets. That connects with 'Gravity pulls down everything on Earth.' Those ideas connect because planets are big and gravity can pull on them."
>
> "In *Earth*, I read how the sun keeps the planets in orbit. That connects with 'Gravity stops things from floating away into outer space.' Those ideas connect because gravity keeps the planets from floating away, too."

Review that the books *Earth* and *Gravity* are connected because they give readers information about some of the same topics.

6 Reflect on Making Text-to-text Connections

Remind the students that when readers connect ideas from one book to ideas in another book, they are making text-to-text connections. Review that making text-to-text connections between two books can help readers understand both books better.

Ask the students to put *Earth* into their toolboxes and encourage them to reread the book independently.

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In this lesson, the students:

- Make text-to-text connections between two books
- Read and discuss part of a book
- Listen carefully
- Work responsibly in pairs

1 Gather and Review Text-to-text Connections

Review that in the last lesson, the students made text-to-text connections between the nonfiction books *Earth* and *Gravity* by thinking about how what they read in *Earth* connects to ideas on the "Information About Gravity" chart.

Tell the students that today partners will reread parts of *Earth* and *Gravity* and work together to make more text-to-text connections.

2 Model Making Text-to-text Connections

Show and read aloud pages 10–11 of *Gravity* and pages 16–17 of *Earth*. Ask the students to listen as you think aloud about your text-to-text connections.

> **You might say:**
>
> "I made some connections between these parts of *Gravity* and *Earth*. I read in *Gravity* that gravity keeps the moon close to Earth. That connects with the illustration of the moon orbiting Earth here on page 16 of *Earth*. Those parts connect because they both tell me the moon is near Earth.
>
> I also read in *Gravity* that gravity pulls on everything in the universe. That connects with what it says in *Earth* about the moon orbiting Earth, and Earth and the moon orbiting the sun. Those ideas connect because gravity pulls on things in space."

3 Read Parts of *Gravity* and *Earth* and Discuss in Pairs

Tell the students that partners will reread some pages from *Gravity* and *Earth* together and make text-to-text connections. Distribute *Gravity*.

Materials

- Teacher and student copies of *Earth*
- Teacher and student copies of *Gravity*
- "Group Progress Assessment" sheet (GA8)

Teacher Note

Each pair should have one copy of *Gravity* and one copy of *Earth* to share.

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Have the students open their copies of *Gravity* to page 12. Have one student in each pair read pages 12–13 to the other in a soft voice. Ask:

Q *What did you read about gravity on the planet Earth and the moon? Turn to your partner.*

Have a few students share their thinking. Ask pairs to leave *Gravity* open to pages 12–13.

Have the students open their copies of *Earth* to page 16. Have one student in each pair read pages 16–17 to the other in a soft voice. Ask:

Q *What did you read about the planet Earth and the moon? Turn to your partner.*

Have a few students share their thinking.

Tell the the students to leave *Earth* open to pages 16 and 17 and put *Gravity* and *Earth* side by side on the table in front of them. Ask and discuss:

Q *It says in* Earth *that the moon orbits the planet Earth. Why doesn't the planet Earth orbit the moon? What in the book* Gravity *helps you know that?*

4 Make Text-to-text Connections in Pairs

Give the students time to discuss connections they make between pages 12–13 of *Gravity* and pages 16–17 of *Earth*. Encourage them to refer to their copies of *Earth* and *Gravity* as they talk.

GROUP PROGRESS ASSESSMENT NOTE

As you listen to pairs talk, ask yourself:

- Are the students able to make connections between information in *Gravity* and information in *Earth*?
- Do they refer to the texts to support their thinking?
- Are they able to talk about their connections with their partners?

Record your observations on the "Group Progress Assessment" sheet (GA8); see page 233 of the *Assessment Resource Book*.

Support any student who struggles to make connections by asking questions, such as:

Q *What does it say about the moon in this part of* Gravity*? What does it say about the moon in this part of* Earth*?*

Q *What do the illustrations on these pages show? How are they alike? How are they different?*

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5 Share and Discuss Text-to-text Connections

When pairs have had a chance to talk, ask:

Q *What text-to-text connections did you and your partner talk about?*

Have a few students share their connections. Encourage the students to refer to their copies of *Earth* and *Gravity* to support their thinking.

Remind the students that when readers connect information from one book to information in another book, they are making text-to-text connections. Review that making text-to-text connections between two books can help readers understand both books better.

Teacher Note

Accept any valid text-to-text connections the students make, even if they refer to information from other parts of the books.

6 Discuss Related Topics

Review that the books *Earth* and *Gravity* are connected because they help readers learn about some of the same things. Point out that books with information on similar topics, like *Earth* and *Gravity*, can help readers find other topics they might want to learn more about. Ask and briefly discuss:

Q *Now that you have read* Earth *and* Gravity*, what other topics do you want to read about?*

Teacher Note

If time allows, repeat Steps 3–5 of this lesson using pages 20–21 of *Gravity* and pages 18–19 of *Earth*.

7 Reflect on Working in Pairs

Ask and discuss:

Q *What went well when you worked with your partner today?*

Have the students put *Gravity* and *Earth* into their toolboxes. Encourage them to reread the books independently and to read books on similar topics.

MORE STRATEGY PRACTICE

Make Text-to-text Connections

Review that the students made text-to-text connections between the books *Gravity* and *Earth*. Tell the students that they will read and reread part of *Earth* and make more text-to-text connections with *Gravity*.

Have the students open *Earth* to page 19 and mark the page so they know where to stop reading. Have them read pages 16–19 quietly to themselves. Then ask:

Q *What did you read about the planet Earth and the moon? Turn to your partner.*

Have a few students share their thinking.

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Have the students read pages 16–19 again. Ask them to think as they read about why gravity is important for the planet Earth and the moon. Ask:

Q *Why is gravity important for the planet Earth and the moon? Turn to your partner.*

Have a few students share their thinking.

Explain that you will read part of *Gravity* aloud and the students will make connections with the part of *Earth* they just read. Show pages 12–13 of *Gravity* and read them aloud, including the caption. Have the students follow along in their books. Ask:

Q *What did you hear about the planet Earth and the moon?*

Read the pages aloud again, asking the students to listen for anything they might have missed about the planet Earth and the moon. Have volunteers share additional information they heard.

Ask the students to listen as you model making text-to-text connections by showing pages 12–13 of *Gravity* and thinking aloud about how information on these pages relates to pages 16–19 of *Earth*. Have the students refer to their copies of *Earth* and *Gravity* as you share your connections.

> **You might say:**
>
> "I made some connections between this part of *Gravity* and some things I read in *Earth*. It says in *Gravity* that the planet Earth and the moon both have gravity. That connects with something I read on page 19 of *Earth*: 'The moon's pull causes tides.' It connects because the moon has gravity and that means it can pull on the ocean to cause tides. I also connected 'The moon has less mass than Earth' with the illustrations on pages 16 and 17 of *Earth*. The illustrations show that the moon is much smaller than Earth."

Explain that the students will work with partners to make more connections between the part of *Gravity* they just heard and the part of *Earth* they just read; then they will share their connections with the group.

Have pairs work with one copy of each book. Give them time to discuss their connections between pages 12–13 in *Gravity* and pages 16–19 in *Earth*.

When pairs have had a chance to talk, show pages 12–13 of *Gravity* again and ask:

Q *What connections did you make between these pages in* Gravity *and the pages you read in* Earth*?*

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Have each student share his or her connections. Encourage the students to refer to their copies of *Earth* to support their thinking.

> **Students might say:**
>
> "It says Earth has stronger gravity than the moon. It says 'The moon orbits Earth' on page 16. The moon orbits Earth because Earth has stronger gravity."
>
> "The caption in *Gravity* says 'Planets and moons have gravity.' In *Earth*, it says Earth's gravity pulls on the moon. Those ideas connect because Earth is a planet and it has gravity."

Remind the students that when readers connect ideas from one book to ideas in another book, they are making text-to-text connections. Making text-to-text connections between two books can help readers understand both books better.

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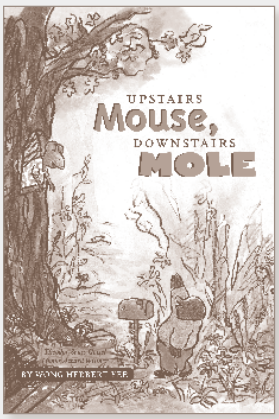
Generating Independent Thinking

Responding to Literature

RESOURCES



Upstairs Mouse, Downstairs Mole

by Wong Herbert Yee

In this fiction text, Mouse and Mole are neighbors and good friends.

More Strategy Practice

- "Read and Discuss 'The Boat'"

Assessment Resource Book

- Set 9 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA9)

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OVERVIEW

Academic Focus

- Students generate and discuss their own ideas about a fiction text.
- Students read and discuss a fiction text.

Social Development Focus

- Students listen respectfully and share their thinking.

DO AHEAD

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA9); see page 234 of the *Assessment Resource Book*.

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Day 1

Upstairs Mouse, Downstairs Mole

Responding to Literature

Materials

- Teacher and student copies of *Upstairs Mouse, Downstairs Mole* (pages 4–15)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Generate and discuss their own ideas about a story
- Read and discuss a chapter of a book
- Listen respectfully and share their thinking

1 Gather and Introduce *Upstairs Mouse, Downstairs Mole*

Show the cover of *Upstairs Mouse, Downstairs Mole* and read the title and the name of the author aloud. Point out Mouse and Mole and explain that Mouse lives upstairs in a house in an oak tree and Mole lives downstairs in a hole below Mouse's house.

ELL Note

Consider explaining that Mouse and Mole like to keep their houses clean and *tidy*–neat and clean with everything in the right place. You might also explain that when Mouse and Mole are thinking about how to solve a problem, Mouse *twirls her tail*, or turns her tail with her hands, and Mole *rubs his snout*, or touches his nose.

2 Read and Discuss "Clean and Tidy"

Distribute *Upstairs Mouse, Downstairs Mole* and the self-stick notes. Tell the students that today they will read the first chapter, "Clean and Tidy." Explain that in this chapter, Mouse and Mole work together to get things done.

Ask the students to open their books to page 15 and mark the page so they know where to stop reading. Have them turn back to page 4 and read the chapter quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What happens in the chapter you just read?*

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Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

- **Q** *What problem do Mouse and Mole have?*
- **Q** *How do they solve this problem?*
- **Q** *What do Mouse and Mole do after they sweep their houses?*

3 Discuss the Students' Thinking

Tell the students that readers discuss their own thinking about what happens in stories and about what the characters do and say. Explain that talking about books with others can help readers understand stories and think about things they would not have thought of on their own.

Ask the students to listen as you share your own thinking about the chapter.

> **You might say:**
>
> "I think that Mole must have been really annoyed that all the dirt from Mouse's house kept going into his hole. I wonder if he ever thought about sweeping his hole at night after Mouse sweeps her house. That way, he would only have to sweep once, not twice."

Then ask:

Q *What are you thinking about the story? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I like that Mouse helped solve the problem even though it was Mole's hole that kept getting dirty."
>
> "I think that working together to sweep their houses gave Mouse and Mole the idea to work together to plant the garden."
>
> "I thought it was funny that Mouse and Mole were so tired after planting their garden that they didn't even care about tracking dirt into their homes."

Discussion Support

If you notice the students retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

- **Q** *What do you think about [Mouse and Mole planting the garden]?*
- **Q** *What does that make you wonder?*

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4 Wrap Up

Explain that in the next lesson, the students will read the second chapter of *Upstairs Mouse, Downstairs Mole* and discuss their thinking. Collect *Upstairs Mouse, Downstairs Mole*, keeping the self-stick notes in the books.

Day 2

Upstairs Mouse, Downstairs Mole

Responding to Literature

Materials

- Teacher and student copies of *Upstairs Mouse, Downstairs Mole* (pages 16–27)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

Teacher Note

Consider explaining that moles live underground and that because moles spend most of their time in the dark, they do not like bright light. You might also explain that mice and moles like different kinds of food.

In this lesson, the students:

- Generate and discuss their own ideas about a story
- Read and discuss a chapter of a book
- Listen respectfully and share their thinking

1 Gather and Introduce "The Invitations"

Remind the students that in the last lesson, they read and discussed the first chapter of *Upstairs Mouse, Downstairs Mole*. Tell them that today they will read the second chapter, "The Invitations."

Explain that in this chapter, Mouse and Mole go to each other's houses and share a meal to celebrate their new garden.

2 Read and Discuss the Chapter

Distribute *Upstairs Mouse, Downstairs Mole*. Have the students open their books to page 27 and mark the page so they know where to stop reading. Then ask them to turn back to page 16 and read the chapter quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What happens in the chapter you just read?*

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Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What happens in Mole's hole?*

Q *What happens at Mouse's house?*

3 Discuss the Students' Thinking

Remind the students that readers discuss their own thinking about what happens in stories and about what the characters do and say. Tell them that different readers may have different thoughts and opinions about the same story and that is fine. Then ask:

Q *What are you thinking about the story? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think that Mouse should have told Mole that it was so dark in his hole that she couldn't see. She could have asked for a flashlight."
>
> "I agree with [Emilio] and I think that Mole should have asked Mouse to close the curtains so her house wasn't so bright."
>
> "It seemed like Mouse and Mole didn't really care about how their friend felt. I thought that was weird because Mouse and Mole are supposed to be friends."
>
> "I disagree with [Tanishka] because I think they didn't understand what was going on."

Teacher Note

If the students struggle, you may want to share your own thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

Discussion Support

If you notice the students retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *What do you think about that?*

Q *What does that make you wonder about?*

4 Reflect on Discussing Thinking

Remind the students that discussing their thinking with others can help readers understand stories and think about things they would not have thought of on their own. Ask and briefly discuss:

Q *What is something interesting you heard in today's discussion?*

Explain that in the next lesson, the students will read the third chapter of *Upstairs Mouse, Downstairs Mole* and discuss their thinking. Collect *Upstairs Mouse, Downstairs Mole*, keeping the self-stick notes in the books.

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Day 3

Upstairs Mouse, Downstairs Mole

Responding to Literature

Materials

- Teacher and student copies of *Upstairs Mouse, Downstairs Mole* (pages 28–35)
- "Group Progress Assessment" sheet (GA9)

In this lesson, the students:

- Generate and discuss their own ideas about a story
- Read and discuss a chapter of a book
- Listen respectfully and share their thinking

1 Gather and Introduce "Kind, Good Neighbors"

Remind the students that in the last lesson, they read and discussed the second chapter of *Upstairs Mouse, Downstairs Mole*. Tell them that today they will read the third chapter, "Kind, Good Neighbors." Explain that in this chapter, Mouse and Mole worry that they may have been *selfish*, thinking only about themselves, and *thoughtless*, not caring, when their friend visited their homes.

2 Read and Discuss the Chapter

Distribute *Upstairs Mouse, Downstairs Mole.* Have the students open their books to page 35 and mark the page so they know where to stop reading. Then ask them to turn back to page 28 and read the chapter quietly to themselves.

When all the students have read the chapter at least once, ask:

Q *What happens in the chapter you just read?*

Teacher Note

You may want to clarify that when Mole leaves his hole on page 29 and Mouse leaves her house on page 31, they most likely go to the store.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Mole remember about Mouse's visit?*

Q *What does Mouse remember about Mole's visit?*

Q *What gifts do Mouse and Mole give each other?*

3 Discuss the Students' Thinking

Remind the students that readers discuss their own thinking about what happens in stories and about what the characters do and say. Review that different readers may have different thoughts and opinions about the same story and that is fine. Then ask:

Q *What are you thinking about the story? Turn to your partner.*

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Have a few students share their thinking.

> **Students might say:**
>
> "The next morning, Mouse and Mole think about how their friend kept bumping into things. Mouse thinks that her house must be too bright for Mole and Mole thinks that his hole must be too dark for Mouse."
>
> "They went out and bought gifts that will make the next visit better. Mole bought candles for Mouse, and Mouse bought sunglasses for Mole."
>
> "In addition to what [Wilson] said, I wonder if they're going to find a way to solve the food problem. Maybe Mouse can bring cheese to Mole's hole and Mole can bring worms to Mouse's house."

Observe the students as they talk with their partners and share with the group, offering support as needed.



GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to generate and discuss their own thinking about the book?
- Do they listen respectfully to the thinking of others?

Record your observations on the "Group Progress Assessment" sheet (GA9); see page 234 of the *Assessment Resource Book*.

Support any student who struggles to share his thinking by having the student reread pages 28–29 and tell you what happens. Then ask questions such as:

Q *What do you think about that part?*

Q *What do you wonder after reading that part?*

Then ask:



Q *How do you know that Mouse and Mole are good friends? Turn to your partner.*

Have a few students share their thinking.

4 Reflect on Discussing Thinking

Remind the students that talking about books with others can help them understand stories and think about things they would not have thought of on their own. Ask and discuss:

Q *What is something interesting you heard someone else share today?*

Have the students put *Upstairs Mouse, Downstairs Mole* into their toolboxes and encourage them to reread the book independently.

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MORE STRATEGY PRACTICE

Read and Discuss "The Boat"

After you have taught these three lessons, consider having the students read and discuss the fourth chapter, "The Boat." You may want to refer to the Day 3 lesson to develop your own Small-group Reading lesson for this chapter. After the students have read and discussed the chapter, ask them to put *Upstairs Mouse, Downstairs Mole* into their toolboxes and encourage them to reread the book independently.

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RESOURCES



Only One Year

by Andrea Cheng, illustrated by Nicole Wong

In this fiction chapter book, Sharon and her sister, Mary, spend a year without their little brother, Di Di, who is sent to China to live with their grandparents.

More Strategy Practice

- "Make and Support Predictions"
- "Check Predictions"
- "Write More About Wondering"

Assessment Resource Book

- Set 9 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week and the next.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheets (GA10–GA11)

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Academic Focus

- Students wonder about a story.
- Students find information about a question in a fiction text.
- Students write in reading journals about what they wonder.
- Students read and discuss a fiction text.

Social Development Focus

- Students take responsibility for their learning.
- Students share their partners' thinking with the group.

DO AHEAD

✓ Prior to Day 1, read the "Author's Note" on pages 95–96 of *Only One Year*, which gives cultural background information about the story. The note explains why some immigrant families decide to send their young children to their home countries for a year or two to stay with grandparents and other relatives.

✓ Prior to Day 1, refer to the "Pronunciation Guide and Glossary" on page 97 and practice saying these Chinese words.

✓ Prior to Day 1, title a sheet of chart paper "What We Wonder About the Story" (see Day 1, Step 2).

✓ Prior to Day 2, gather and introduce reading journals to the students if you have not done so already. For more information, see "Reading Journals" in the Introduction.

✓ Prior to Day 2, read pages 20–26 of *Only One Year* and record what you wonder about the story in your reading journal as a model for the students. You might write: *I wonder why Sharon lies to Isabelle about where Di Di is. I wonder if Isabelle will find out the truth about Di Di. I wonder how Sharon and Mary will feel about school this year.* (See Day 2, Step 4.)

✓ Prior to Days 2–6, check in with individual students to make sure they have done the reading (and writing). If necessary, provide them with additional structured reading (and writing) time.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA10); see page 235 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 6, read pages 84–88 of *Only One Year* and record information in your reading journal that helps answer the question "How will Sharon and Mary feel about Di Di when he comes home?" You might write: *I think Mary and Sharon will feel happy when Di Di comes home from China because they like taking care of him. On page 86, Sharon says, "Have fun at school" and holds Di Di's hand for a few moments before he leaves for school. This shows that she wants Di Di to have a good day and that she cares for him. On page 87, when Di Di comes home from school, Sharon asks how school was and Mary pours him a cup of milk. This shows that Sharon and Mary are interested in Di Di's day and in helping to take care of him.* (See Day 6, Step 3.)
- ✓ Prior to Day 6, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA11); see page 236 of the *Assessment Resource Book*.

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Only One Year
Wondering

Day 1

In this lesson, the students:

- Wonder about a story
- Read and discuss chapters in a book
- Take responsibility for their learning

1 Gather and Introduce *Only One Year*

Show the cover of *Only One Year* and read the title and the names of the author and illustrator aloud. Tell the students that this story is about two sisters, Sharon (the oldest) and Mary, and their little brother, Di Di.

Point out the characters on the cover. Explain that Sharon, Mary, and Di Di's parents are from China but that the family now lives in the United States. Tell them that the children's parents decide to send Di Di to China for a year to live with his grandparents.

2 Introduce Wondering

Explain that readers *wonder*, or ask themselves questions, as they read. Tell them that readers wonder before they read, while they are reading, and after they read. Ask the students to listen as you share what you wonder about *Only One Year*.

> **You might say:**
>
> "I wonder why Di Di's parents send him to China for a year."

Direct the students' attention to the "What We Wonder About the Story" chart and read the chart title aloud. Record what you wonder as a question on the chart.

> What We Wonder About the Story
>
> – Why do Di Di's parents send him to China for a year?

Materials

- Teacher and student copies of *Only One Year* (pages 3–19)
- "What We Wonder About the Story" chart, prepared ahead
- Marker
- Two self-stick notes for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- (Optional) World map or globe

Teacher Note

Though you may choose to preview some books with the students before they read, previewing *Only One Year* may interfere with the students making authentic predictions.

Teacher Note

You may want to point out the United States and China on a world map or globe.

ELL Note

You may want to explain to your students that when you *wonder* about something, you want to know more about it.

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Ask:

Q *What do you wonder about this story?*

Invite a few students to share what they wonder with the group, using the prompt "I wonder . . . ." As they share, record what they wonder as questions on the chart.

Explain that different readers wonder different things. Readers may wonder what will happen in a story, or about how the characters feel and what they do. Explain that wondering gives readers a reason to keep reading—they want to find answers to their questions.

3 Read and Discuss "Not So Long" and "Leaving"

Tell the students that today they will read the first chapter of *Only One Year*, called "Not So Long," and the second chapter, called "Leaving." Explain that after they read, they will discuss more about what they wonder about the story.

Distribute *Only One Year* and one self-stick note to each student. Ask the students to open to page 12 and mark the page so they know where to stop reading.

Have the students turn to the "Pronunciation Guide and Glossary" on page 97. Explain that this page lists several Chinese words and names that they will see in *Only One Year*. Encourage the students to refer to this page as they read the book.

Ask the students to turn back to page 3 and read the first two chapters quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the first two chapters at least once, ask and discuss:

Q *What happens in the chapters you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Why does Mama send Di Di to China?*

Q *What happens at the airport?*

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4 Discuss Wondering

Review that readers wonder about what they read. Ask the students to listen as you wonder aloud about the part of the book you have read so far.

> **You might say:**
>
> "I wonder how Sharon and Mary will feel when Di Di is in China."

Record what you wonder as a question on the "What We Wonder About the Story" chart.

What We Wonder About the Story

- Why do Di Di's parents send him to China for a year?
- How will Sharon and Mary feel when Di Di is in China?

Remind the students to use the prompt "I wonder . . ." to share what they are wondering. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What do you wonder about the story?* [pause] *Turn to your partner.*

Have a few students share their thinking. Record what the students wonder as questions on the "What We Wonder About the Story" chart.

5 Introduce "Photos" and "School Shoes" for Independent Reading

Tell the students that they will read the chapters, "Photos" and "School Shoes" during independent reading, before they read any other books from their toolboxes. Tell them that when the group meets again, they will discuss what they read independently. Ask:

Q *Why is it important to read the chapters before the next lesson?*

> **Students might say:**
>
> "It's important for me to read the chapters so that I can talk about them."
>
> "I need to read so that I understand what the group is talking about."

ELL Note

Sustaining comprehension through a longer text may be challenging for the students. Consider checking in with them as they read the assigned chapters independently.

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Tell the students that it is important they read only the assigned pages and do not read ahead. Distribute the remaining self-stick notes. Have the students use the table of contents and a self-stick note to find and mark the start of "Photos." Then have them turn to page 19 and mark it with the other self-stick note so they know where to stop reading.

Teacher Note

Save the "What We Wonder About the Story" chart to use throughout this week and the next.

6 Wrap Up

Tell the group when their next meeting will be and remind the students that they will complete their independent reading before that lesson. Have the students put *Only One Year* into their toolboxes.

Day 2

Only One Year

Wondering

Materials

- Teacher and student copies of *Only One Year* (pages 13–26)
- "What We Wonder About the Story" chart from Day 1
- Marker
- Model reading journal entry, prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading. If necessary, provide them with additional structured reading time.

In this lesson, the students:

- Wonder about a story
- Read and discuss chapters in a book
- Share their partners' thinking
- Take responsibility for their learning

1 Gather and Discuss "Photos" and "School Shoes"

Remind the students that they read two chapters of *Only One Year* independently to prepare for today's discussion. Ask:

Q *What happens in the chapters you read independently?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What do Sharon and Mary notice about the photos of Di Di?*

Q *What happens when Sharon, Mary, and Mama go to the shoe store?*

2 Read and Discuss "Getting Ready" and "First Day"

Tell the students that today they will read the next two chapters, "Getting Ready" and "First Day." Have the students place a self-stick note on page 26 so they know where to stop reading. Then have them use the table of contents to find and turn to the first page of "Getting Ready."

Ask the students to notice what they wonder as they read the chapters quietly to themselves.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapters at least once, ask:

Q *What happens in the chapters you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *How does Sharon help Mary before the first day of school?*

Q *What does Sharon wonder about Di Di?*

Q *What does Sharon tell Isabelle about Di Di?*

3 Discuss Wondering

Remind the students that readers wonder before they read, while they are reading, and after they read. Explain that readers often wonder about what will happen in the story and about how the characters feel and why they do what they do.

Direct the students' attention to the "What We Wonder About the Story" chart and review the questions from the previous lesson.

Tell the students they will use the prompt "I wonder . . ." to share with their partners what they are wondering now about the book. Ask the students to listen carefully to their partners because you will ask some of them to share their partners' thinking with the group.

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What are you wondering about the story now?* [pause] *Turn to your partner.*

Have a few students share what their partners are wondering with the group. Ask the students to begin their sharing with the prompt "[Nicholas] wonders . . . ."

Students might say:

"[Ameila] wonders if the parents miss Di Di."

"[Safwat] wonders how Mary will like first grade."

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Write what the students are wondering as questions on the "What We Wonder About the Story" chart. (For example, *Do the parents miss Di Di?*)

4 Introduce Wondering in Reading Journals

Explain that writing in reading journals can help the students remember what they wonder when they share with their partners and the group.

Tell the students that you recorded what you wonder about *Only One Year* in your reading journal. Have the students listen as you read your journal entry aloud.

> **You might say:**
>
> "I wonder why Sharon lies to Isabelle about where Di Di is. I wonder if Isabelle will find out the truth about Di Di. I wonder how Sharon and Mary will feel about school this year."

Ask:

Q *What is something you wonder about the story? Turn to your partner.*

Have a few students share their thinking. Point out that readers often wonder about what will happen in the story and about how the characters feel and what they do.

Explain that in the next lesson, the students will write what they wonder in their reading journals.

5 Introduce "Playing School" and "Miniature House" for Independent Reading

Tell the students that they will read "Playing School" and "Miniature House" during independent reading, before they read any other books from their toolboxes. Explain to the students that when the group meets again, they will discuss what they read independently.

Tell the students that it is important that they read only the assigned pages and do not read ahead. Have them use the table of contents and a self-stick note to find and mark the start of "Playing School." Then have them turn to page 36 and mark it with another self-stick note so they know where to stop reading.

6 Wrap Up

Tell the group when their next meeting will be and remind the students that they will complete their independent reading before that lesson. Have the students put *Only One Year* into their toolboxes.

ELL Note

You may want to explain that in the first chapter they will read, Sharon and Mary are at home *playing school*, or pretending that they are in school. Sharon pretends to be the teacher and Mary pretends to be the student.

Tell them that in the second chapter they will read, the sisters make a *miniature house*—a very small house. Show the illustration on page 33 and point out the miniature house.

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MORE STRATEGY PRACTICE

Make and Support Predictions

Review that readers often wonder about what will happen next in stories they read. Tell the students that readers *predict*, or use what they know about the story, to think about what will happen next. Ask:

Q *What do you predict will happen in the story? What makes you think that?*

> **Students might say:**
>
> "Maybe Mama will decide to go back to China and pick up Di Di early. At the shoe store, Sharon and Mary want to buy shoes for Di Di, but they can't because they don't know his size anymore. Mama, Sharon, and Mary all seem to miss him a lot."
>
> "I predict that Di Di will like living in China with his grandparents. He gets to do lots of fun things like going to the zoo and riding the merry-go-round."
>
> "I think that Sharon will tell Isabelle that she lied about where Di Di is. Sharon seems to feel bad that she lied because she says, 'My stomach flips.' She probably will want to tell Isabelle the truth."

Record the students' predictions on a sheet of paper. Save the recorded predictions to use for More Strategy Practice, "Check Predictions," following Day 6.

Teacher Note

Write the predictions in large enough print that the students can read them in a group discussion. You may want to use chart paper.

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Day 3

Only One Year

Wondering

Materials

- Teacher and student copies of *Only One Year* (pages 27–52)
- "What We Wonder About the Story" chart from Day 2
- Marker
- Student reading journals
- Pencil for each student
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 2
- "Group Progress Assessment" sheet (GA10)

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading. If necessary, provide them with additional structured reading time.

In this lesson, the students:

- Wonder about a story
- Write in their reading journals
- Read and discuss chapters in a book
- Take responsibility for their learning

1 Gather and Discuss "Playing School" and "Miniature House"

Review that the students read two chapters of *Only One Year* independently to prepare for today's discussion. Ask:

Q *What happens in the chapters you read independently?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What do Sharon and Mary do when they play school?*

Q *Why do Sharon and Mary not look at the new photos of Di Di?*

Tell the students that as they continue to read *Only One Year*, they will discuss and write what else they wonder about the story.

2 Read and Discuss "Spring" and "A New Bed"

Tell the students that today they will read the next two chapters, "Spring" and "A New Bed." Have the students place a self-stick note on page 44 so they know where to stop reading. Then have them use the table of contents to find and turn to the first page of "Spring."

Have the students read the chapters quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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When all the students have read the chapters at least once, ask:

Q *What happens in the part you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What do Sharon, Mary, and Isabelle talk about at the playground?*

Q *Why does Sharon ask Mama if Di Di still likes airplanes?*

3 Wonder and Write in Reading Journals

Review that readers often wonder about what will happen in a story and about how the characters feel and what they do. Tell the students that different readers wonder different things and that readers may talk or write about what they wonder.

Direct the students' attention to the "What We Wonder About the Story" chart and review the questions from the previous lessons. Ask the students to listen as you share what you are wondering now about the story.

> **You might say:**
>
> "I wonder how Sharon and Mary will feel about Di Di when he comes home."

Record what you wonder as a question on the "What We Wonder About the Story" chart.

Tell the students to use the prompt "I wonder . . ." to share what they are wondering now about the story. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What do you wonder about the story now?* [pause] *Turn to your partner.*

Without having the students share with the group, distribute the reading journals and have the students write about what they wonder now about the story, using the prompt, "I wonder . . . ."

Give the students a few minutes to review their writing and then invite the students to read what they wrote to the group.

Teacher Note

Be sure to write the question "How will Sharon and Mary feel about Di Di when he comes home?" on the chart, as you will use it to guide your instruction on Days 4 and 6.

Teacher Note

You may want to have the students write the relevant chapter titles in their journal entries.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to discuss what they wonder about the story?
- Do they write about what they wonder in their reading journals?
- Are they sharing ideas with one another and the group?

Record your observations on the "Group Progress Assessment" sheet (GA10); see page 235 of the *Assessment Resource Book*.

Support any student who struggles by helping the student find parts of the chapters to reread and by asking questions such as:

Q *Sharon and Mary explain to Isabelle that Di Di is in China until the summer. What do you wonder?*

Q *Sharon and her dad make a new bed for Di Di and paint an airplane on it. What do you wonder?*

4 Reflect on Wondering

Ask and discuss:

Q *Why do different readers wonder different things?*

> **Students might say:**
>
> "Different readers know different things, so they have different questions."
>
> "Everybody thinks differently, so we wonder about different stuff."
>
> "Readers wonder about different things because they notice different things in the story."

Tell the students that in the next lesson, they will discuss and write more about what they wonder.

5 Introduce "Home Again" and "Looking for Nai Nai" for Independent Reading

Tell the students that they will read "Home Again" and "Looking for Nai Nai" and write what they wonder in their reading journals during independent reading, before they read any other books from their toolboxes.

Explain to the students that when the group meets again, they will discuss what they read and what they wondered. Review that writing in reading journals can help them remember what they wonder when they talk with their partners and the group.

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Tell the students that it is important that they read only the assigned pages and do not read ahead. Have them use the table of contents and a self-stick note to find and mark the start of "Home Again." Then have them turn to page 52 and mark it with another self-stick note so they know where to stop reading.

6 Wrap Up

Tell the group when their next meeting will be and remind the students that they will complete their independent reading and writing before that lesson. Have the students put their reading journals and *Only One Year* into their toolboxes.

Only One Year
Wondering

Day 4

In this lesson, the students:

- Wonder about a story
- Explore finding information about a question
- Discuss their reading journals with partners
- Read and discuss chapters in a book
- Take responsibility for their learning

1 Gather and Discuss "Home Again" and "Looking for Nai Nai"

Ask:

Q *What did you do to make sure you were ready to talk about* Only One Year *today?*

Remind the students that to prepare for the discussion, they read two chapters of the story independently and wrote what they wondered about those chapters in their reading journals. Ask:

Q *What happens in the chapters you read independently?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What happens when Di Di returns home?*

Q *How does Di Di feel after Nai Nai leaves?*

Q *What does Mary do when Di Di is crying?*

Materials

- Teacher and student copies of *Only One Year* (pages 45–74)
- Student reading journals
- Pencil for each student
- "What We Wonder About the Story" chart from Day 3
- Marker
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 3

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

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Teacher Note

If time allows, consider having the students share what they wrote with the group.

ELL Note

You may want to explain that in the second chapter they will read, Di Di *has a tantrum*, or quickly becomes very angry and noisy. Tell them that the chapter is called "House Repairs" because Sharon, Mary, and Ba Ba try to *repair*, or fix, something that is broken.

2 Review Wondering

Remind the students that readers wonder what will happen in a story and about how the characters feel and what they do. Review that different readers wonder different things and that readers may talk or write about what they wonder.

Explain that partners will take turns reading aloud what they wrote in their journals. Give the students a few minutes to review their writing and read to their partners.

3 Read and Discuss "The Playground" and "House Repairs"

Tell the students that today they will read the chapters, "The Playground" and "House Repairs" and discuss what they wonder. Have them place a self-stick note on page 62 so they know where to stop reading. Then ask them to use the table of contents to find and turn to the first page of "The Playground."

Have the students read the assigned pages quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapters at least once, ask and discuss:

Q *What happens in the chapters you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What do Sharon and Mary talk about at the playground?*

Q *Why is Sharon mad at Mary?*

Q *How does Sharon feel about Di Di?*

Ask:

Q *What do you wonder about the story now?*

> **Students might say:**
>
> "I wonder why Sharon is so bossy to Mary."
>
> "I wonder if Sharon will forgive Di Di for ruining the house."

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Direct the students' attention to the "What We Wonder About the Story" chart. Write what the students are wondering as questions on the chart.

4 Introduce and Model Looking for Information About a Question

Explain that wondering gives readers a reason to keep reading—they want to find answers to their questions. Tell the students that some of the questions readers ask are answered in the text, while others might not be. Tell them that either way, wondering helps readers understand and discuss stories.

Direct the students' attention to the question "How will Sharon and Mary feel about Di Di when he comes home?" on the "What We Wonder About the Story" chart and read the question aloud. Ask the students to listen as you think aloud about information you read in the chapters, "The Playground" and "House Repairs" that answers the question.

> **You might say:**
>
> "I think Mary is happy with Di Di when he comes home. On pages 53–54 in the chapter, 'The Playground,' Mary plays school with Di Di and seems to like playing with him. She tells him, 'very good,' when he learns how to do a somersault with her help. On the other hand, I think Sharon seems angry with Di Di because he cries a lot and ruins her things. On pages 54–55 in the chapter, 'The Playground,' Sharon says that she wishes she didn't have a little brother who screams half the night. She wishes that Di Di had stayed in China. On page 58 in the chapter, 'House Repairs,' Sharon says that Di Di is a bad boy because he destroyed the miniature house."

Ask and briefly discuss:

Q *What did I find out about how Sharon and Mary feel about Di Di?*

> **Students might say:**
>
> "You found out that Mary likes playing with Di Di."
>
> "Sharon seems angry with Di Di because he cries a lot."
>
> "You found the page numbers where there were parts about Di Di at home."

If necessary, explain that you found several parts in the book that had information to answer the question, "How will Sharon and Mary feel about Di Di when he comes home?"

Tell the students that looking for information to answer questions about a story helps readers focus their rereading and think more deeply about the story.

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Explain that in the next lesson, the students will look for more information in the story that describes how Sharon and Mary feel about Di Di when he comes home.

5 Introduce "Ducks," "The Zoo," and "Book Bag" for Independent Reading

Tell the students that they will read and write what they wonder about the next three chapters, "Ducks," "The Zoo," and "Book Bags" during independent reading, before they read any other books from their toolboxes.

Tell the students that it is important that they read only the assigned pages and do not read ahead. Have them use the table of contents and a self-stick note to find and mark the start of "Ducks." Then have them turn to page 74 and mark it with another self-stick note so they know where to stop reading.

Explain that the students will share what they wonder with their partners in the next lesson.

ELL Note

You may want to explain that in the chapter, "Book Bags," Di Di watches a big truck with a *concrete mixer*, a machine that mixes clay, small broken rocks, water, sand, and other things to make sidewalks. Show the students the illustration on page 73 and point out the concrete mixer.

6 Wrap Up

Tell the group when their next meeting will be and remind the students that they will complete their independent reading and write about what they wonder in their reading journals before that lesson. Have the students put their reading journals and *Only One Year* into their toolboxes.

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Day 5

In this lesson, the students:

- Wonder about a story
- Find information about a question
- Discuss their reading journals with partners
- Read and discuss chapters in a book
- Take responsibility for their learning

1 Gather and Discuss "Ducks," "The Zoo," and "Book Bags"

Ask and discuss:

Q *What happens in the chapter, "Ducks"?*

Q *What happens in the chapter, "The Zoo"?*

Q *What happens in the chapter, "Book Bags"?*

Q *How do you think Di Di feels doing things with his sisters? What in the book makes you think that?*

Review that the students wrote what they wondered about the story in their journals. Explain that partners will take turns reading aloud what they wrote.

Give the students a few minutes to review their writing and read to their partners.

2 Read and Discuss "Off to School" and "Di Di's Book"

Tell the students that today they will read the chapters, "Off to School" and "Di Di's Book." Have them place a self-stick note on page 83 so they know where to stop reading. Then, have them use the table of contents to find and open to the first page of "Off to School."

Have the students read the assigned pages quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

Materials

- Teacher and student copies of *Only One Year* (pages 63–94)
- Student reading journals
- Pencil for each student
- "What We Wonder About the Story" chart from Day 4
- Marker
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 4

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

Teacher Note

If the students need support remembering the story, encourage them to refer back to the book.

Teacher Note

If time allows, consider having the students share what they wrote with the group.

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When all the students have read the chapters at least once, ask and discuss:

Q *What happens in the chapters you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What happens when Sharon and Mary come home from school?*

Q *What is in Di Di's book?*

3 Listen for Information About a Question

Direct the students' attention to the "What We Wonder About the Story" chart. Review that readers can find information to answer questions they have about stories.

Remind the students that last time you found information in the book that answers the question, "How will Sharon and Mary feel about Di Di when he comes home?" (Point to the question on the chart.)

Explain that you will now reread part of the chapter, "Off to School" aloud and ask the students to listen for more information that answers the question "How will Sharon and Mary feel about Di Di when he comes home?"

Have the students open their books to page 75 and follow along as you read pages 75–78 aloud, stopping as described below.

Stop after:

p. 77 "'Just get ready. Little kids cry a lot,' I say, taking Mary's hand as we cross the street."

Ask:

Q *How does Sharon feel about Di Di? What makes you think that? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think Sharon still feels annoyed by Di Di. She says to Isabelle that little kids cry a lot, and I think she is talking about Di Di."
>
> "I think Sharon likes Di Di better than before. She turns and looks back at him after she walks down the driveway on her way to school. Maybe she will miss him when she is at school."

Continue reading aloud to the end of page 78. Stop after:

p. 78 "'Good job,' I say, and tape his picture to the refrigerator."

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Ask:

Q *How do Sharon and Mary feel about Di Di? What makes you think that? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think Mary feels annoyed by Di Di. She scolds him when his food drips onto his shirt."
>
> "I think Sharon likes Di Di more and more. She plays school with him and tells him, 'Good job,' when he draws his picture."

Review that rereading helps readers find information that answers their questions.

Explain that in the next lesson, the students will look for more information in the story that answers the question "How will Sharon and Mary feel about Di Di when he comes home?"

4 Introduce "First Day for Di Di" and "Swings" for Independent Reading

Tell the students that they will read and write what they wonder about the last two chapters, "First Day for Di Di" and "Swings" during independent reading, before they read any other books from their toolboxes.

Have the students use the table of contents and a self-stick note to find and mark the start of "First Day for Di Di." Then have them turn to page 93 and mark it with another self-stick note so they know where to stop reading.

5 Wrap Up

Tell the group when their next meeting will be and remind the students that they will complete their independent reading and write about what they wonder in their reading journals before that lesson.

Have the students put their reading journals and *Only One Year* into their toolboxes.

Teacher Note

Consider when you will collect and read the students' reading journals.

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Day 6

Only One Year

Wondering

Materials

- Teacher and student copies of *Only One Year* (pages 84–93)
- "What We Wonder About the Story" chart from Day 5
- Marker
- Model reading journal entry, prepared ahead
- Student reading journals
- Pencil for each student
- "Group Progress Assessment" sheet (GA11)

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

In this lesson, the students:

- Wonder about a story
- Write in their reading journals
- Find information about a question
- Read and discuss chapters in a book

1 Gather and Discuss "First Day for Di Di" and "Swings"

Ask and discuss:

Q *What happens in the chapters you read independently?*

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What do you think about Mama's decision to send Di Di to China for a year? Why do you think that?* [pause] *Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think Mama's decision is a good one because Di Di gets a lot of attention from his grandparents."
>
> "Also, I think it is good for Di Di to live in China because he goes to lots of fun places like the playground and the zoo."
>
> "I think Mama's decision is not good. Sharon and Mary miss Di Di so much when he leaves and then Di Di misses Nai Nai a lot when he comes home."

2 Review Wondering

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *Why do readers wonder about stories?* [pause] *Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "Readers have questions about why things are happening in a story."
>
> "They want to know why the characters do things."
>
> "Readers wonder so they can talk about their book."

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If necessary, remind the students that readers wonder about what will happen in a story and about how the characters feel and what they do. Review that wondering gives readers a reason to keep reading—they want to find answers to their questions.

Direct the students' attention to the "What We Wonder About the Story" chart and review some of the questions with the group.

Remind the students that they wrote in their reading journals about the last two chapters of *Only One Year*. Explain that partners will take turns reading aloud what they wondered.

Give the students a few minutes to review their writing and read to their partners. Ask a few students to share their questions. As students share, write what they wonder as questions on the "What We Wonder About the Story" chart.

Explain that today the students will look for and record information in their journals that answers the question "How will Sharon and Mary feel about Di Di when he comes home?"

3 Model Recording Information About a Question

Point to the question "How will Sharon and Mary feel about Di Di when he comes home?" on "What We Wonder About the Story" chart. Tell the students that you read the chapter, "First Day for Di Di" and recorded information in your reading journal that answers the question.

Have the students listen as you read your journal entry aloud.

Ask and briefly discuss:

Q *What information did I find about my question?*

> **Students might say:**
>
> "You found out that Sharon holds Di Di's hand for a few moments before she leaves for school."
>
> "You wrote down the page numbers that have things that answer the question."
>
> "You shared that Sharon and Mary feel happy about Di Di being home because they like taking care of him."

Point out that you recorded information (including the page numbers) from the story that answers the question from the chart, "How will Sharon and Mary feel about Di Di when he comes home?"

Explain that recording the answers to their questions can help readers remember what they thought about as they read.

4 Reread and Record Information

Explain that the students will reread the last chapter, "Swings," to look for information that answers the question "How will Sharon and Mary feel about Di Di when he comes home?" Tell them that they will then

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write in their reading journals about what they found before they share their thinking with their partners and the group.

Tell the students to open their books to page 89 and reread pages 89–93 quietly to themselves.

Have the students write in their reading journals about the sisters' feelings about Di Di. Ask them to use the prompt "I think Sharon and Mary feel _____ when Di Di comes home. On page _____, . . ." to record how the sisters feel about Di Di and what they found in the book that makes them think that. Tell them to record the page numbers from the book where they find information that answers the question.

Teacher Note

You may want to write the prompt where the students can see it.

After the students finish rereading and recording in their journals, have partners take turns reading what they wrote. Have a few students share what they wrote with the group.

Observe the students as they reread, write in their journals, and talk with partners and the group, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students rereading the chapter to find information that answers the question?
- Are they recording information from the text to support their thinking?
- Are they sharing ideas with one another?

Record your observations on the "Group Progress Assessment" sheet (GA11); see page 236 of the *Assessment Resource Book*.

Support any student who struggles to find parts of the text that answer the question by asking the student to reread paragraphs aloud that are relevant. Then ask questions such as:

Q *What does this sentence tell you about [how Sharon feels about Di Di]?*

5 Wrap Up Wondering

Review that wondering as they read helps readers understand and discuss stories. Encourage the students to ask themselves questions as they read, both during and outside of Small-group Reading. Ask the students to put *Only One Year* in their toolboxes and encourage them to reread the book independently.

Teacher Note

Consider collecting the students' reading journals to read at another time. Consider writing comments to the students and meeting individually with any student who struggled with wondering.

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MORE STRATEGY PRACTICE

Check Predictions

Remind the students that earlier, they made predictions about what would happen in the story. If necessary, review that readers *predict*, or use what they know about the story to think about what will happen next.

Read aloud the predictions the students made earlier. Ask and discuss:

Q *What did you learn about your predictions?*

> **Students might say:**
>
> "I predicted that Mama would bring Di Di back from China early, but she didn't."
>
> "[Jackson] was right about Di Di liking living in China."
>
> "Isabelle did find out the truth about Di Di, but I thought that Sharon would tell her. It turns out that Mary tells Isabelle first."

Encourage the students to make predictions when they read, both during and outside of Small-group Reading.

Teacher Note

This More Strategy Practice activity assumes that the group has completed More Strategy Practice, "Make and Support Predictions," following Day 2. You will use the recorded list of the students' predictions as a basis for discussion.

Write More About Wondering

Review that the students may or may not find more information in books about some of the things that they wonder. Either way, wondering helps readers understand and discuss what they read. Explain to the students that they will reread their reading journals and choose one thing they wondered that they would like to learn more about in the next lesson. Ask the students to mark one thing they still wonder. Ask:

Q *What is something you still wonder about the story? Turn to your partner.*

Have a few students share their thinking.

Explain that you will read what they marked in their journals before the next time the group meets.

Collect the reading journals. Read and respond to the "I wonder" statements the students marked in their journals. You might ask yourself:

- Are the students able to write "I wonder" statements that relate to the chapters in the story?
- Did they select "I wonder" statements that can be explored in the text?

For each student, write a comment and suggest chapters they can reread in the next lesson to learn more about what they wonder. ("I am also wondering why Sharon was so bossy to Mary at the playground. Try rereading the chapter 'Playground' to find out more about this.")

Teacher Note

This activity will require two separate class periods.

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In the next class period, after you have responded to the students' journal entries, distribute the journals and pencils. Have the students reread the "I wonder" statements they selected in the previous lesson and read the comments and suggestions you wrote in response.

Tell the students that they will reread the chapter or chapters you suggested. Ask the students to look for and write about parts of the text that help them learn more about what they wonder and write the page numbers next to the "I wonder" statement they selected in their journals.

Have the students reread the chapter or chapters you suggested and write in their journals.

After the students finish rereading and writing, have partners take turns reading their selected "I wonder" statements aloud and telling what information they found. Then have a few students read aloud their selected "I wonder" statement and what they wrote to the group.

Teacher Note

Support any student who struggles to find relevant parts of the text by asking him to reread paragraphs aloud that relate to his "I wonder" statement. Then ask questions such as "How does this sentence help you learn more about [why Sharon is bossy to Mary at the playground]?"

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Not Norman (page 4) Fiction ▪ F&P: L ▪ Lexile®: 460L ▪ DRA®: 24	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ELL Support	**Day 1:** Reading a Fiction Book More Strategy Practice: "Explore Context Clues"	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently More Strategy Practice: "Explore Hyphens and Dashes"
Penguins (page 14) Expository nonfiction ▪ F&P: L ▪ Lexile®: N/A ▪ DRA®: 24	**Comprehension:** Exploring Text Features ELL Support	**Day 1:** Reading a Nonfiction Book and Exploring Text Features Extension: "Explore Measurement with *Penguins*"	**Day 2:** Reading a Nonfiction Book and Exploring Text Features Extension: "Read Phonetic Spellings"	**Day 3:** Exploring Text Features More Strategy Practice: "Explore Text Features in Other Nonfiction Books"
Happy Like Soccer (page 26) Fiction ▪ F&P: L ▪ Lexile®: NC1050L ▪ DRA®: 24	**Comprehension:** Understanding Character Understanding Problem and Solution ELL Support	**Day 1:** Exploring Character in a Fiction Book	**Day 2:** Exploring Character in a Fiction Book	**Day 3:** Exploring Character in a Fiction Book
Golden Gate Bridge (page 38) Expository nonfiction ▪ F&P: L ▪ Lexile®: N/A ▪ DRA®: 24	**Comprehension:** Wondering Exploring Text Features	**Day 1:** Exploring Text Features and Wondering	**Day 2:** Exploring Text Features and Wondering	**Day 3:** Wondering Technology Extension: "Research Online"
Gravity* (page 50) Expository nonfiction ▪ F&P: L ▪ Lexile®: N/A ▪ DRA®: 24	**Comprehension:** Determining Topic Exploring Text Features	**Day 1:** Exploring Topic and Text Features	**Day 2:** Identifying Information About a Topic	**Day 3:** Identifying Information About a Topic and Determining Topic More Strategy Practice: "Explore the Index"

(continues)

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(continued)

Text	Strategy	Lesson		
Earth* (page 60) Expository nonfiction ▪ F&P: L ▪ Lexile®: N/A ▪ DRA®: 24	**Comprehension:** Making Text-to-text Connections ELL Support	**Day 1:** Reading a Nonfiction Book and Exploring Text-to-text Connections	**Day 2:** Reading a Nonfiction Book and Making Text-to-text Connections	**Day 3:** Making Text-to-text Connections More Strategy Practice: "Make Text-to-text Connections"
Upstairs Mouse, Downstairs Mole (page 74) Fiction: chapter book ▪ F&P: L ▪ Lexile®: 510L ▪ DRA®: 24	**Generating Independent Thinking:** Responding to Literature	**Day 1:** Responding to Literature	**Day 2:** Responding to Literature	**Day 3:** Responding to Literature More Strategy Practice: "Read and Discuss 'The Boat' "
Only One Year (page 84) Fiction: chapter book ▪ F&P: L ▪ Lexile®: 550L ▪ DRA®: 24	**Comprehension:** Wondering	**Day 1:** Wondering Independent reading	**Day 2:** Wondering Independent reading More Strategy Practice: "Make and Support Predictions"	**Day 3:** Wondering Independent reading and writing
		Day 4: Wondering Independent reading and writing	**Day 5:** Wondering Independent reading and writing	**Day 6:** Wondering More Strategy Practice: "Check Predictions" "Write More About Wondering"

* *Earth* must be taught directly after *Gravity*.

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **Independent reading (and writing):** The students read parts of the text (and record their thinking) during independent work time, at another time of day, or as homework before the group meets again.
- **More Strategy Practice:** This lesson includes optional additional instruction on a strategy taught in this set of lessons or covered elsewhere in Small-group Reading. You may want to plan for an extended session or schedule an additional meeting with the group.
- **Extension/Technology Extension:** This lesson includes an optional supplemental activity. You may want to plan for an extended session or schedule an additional meeting with the group.

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SET 9

Being a Reader™

SMALL-GROUP TEACHER'S MANUAL

CCC

Set 9 Overview

	Strategy	Book
Fluency	• Paying attention to characters' feelings • Paying attention to punctuation	*Not Norman*
Comprehension	• Exploring text features	*Penguins* *Golden Gate Bridge* *Gravity*
	• Understanding character • Understanding problem and solution	*Happy Like Soccer*
	• Wondering	*Golden Gate Bridge* *Only One Year*
	• Determining topic	*Gravity*
	• Making text-to-text connections	*Earth*
Generating Independent Thinking	• Responding to literature	*Upstairs Mouse, Downstairs Mole*

Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501-1042
800.666.7270
collaborativeclassroom.org

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Small-group Teacher's Manual

CCC Collaborative Literacy

Being a Reader™



SET 10

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Being a Reader™

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Center for the Collaborative Classroom
1250 53rd Street, Suite 3
Emeryville, CA 94608-2965
(800) 666-7270; fax: (510) 464-3670
collaborativeclassroom.org

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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading and an understanding of their ability to interact with texts.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1. The optional CCC Handwriting™ app can be used on an electronic tablet device to support instruction.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7–12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6–12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)		□		■	■	■ □	
Understanding problem and solution				■		■ □	
Making text-to-self connections	■	■			■ □	■	
Making text-to-text connections				■ □	■ □	□	■
Determining topic		■		■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■		□			
Determining theme					■	■	
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions			■		■		■
Responding to literature			■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

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Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

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Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

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Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between five and nine texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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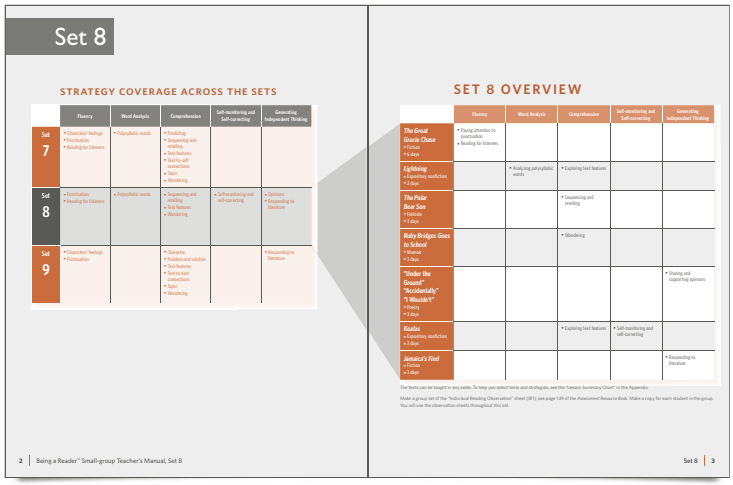
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so.


Set 8

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 7	• Characters' feelings • Punctuation • Reading for listeners	• Polysyllabic words	• Predicting • Sequencing and retelling • Text features • Text-to-self connections • Topic • Wondering		
Set 8	• Punctuation • Reading for listeners	• Polysyllabic words	• Sequencing and retelling • Text features • Wondering	• Self-monitoring and self-correcting	• Opinions • Responding to literature
Set 9	• Characters' feelings • Punctuation		• Character • Problem and solution • Text features • Text-to-text connections • Topic • Wondering		• Responding to literature

SET 8 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Great Gracie Chase • Fiction • 6 days	• Paying attention to punctuation • Reading for listeners				
Lightning • Expository nonfiction • 5 days		• Analyzing polysyllabic words	• Exploring text features		
The Polar Bear Son • Folktale • 5 days			• Sequencing and retelling		
Ruby Bridges Goes to School • Memoir • 5 days			• Wondering		
"Under the Ground" "Accidentally" "I Wouldn't" • Poetry • 3 days					• Sharing and supporting opinions
Koalas • Expository nonfiction • 5 days			• Exploring text features	• Self-monitoring and self-correcting	
Jamaica's Find • Fiction • 5 days					• Responding to literature

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary Chart" in the Appendix.

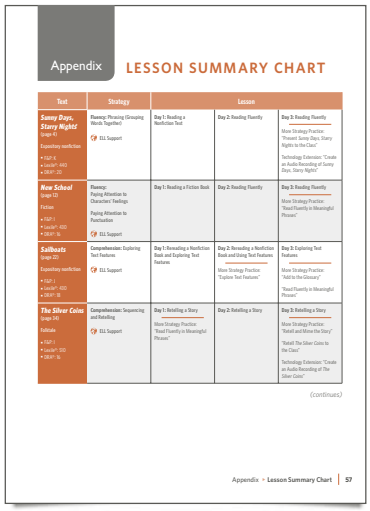
Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the Assessment Resource Book. Make a copy for each student in the group. You will use the observation sheets throughout this set.

2 | Being a Reader™ Small-group Teacher's Manual, Set 8

Set 8 | 3

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Sunny Days, Starry Nights (page 4) Expository nonfiction • F&P: K • Lexile®: 440 • DRA®: 10	**Fluency:** Phrasing (Grouping Words Together) ELL Support	Day 1: Reading a Nonfiction Text	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Present *Sunny Days, Starry Nights* to the Class" Technology Extension: "Create an Audio Recording of *Sunny Days, Starry Nights*"
New School (page 12) Fiction • F&P: I • Lexile®: 450 • DRA®: 16	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ELL Support	Day 1: Reading a Fiction Book	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"
Sailboats (page 22) Expository nonfiction • F&P: J • Lexile®: 650 • DRA®: 18	**Comprehension:** Exploring Text Features ELL Support	Day 1: Rereading a Nonfiction Book and Exploring Text Features	Day 2: Rereading a Nonfiction Book and Using Text Features More Strategy Practice: "Explore Text Features"	Day 3: Exploring Text Features More Strategy Practice: "Add to the Glossary" "Read Fluently in Meaningful Phrases"
The Silver Coins (page 34) Folktale • F&P: I • Lexile®: 550 • DRA®: 16	**Comprehension:** Sequencing and Retelling ELL Support	Day 1: Retelling a Story More Strategy Practice: "Read Fluently in Meaningful Phrases"	Day 2: Retelling a Story	Day 3: Retelling a Story More Strategy Practice: "Retell and Mime the Story" "Retell The Silver Coins to the Class" Technology Extension: "Create an Audio Recording of *The Silver Coins*"

(continues)

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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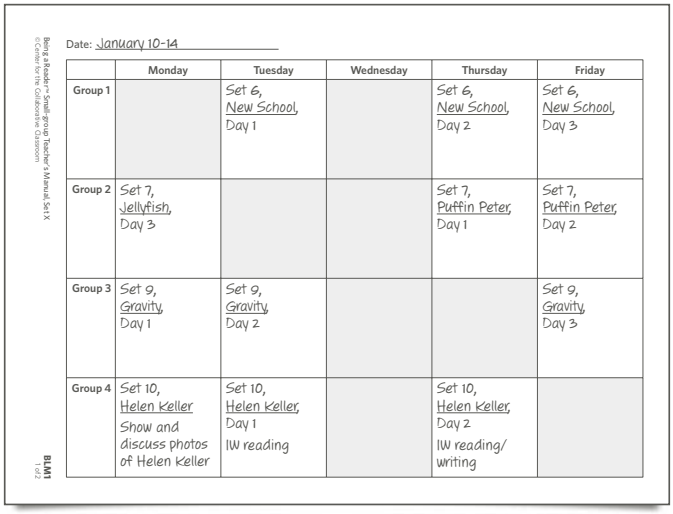

Being a Reader™ Small-group Teacher's Manual, Set X
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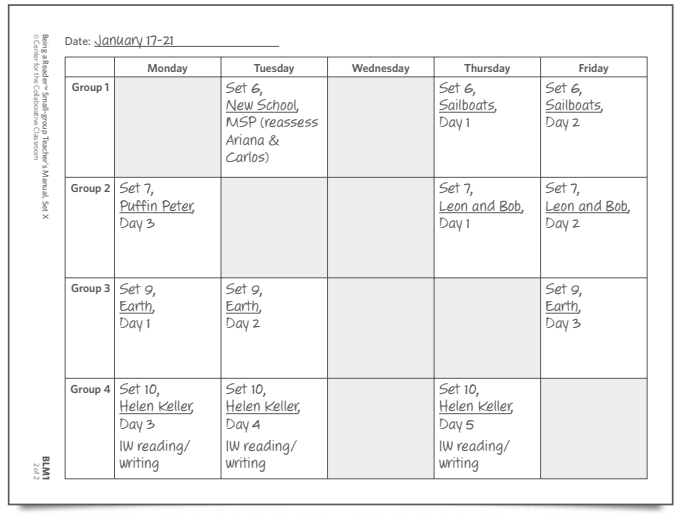
Date: January 10–14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 17–21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
2 of 2

PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will plan to teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9-12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to identify the students' reading levels for Small-group Reading, Sets 6-12 instruction. You may also want to use the assessment during the year to help you reevaluate placement decisions and to help you decide whether a student is ready to move to the next reading level.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Set 10

Set 10 readers respond to texts and share ideas through discussions and in their writing, allowing for a wider variety of opinions and interpretations. Many Set 10 books require background knowledge and a greater facility with non-traditional text structures.

The teacher facilitates conversations to help the students deepen their thinking and monitor their own understanding of texts they read during small-group reading time and independently. As the students respond to each other's thinking, they learn more about topics, character, and theme.



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Set 10

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 9	▪ Characters' feelings ▪ Punctuation		▪ Character ▪ Problem and solution ▪ Text features ▪ Text-to-text connections ▪ Topic ▪ Wondering		▪ Responding to literature
Set 10	▪ Characters' feelings		▪ Character ▪ Text-to-self connections ▪ Text-to-text connections ▪ Theme	▪ Self-monitoring and self-correcting	▪ Opinions ▪ Responding to literature
Set 11	▪ Reading for listeners		▪ Character and setting ▪ Problem and solution ▪ Text-to-self connections ▪ Theme ▪ Topic	▪ Self-monitoring and self-correcting	▪ Responding to literature

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SET 10 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Bink & Gollie ▪ Graphic novel ▪ 6 days	▪ Paying attention to characters' feelings		▪ Understanding character		
To Be an Artist ▪ Nonfiction ▪ 3 days			▪ Making text-to-self connections		
"Old Tortoise" **"Every Time I Climb a Tree"** ▪ Poetry ▪ 3 days			▪ Determining theme ▪ Making text-to-text connections		
I Love Guinea Pigs ▪ Narrative nonfiction ▪ 3 days				▪ Self-monitoring and self-correcting	
The Beckoning Cat ▪ Folktale ▪ 3 days					▪ Sharing and supporting opinions
Helen Keller ▪ Biography ▪ 6 days					▪ Responding to literature

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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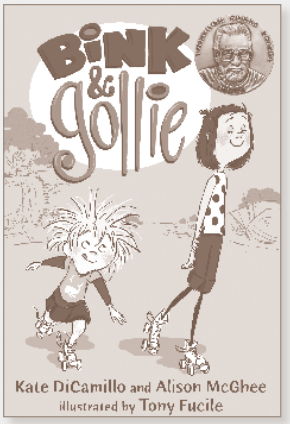
Fluency	**Paying Attention to Characters' Feelings**
Comprehension	**Understanding Character**

RESOURCES



Bink & Gollie

by Katie DiCamillo and Alison McGhee, illustrated by Tony Fucile

In this graphic novel, neighbors and friends Bink and Gollie navigate their way together through a series of quirky adventures.

More Strategy Practice

- "Readers' Theater: 'Don't You Need a New Pair of Socks?'"

Extension

- "Discuss Making Compromises"

Assessment Resource Book

- Set 10 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week and the next.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheets (GA1–GA2)

Reproducible

- (Optional) "Don't You Need a New Pair of Socks?" (BLM1)

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OVERVIEW

Academic Focus

- Students read fluently with attention to characters' feelings.
- Students explore character in a fiction text.
- Students read and discuss a graphic novel.

Social Development Focus

- Students work in a responsible way.
- Students work responsibly in pairs.
- Students listen carefully.

DO AHEAD

✓ Prior to Day 1, read the first chapter of *Bink & Gollie*, "Don't You Need a New Pair of Socks?" to familiarize yourself with the text, paying special attention to the illustrations.

✓ Prior to Day 2, read the second chapter of *Bink & Gollie*, "P.S. I'll Be Back Soon," paying special attention to the illustrations.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA1); see page 238 of the *Assessment Resource Book*.

✓ Prior to Day 3, practice reading pages 30, 35, and 39 of "P.S. I'll Be Back Soon" (including the handwritten notes in the illustrations) with attention to characters' feelings (see Day 3, Step 2).

✓ Prior to Day 3, practice reading pages 36–43 of "P.S. I'll Be Back Soon" with attention to characters' feelings (see Day 3, Step 4).

✓ Prior to Day 4, read the third chapter of *Bink & Gollie*, "Give a Fish a Home," paying special attention to the illustrations.

✓ Prior to Day 6, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA2); see page 239 of the *Assessment Resource Book*.

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ELL SUPPORT

- **Preview the Book:** Prior to Day 1, preview the first chapter, "Don't You Need a New Pair of Socks?" with your students. You may want to read the chapter aloud clarifying vocabulary and idioms as you read:

  long for: wish for and want something (p. 3)

  beg: ask in a serious way for something you want or need very much (p. 13)

  purchase: buy (p. 13)

  unwillingness: not wanting to do something (p. 21)

  Prior to Day 2, preview the second chapter, "P.S. I'll Be Back Soon," with your students. You may want to read the chapter aloud, clarifying vocabulary and idioms as you read:

  baffled: confused (p. 31)

  implore: ask for something in a very serious way (p. 39)

  Prior to Day 4, preview the third chapter, "Give a Fish a Home," with the students. You may want to read the chapter aloud, clarifying vocabulary and idioms as you read:

  remarkable: interesting in a surprising way (p. 48)

  inquire: ask (p. 59)

  longing: the feeling of wishing for and wanting something (p. 60)

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Bink & Gollie

Reading Aloud and Discussing a Fiction Book

Day 1

In this lesson, the students:

- Listen to and discuss a chapter in a book
- Explore characters' feelings

1 Gather and Introduce *Bink & Gollie*

Show the cover of *Bink & Gollie* and read the title and the names of the author and illustrator aloud. Point out Bink (left) and Gollie (right) on the cover and explain that Bink and Gollie are the main characters in the book. Explain that they are friends and neighbors, and that the chapters in the book are about their adventures.

Distribute *Bink & Gollie* and have the students open their books to the illustrated title page.

Point out Bink's and Gollie's houses in the illustration and explain that Bink lives downstairs and Gollie lives upstairs in a tree house. Have the students spend a few moments looking at the illustration.

2 Introduce "Don't You Need a New Pair of Socks?"

Tell the students that today, they will hear the first chapter in *Bink & Gollie*, "Don't You Need a New Pair of Socks?" Explain that in the chapter, Bink and Gollie have trouble getting along.

Explain that sometimes only the illustrations tell what happens in the story, so it is important to look closely at the pictures. Tell the students that as you read the chapter aloud, you will stop to give them a chance to look carefully at the illustrations in their own books before they turn the pages.

3 Read Aloud and Discuss the Chapter

Have the students follow along in their books as you read "Don't You Need a New Pair of Socks?" aloud. Pause at the end of each pair of pages to give the students a chance to look at the illustrations, stopping as described below.

Read pages 2–4 as the students follow along, pausing before turning a page. Stop after:

p. 4 "'Let's roller skate!'"

After the students have viewed the illustration, have them turn the page and keep their books open to pages 6–7. Read the sign "Eccles' Empire

Materials

- Teacher and student copies of *Bink & Gollie* (pages 2–25)

Teacher Note

Consider clarifying vocabulary with the entire group by using the definitions in "ELL Support: Preview the Book" on the previous page before you begin the lesson.

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of Enchantment" aloud. Explain that Eccles' Empire of Enchantment is a store.

Give the students a few moments to look at the illustration; then ask and briefly discuss:

Q *What do you think is happening in this illustration?*

Read the "Bargain Bonanza" sign aloud. Tell the students that a *bargain* is something that is on sale or costs less money than it usually would, and that a *bonanza* is a large amount of something. Explain that a *bargain bonanza* is a very big sale.

Read pages 8–14, continuing to pause after each spread. Stop after:

p. 14 "'Some socks are more lovable than others,' said Gollie."

Ask:

Q *How does Bink feel about her new socks? What makes you think that? Turn to your partner.*

Have a few students share their thinking. Ask:

Q *How does Gollie feel about Bink's new socks? What makes you think that? Turn to your partner.*

Have a few students share their thinking.

Encourage the students to refer to the text and the illustrations to support their thinking.

> **Students might say:**
>
> "I think Bink is happy because she says she loves socks."
>
> "I think Gollie is mad because she didn't want Bink to buy the socks. She has a grumpy look on her face."
>
> "I think Bink and Gollie aren't getting along because Bink loves the socks and Gollie doesn't."

After the students have shared, reread page 14 and then continue reading. Stop after:

p. 19 "'You remove your outrageous socks, and I will make pancakes.'"

Ask and briefly discuss:

Q *What does Bink want to do?*

Q *What does Gollie want Bink to do?*

As students share, follow up by asking:

Q *What makes you think that?*

ELL Note

Consider providing the prompts "I think Bink is feeling _____ because . . ." and "I think Gollie is feeling _____ because . . ." for your English Language Learners to help them verbalize their answers to the questions.

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Briefly explain the word *compromise* by telling the students that a compromise is a way for people who disagree or want different things to get along. In a compromise, each person gets part of what she wants. Ask:

Q *What is Gollie's idea for a compromise? Turn to your partner.*

Have a few students share their thinking. If necessary, point out that Gollie's idea for a compromise is that she will make Bink pancakes if Bink takes off her new socks.

Reread pages 18 and 19 and continue reading to the end of the chapter. Stop after:

p. 23 "'It's a compromise bonanza!'"

Have the students turn the page and look at the illustration on pages 24–25. Ask and briefly discuss:

Q *What happens at the end of the chapter?*

If necessary, point out that in this chapter, Bink and Gollie find a way to get along, even though they disagree, by making a *compromise*. Each of them gets part of what she wants.

4 Discuss Characters' Feelings

Explain that thinking about characters and paying attention to how they are feeling can help readers understand and enjoy stories.

Have the students look at the illustration on the bottom of page 22. Ask:

Q *How do you think Bink and Gollie are feeling in this illustration? What makes you think that? Turn to your partner.*

Have a few students share their thinking.

Have the students turn to page 24 and give the students a few moments to look at the illustration on pages 24 and 25. Ask:

Q *How does Bink feel at the end of the chapter?*

Q *How does Gollie feel at the end of the chapter?*

As students share, follow up by asking:

Q *What makes you think that?*

> **Students might say:**
>
> "At the end, Bink is happy that Gollie shares the pancakes and that she gets to keep on one of her socks."
>
> "I think Gollie is happy that Bink took off one of her socks. She is smiling at Bink."
>
> "In addition to what [Calvin and Rochelle] said, I think they both feel happy at the end because they each get part of what they wanted."

Teacher Note

If time allows, you may consider asking and discussing the following question:

Q *Do you think Bink and Gollie's compromise was fair? Why or why not?*

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5 Wrap Up

Tell the students that in the next lesson, they will read the next chapter of *Bink & Gollie* and talk about how the characters feel. Collect *Bink & Gollie*.

EXTENSION

Discuss Making Compromises

Review that in "Don't You Need a New Pair of Socks?" Bink and Gollie have trouble getting along. Bink loves her new socks, but Gollie does not want her to wear them. They stop getting along when Gollie decides she will not make pancakes for Bink. Bink wants pancakes but does not want to remove her socks. Ask the students to think about a time when they were not getting along with someone. Have pairs discuss:

Q *Who were you not getting along with? Why weren't you getting along? Turn to your partner.*

Have a few students share their thinking. Review that in the story, Bink and Gollie make a compromise—they each get part of what they want. Gollie makes pancakes and gives Bink half, and Bink takes off one of her socks. Have pairs discuss:

Q *Were you and the other person able to find a compromise? What was the compromise? Turn to your partner.*

Have one or two students share their thinking. Follow up with questions such as:

Q *How did you feel before you made a compromise?*

Q *How did you feel afterward?*

Q *Are you glad you compromised? Why or why not?*

Teacher Note

If the students have trouble answering the questions, stimulate their thinking by sharing some examples of times you were not getting along with another person.

ELL Note

Consider providing the prompts "I was not getting along with _____ because . . ." and "The compromise we decided on was . . ." for your English Language Learners to help them verbalize their answers to the questions.

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Bink & Gollie
Reading and Discussing a Fiction Book

Day 2

In this lesson, the students:

- Read and discuss a chapter in a book
- Explore characters' feelings
- Work in a responsible way

1 Gather and Review "Don't You Need a New Pair of Socks?"

Review that in the last lesson, the students heard "Don't You Need a New Pair of Socks?" Ask and briefly discuss:

Q *What happens in "Don't You Need a New Pair of Socks?"*

Discussion Support

If the students have difficulty remembering what they read, show a few of the illustrations to help them remember what happens in the story.

Remind the students that after they heard "Don't You Need a New Pair of Socks?" they thought about and discussed how the characters Bink and Gollie feel. Ask and briefly discuss:

Q *How do Bink and Gollie feel in "Don't You Need a New Pair of Socks?"*

Tell the students that today they will read the next chapter of *Bink & Gollie* and discuss it with partners and the group. Encourage them to pay attention to how Bink and Gollie feel as they read.

2 Introduce "P.S. I'll Be Back Soon"

Explain that in the next chapter, "P.S. I'll Be Back Soon," Gollie goes on an *imaginary*, or pretend, adventure. Tell the students to think of a time they went on an imaginary adventure and ask:

Q *Where did you go on your imaginary adventure? What did you do? Turn to your partner.*

Have one or two students share their thinking.

3 Read and Discuss the Chapter

Distribute *Bink & Gollie* and the self-stick notes. Have the students open their books to page 45 and mark the page so they know where to stop reading. Then ask them to use the table of contents to turn to the first page of the second chapter, "P.S. I'll Be Back Soon," and read the chapter quietly to themselves.

Materials

- Teacher and student copies of *Bink & Gollie*
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

Prior to teaching Day 2, you might consider clarifying vocabulary by using the information in "ELL Support: Preview the Book" on page 6.

ELL Note

Consider providing the prompt "On my imaginary adventure, I . . ." for your English Language Learners to help them verbalize their answers to the question.

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Remind the students to stop and look carefully at the illustrations before turning the pages. Review that sometimes only the illustrations tell what happens in a story.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask and briefly discuss:

Q *What happens in the chapter you just read?*

> **Students might say:**
>
> "Bink waits a long time for Gollie to be finished."
>
> "Gollie invites Bink to sit with her when she gets to the top of the mountain."
>
> "Bink and Gollie spend some time apart, and then they sit together."

4 Discuss Characters' Feelings

Review that thinking about characters and paying attention to how they are feeling can help readers understand and enjoy stories. Ask:

Q *How do Bink and Gollie feel while Gollie is on her imaginary adventure? How do you know? Turn to your partner.*

Q *How do Bink and Gollie feel after Gollie has climbed the imaginary mountain? Turn to your partner.*

Have a few students share their thinking. Encourage the students to refer to the text and the illustrations to support their ideas.

> **Students might say:**
>
> "Bink feels left out because Gollie will not open the door."
>
> "I think Gollie is mad because she wants to go on her adventure, but Bink keeps bothering her."
>
> "After Gollie climbs the imaginary mountain, she feels happy to let Bink into the house. Then Bink probably doesn't feel left out anymore."

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5 Reflect on Discussing Characters' Feelings

Ask and briefly discuss:

Q *What did you like about discussing Bink's and Gollie's feelings?*

Explain that thinking about characters and paying attention to how they are feeling can help readers understand what the characters do.

Tell the students that in the next lesson, they will reread parts of "P.S. I'll Be Back Soon" and talk more about how the characters feel. Then collect *Bink & Gollie*, keeping the self-stick notes in the books.

Bink & Gollie
Reading Fluently

Day 3

In this lesson, the students:

- Hear parts of a book read fluently
- Explore characters' feelings
- Echo read fluently with attention to characters' feelings
- Listen carefully

Materials

- Teacher and student copies of *Bink & Gollie*
- "Group Progress Assessment" sheet (GA1)

1 Gather and Review "P.S. I'll Be Back Soon"

Remind the students that in the last lesson, they read and discussed "P.S. I'll Be Back Soon," the second chapter in *Bink & Gollie*. Ask and briefly discuss:

Q *What do you remember about "P.S. I'll Be Back Soon"?*

Tell the students that today they will listen to and reread parts of "P.S. I'll Be Back Soon" and think and talk more about how the characters feel.

2 Read Part of the Chapter and Discuss a Character's Feelings

Distribute *Bink & Gollie.* Review that in the chapter "P.S. I'll Be Back Soon," Gollie leaves notes for Bink on her front door. Tell the students that they will reread Gollie's notes to Bink and think about how the notes help readers know how Gollie is feeling.

Have the students reread the illustrated notes from Gollie on pages 30, 35, and 39. Have students who finish reading early look more closely at the illustrations on those pages. Ask:



Q *What can you tell from Gollie's notes about how she is feeling? Turn to your partner.*

Have a few students share their thinking with the group.

Teacher Note

Gollie's notes to Bink include many phrases, such as the salutation "To whom it may concern," and words, such as *tolerated* and *implore*, that may not be familiar to the students. Consider defining or discussing terms that will be most helpful to the students. You might use the definitions in "ELL Support: Preview the Book" on page 6.

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Students might say:

"I think Gollie is feeling mad because the writing on the signs keeps getting bigger."

"I agree with [Janna], and I think the words are bigger because Gollie wants Bink to notice the sign."

"I think Gollie is tired of Bink knocking, because the notes aren't that nice."

3 Read Aloud Part of the Chapter and Discuss a Character's Feelings

Have the students turn to page 35. Tell them that you will read one of Gollie's notes to Bink in two different ways, and then ask partners to talk about what they noticed.

Ask the students to follow along in their books as you read. Read inexpressively, without attention to the character's feelings, and then read again with expression and attention to the character's feelings.

Ask:

Q *What did you notice about the two different ways I read Gollie's note to Bink? Turn to your partner.*

Have a few students share their thinking, then ask:

Q *How did the way I read the words help you know how Gollie is feeling?*

Students might say:

"The second time you read, I knew that Gollie was getting mad because you read 'will not be tolerated' slowly like this: 'will . . . NOT . . . be . . . tolerated.'"

"I could tell Gollie was mad the second time, too. The first time you read, I couldn't tell that Gollie was mad because it all sounded the same."

"The second time you read you said 'NOT' really loudly. It sounded like Gollie was frustrated because Bink wasn't listening."

Explain that when you read Gollie's note the second time, you used your voice to show that Gollie was feeling frustrated. Explain that readers can use their voices to let listeners know how the characters in a story are feeling, such as surprised, excited, angry, or curious.

4 Echo Read Fluently

Tell the students that they will echo read a few pages of "P.S. I'll Be Back Soon," paying attention to the characters' feelings. Tell them that echo reading is one way to practice reading fluently, in a way that sounds like talking. For more information about echo reading, see "Echo Reading" in the Introduction.

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Encourage the students to pay attention to what you do with your voice to show how the characters are feeling, and then have them do the same thing with their voices.

Have the group echo read pages 36–43, one page at a time.

Observe the students as they read and offer support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Do the students use their voices to show how characters feel?
- Do they read aloud smoothly and clearly?

Record your observations on the "Group Progress Assessment" sheet (GA1); see page 238 of the *Assessment Resource Book*.

Support any student who struggles to read with attention to characters' feelings by reteaching Day 3, Step 4 using pages 34–43 of "P.S. I'll Be Back Soon."

Explain that readers can use punctuation, italicized words, and words written in all capital letters to help them know how characters are feeling.

> **You might say:**
>
> "Readers may make their voices sound surprised, excited, or angry when they read sentences that end with exclamation points. I read 'Not even a bit hungry!' with a startled voice to show that Bink is surprised. Readers may read questions as if they are actually asking questions, and they may read italicized words more slowly and with more feeling. I read 'What does *implore* mean?' as though I were really asking a question, and I read *implore* slowly to show that Bink is confused. Readers may read words written in all capital letters more loudly. I read 'KNOCK KNOCK KNOCK!' loudly to show that Bink really wants Gollie to answer the door."

Tell the students that paying attention to characters' feelings helps readers read fluently, in a way that sounds like talking.

Explain that readers read fluently by using their voices to show how the characters in a story are feeling, such as surprised, excited, angry, or curious. Point out that reading fluently, in a way that sounds like talking, helps readers and listeners understand and enjoy stories.

5 Reflect on Echo Reading

Ask and briefly discuss:

Q *How did you do with echo reading?*

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Tell the students that in the next lesson, they will continue to pay attention to how the characters Bink and Gollie are feeling to help them read fluently. Explain that the students can practice reading fluently by paying attention to characters' feelings when they read other books, both during and outside of Small-group Reading.

Collect *Bink & Gollie*, keeping the self-stick notes in the books.

Day 4

Bink & Gollie

Reading and Discussing a Fiction Book

Materials

- Teacher and student copies of *Bink & Gollie*
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 2

Teacher Note

Prior to teaching Day 4, you might consider clarifying vocabulary by using the definitions in "ELL Support: Preview the Book" on page 6.

Teacher Note

The students will discuss pages 79–81 as a group later in the lesson.

In this lesson, the students:

- Read and discuss a chapter in a book
- Explore characters' feelings
- Work in a responsible way

1 Gather and Review "P.S. I'll Be Back Soon"

Show the cover of *Bink & Gollie* and remind the students that in the last lesson, they listened to and echo read parts of "P.S. I'll Be Back Soon." Review that as they echo read, they used their voices to show how the characters Bink and Gollie feel in the story. Ask and briefly discuss:

Q *What do you remember about how Bink and Gollie feel in "P.S. I'll Be Back Soon"?*

Discussion Support

If the students have difficulty answering the question, show a few of the illustrations to help them remember what happens in the story.

Review that thinking about characters and paying attention to how they feel can help readers understand and enjoy stories.

Tell the students that they will read the next chapter and continue to think about and discuss how the characters Bink and Gollie feel.

2 Introduce "Give a Fish a Home"

Distribute *Bink & Gollie*. Have the students open their books to page 78 and mark the page so they know where to stop reading.

Ask the students to open their books to page 47 and look closely at the illustration. Have them find and point to the signs in the illustration as you read them aloud. Then ask and briefly discuss:

Q *What do you think "Give a Fish a Home" is about?*

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Tell the students that they will listen and follow along in their books as you read the first part of the chapter aloud. Remind them to pay attention as they listen to how Bink and Gollie feel.

3 Read Aloud and Discuss Part of the Chapter

Have the students follow along in their books as you read page 48 aloud.

Point out that Mr. Fishman uses a lot of interesting words to help convince Bink to buy a fish. Explain that the words *remarkable*, *spectacular*, and *marvelous* all mean "special and wonderful" and that a *marvelous companion* is "someone who is great to spend time with."

Reread page 48 and continue reading to the end of page 53, pausing at the end of each pair of pages to give the students a chance to look at the illustrations. Ask:

Q *How do you think Bink is feeling? What makes you think that? Turn to your partner.*

Q *How do you think Gollie is feeling? What makes you think that? Turn to your partner.*

Have a few students share their thinking.

Encourage the students to refer to both the text and the illustrations to support their thinking.

> **Students might say:**
>
> "I think Bink is happy because she says that Fred is a marvelous companion."
>
> "I think Gollie is mad. She has a grumpy look on her face."
>
> "I think Gollie is upset about Fred coming over. The picture shows her spilling pancake batter."

4 Read and Discuss "Give a Fish a Home"

Have the students turn back to page 46 and read "Give a Fish a Home" quietly to themselves. Remind them to stop and look carefully at the illustrations before turning the pages.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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When all the students have read the chapter at least once, ask and briefly discuss:

Q *What happens in the chapter you just read?*

Discussion Support

If the students have difficulty answering this question, have them take turns narrating the illustrations on each pair of pages.

5 Discuss Characters' Feelings

Ask:

Q *How does Gollie feel at the end of the chapter?*

Q *How does Bink feel at the end of the chapter?*

As students share, follow up by asking:

Q *What makes you think that?*

Encourage the students to refer to the text and the illustrations to support their thinking.

> **Students might say:**
>
> "Gollie feels happy because Bink tells her she's the most marvelous companion of all."
>
> "Bink is sad when Gollie puts Fred in the water."
>
> "I think Bink is glad when she figures out that Gollie is jealous of Fred."

6 Discuss the Epilogue

Have the students turn to page 79. Read the title aloud and have the students spend a few moments looking at the illustration on pages 80–81. Ask:

Q *What is happening in this illustration? Turn to your partner.*

Have a few students share their thinking. Encourage them to refer to the illustration to support their thinking.

Discussion Support

If the students do not mention that Bink is looking at Fred, have the students look at the illustration and explain that Fred is swimming underneath the ice.

Ask:

Q *How do Bink and Gollie feel now? Turn to your partner.*

Have a few students share their thinking.

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7 Wrap Up

Review that thinking about characters and paying attention to how they feel can help readers understand and enjoy stories. Tell the students that in the next lesson, they will echo read parts of "Give a Fish a Home" and talk more about how the characters feel.

Have the students put *Bink & Gollie* in their toolboxes, keeping the self-stick notes in the books, and encourage them to reread the book independently.

Bink & Gollie
Reading Fluently

Day 5

In this lesson, the students:

- Read part of a chapter in a book
- Explore characters' feelings
- Echo read fluently with attention to characters' feelings
- Work in a responsible way

Materials

- Teacher and student copies of *Bink & Gollie*

1 Gather and Get Ready to Read

Show the cover of *Bink & Gollie* and remind the students that in the last lesson they heard part of "Give a Fish a Home" read aloud and then read the whole chapter to themselves. Ask:

Q *What happens in "Give a Fish a Home"?*

Discussion Support

If the students have difficulty answering the question, show a few of the illustrations to help them remember what happens in the story.

2 Reread and Discuss Part of "Give a Fish a Home"

Explain that the students will reread the first part of "Give a Fish a Home" to help them remember how Bink and Gollie feel at the beginning of the story. Have the students open their books to page 55 and mark the page so they know where to stop reading.

Have the students open to page 48 and begin reading quietly to themselves. Have those who finish early look more closely at the

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illustrations on those pages. When all the students have read the pages at least once, have the students look at the illustration on page 55. Ask:

Q *What is happening in this illustration?*

Q *What might the characters be thinking? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "Gollie made pancakes for Bink, so she thinks it's rude for Bink to give them to the fish."
>
> "Bink is thinking that feeding the fish is fun."
>
> "The fish is thinking, 'Yum!'"

Discussion Support

If the students have difficulty answering the question, ask additional questions such as:

Q *If the characters had thought bubbles above their heads, what words would be inside them?*

3 Echo Read Fluently

Tell the students that they will echo read the rest of the story. Remind them that earlier they echo read parts of the second chapter, "P.S. I'll Be Back Soon."

Review that echo reading is a chance for the students to practice reading fluently by noticing what you do with your voice and then doing the same thing with their voices.

Beginning on page 59, have the group echo read one line of dialogue at a time with attention to the characters' feelings. Stop after:

p. 71 "'Help! Give me back my fish!'"

Have the students spend a few moments looking at the illustrations on pages 70–71. Then ask and briefly discuss:

Q *How do you think Gollie is feeling?*

Q *How do you think Bink is feeling?*

As students share, follow up by asking:

Q *What makes you think that?*

> **Students might say:**
>
> "Gollie is mad because she wants Bink to get out of her way."
>
> "Bink is scared something bad will happen to her fish."
>
> "I think Bink is feeling worried that Gollie might hurt her fish. She has a really scared look on her face."

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Continuing on page 73, have the group echo read one line of dialogue at a time until you reach the end of the story on page 78.

4 Reflect on Echo Reading Fluently

Ask and briefly discuss:

Q *What did you do with your voice to show how the characters were feeling?*

Review that readers read fluently by paying attention to characters' feelings and using their voices to show how characters are feeling, such as surprised, excited, angry, or curious. Remind the students that reading fluently helps readers and listeners understand and enjoy stories.

Tell the students that in the next lesson, they will continue to use what they know about the characters Bink and Gollie to help them read fluently. Encourage them to continue paying attention to characters' feelings when they read other books, both during and outside of Small-group Reading.

Have the students put *Bink & Gollie* into their toolboxes. Encourage them to reread the book independently.

Bink & Gollie Reading Fluently

Day 6

In this lesson, the students:

- Read a chapter aloud in pairs
- Read fluently with attention to characters' feelings
- Listen carefully

Materials

- Teacher and student copies of *Bink & Gollie*
- "Group Progress Assessment" sheet (GA2)

1 Gather and Get Ready to Read in Pairs

Review that in the last lesson, the group echo read part of "Give a Fish a Home" to practice reading fluently. Explain that today partners will read aloud to each other and then discuss the chapter. Ask and briefly discuss:

Q *What can you do to show your partner that you are listening?*

Remind the students to follow along with the words in the book as their partners read. You may want to remind the students to read just loudly enough for their partners to hear.

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2 Read "Give a Fish a Home" Fluently in Pairs

Explain that partners will take turns reading "Give a Fish a Home" aloud to each other. Show pages 48–49 of "Give a Fish a Home" and tell the students that partners will take turns reading pairs of facing pages aloud.

Show pages 48–51 and, if necessary, model reading with a partner using a student volunteer. For more information about partner reading, see "Reading in Pairs" in the Introduction.

Encourage the students to pay attention to characters' feelings in order to read fluently.

Have the students open their books to page 46 and begin reading with partners. Observe them as they read and offer support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Do the students use their voices to show how the characters are feeling?
- Do they read aloud clearly in voices that are just loud enough for their partners to hear?
- Do they follow along and listen respectfully as their partners read?

Record your observations on the "Group Progress Assessment" sheet (GA2); see page 239 of the *Assessment Resource Book*.

Support any student who struggles to read in a way that reflects an understanding of how characters are feeling by reteaching Day 5, Step 3 using pages 48–51 of "Give a Fish a Home."

3 Discuss Reading Fluently

When all the pairs have read the chapter at least once, ask and briefly discuss:

Q *What did you do with your voice to show how the characters are feeling?*

Review that readers read fluently by paying attention to characters' feelings and using their voices to show whether the characters are feeling surprised, excited, angry, or curious. Remind the students that reading fluently helps readers understand and enjoy books.

Tell the students that reading with attention to characters' feelings will help them read fluently when they read to others or themselves. Encourage them to continue paying attention to characters' feelings to help them read fluently as they read other books, both during and outside of Small-group Reading.

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4 Reflect on *Bink & Gollie*

Ask:

Q *Which character would you most want to be friends with, Bink or Gollie? Why? Turn to your partner.*

Have a few students share their thinking. Then ask and briefly discuss:

Q *What do you think the author wanted us to learn from Bink and Gollie about how to be a good friend?*

Ask the students to put *Bink & Gollie* in their toolboxes. Encourage them to reread the book independently.

MORE STRATEGY PRACTICE

Readers' Theater: "Don't You Need a New Pair of Socks?"

Explain that today the students will learn about *readers' theater*—a way of reading and sharing stories for an audience. Tell the students they will perform a reading of "Don't You Need a New Pair of Socks?" for the class.

Explain the procedure for preparing for a readers' theater performance. Prior to the performance, have the students practice reading their roles fluently with attention to the characters' feelings. For more information about readers' theater, see "Readers' Theater" in the Introduction.

Introduce *Bink & Gollie* to the class prior to the performance. Show the class the cover and read the title and the names of the author and illustrator aloud. Point out Bink (left) and Gollie (right) on the cover and explain that Bink and Gollie are the characters in the book. Explain that they are friends and neighbors and that the stories in the book are about their adventures.

Read pages 2–11 aloud slowly and clearly, showing the illustrations as you read. Define words you think may be challenging for the students as you come to them in the text. Then have groups of three small-group reading students perform the rest of "Don't You Need a New Pair of Socks?"

Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print the script "Don't You Need a New Pair of Socks?" (BLM1). Make one copy for each student in the group, plus one for yourself.

Note that readers' theater is taught formally in the Set 7 fluency lesson using "'A Small Stall' from *Cowgirl Kate and Cocoa*."

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RESOURCES



To Be an Artist

by Maya Ajmera and John D. Ivanko

This nonfiction text provides readers with information about art forms practiced by children all over the world.

More Strategy Practice

- "Explore a Map and Make Text-to-self Connections"
- "Make More Text-to-self Connections Using the Phrase *Express Myself*"

Assessment Resource Book

- Set 10 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA3)

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OVERVIEW

Academic Focus

- Students make and discuss text-to-self connections.
- Students make text-to-self connections using vocabulary words.
- Students read and discuss a nonfiction text.

Social Development Focus

- Students listen respectfully and share their thinking.
- Students share their partners' thinking with the group.

DO AHEAD

✓ Prior to Day 1, prepare to model making a text-to-self connection with *To Be an Artist* (see Day 1, Step 3).

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA3); see page 240 of the *Assessment Resource Book*.

✓ Prior to Day 2, prepare to model making a text-to-self connection with *To Be an Artist* (see Day 2, Step 4).

✓ Prior to Day 3, write the following discussion prompts where the students can see them:

- *Something unique I made is _____. It is unique because _____.*
- *Something I do to express myself is _____. It is unique because _____.*

Prepare to model making text-to-self connections using these prompts. (See Day 3, Step 3 and Day 3, Step 5.)

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ELL SUPPORT

- **Build Background Knowledge:** Discuss *creativity* with the students. Explain that a person who is creative can make new things or think of new ideas. If someone is creative, they show *creativity*. Use the word in a sentence. (For example, "A person who makes up a song or thinks of a new way to make a paper airplane so it flies better is showing *creativity*.")

  Discuss *appreciation* with the students. Explain that to appreciate something is to like it or to understand why it is important. If someone appreciates something, they show *appreciation* for it. Use the word in a sentence. (For example, "When you listen to a classmate read her writing, you can show *appreciation* by clapping at the end.")

  This book addresses many abstract concepts, such as creativity, appreciation, expression, artistic flair, and creative spirit. When possible, support the students' understanding of these abstract concepts by using the photographs to provide concrete examples.

- **Preview the Book:** Prior to Day 2, read the book aloud to the students, clarifying vocabulary and idioms as you read:

  from scratch: from the very beginning (p. 7)

  make up as you go along: do without planning first (p. 21)

  rehearse: practice (p. 23)

  no matter where: anywhere or anyplace (p. 27)

  exhibited: shown (p. 27)

  culture: group of people who live the same way; they might live in the same part of the world, eat the same kinds of food, or celebrate the same special days (p. 29)

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To Be an Artist
Making Text-to-self Connections

Day 1

In this lesson, the students:

- Make and discuss text-to-self connections
- Listen to and discuss part of a book
- Share their thinking
- Share their partners' thinking with the group

Materials

- Teacher and student copies of *To Be an Artist*

1 Gather and Introduce *To Be an Artist*

Show the cover of *To Be an Artist* and read the title and the names of the authors aloud. Give the students a moment to look at the front cover. Ask and briefly discuss:

Q *What do you notice about the cover?*

Show the back cover and ask the students to look at the photographs. Ask:

Q *Now that you have looked at the front and back covers, what do you think this book is about?*

Explain that an *artist* is a person who makes *art*—like drawings or paintings—or does *artistic things*—like singing or dancing. Tell the students that artists do these things to share important ideas or feelings. Explain that *To Be an Artist* is about the different ways children all over the world are artists.

2 Read Aloud and Discuss Part of the Book

Read the first sentence on page 4 aloud ("To be an artist means expressing yourself in many different ways."), sweeping your finger beneath the words as you read. Explain that today you will read the large, bold sentences aloud to the group. Then point to the longer paragraph on page 4 and tell the students they will read more about the different ways to be an artist in the next lesson.

Reread the first sentence on page 4, then continue reading the bold sentences, clarifying vocabulary as you encounter it and stopping as described below.

Teacher Note

You may want to use the photographs in the book to support the students' understanding of art-specific words such as *strings* (page 14), *sculpting* (page 24), and *stitching* (page 25).

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Suggested Vocabulary

expressing yourself: showing how you feel or what makes you special (p. 4)
traditional: performed the same way for many years (p. 20)
unique: very special; not like anything or anyone else (p. 25)
artistic flair: special way of making art (p. 26)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

designing: planning something before making it (p. 6)
performing: singing or dancing for other people (p. 20)

Stop after:

p. 16 ". . . or singing songs."

Ask and briefly discuss:

Q *What ways of being an artist have you heard about so far?*

Continue reading. Stop after:

p. 23 ". . . or acting in a play."

Ask and briefly discuss:

Q *What other ways of being an artist did you hear about in the part I just read?*

Continue reading. Stop after:

p. 28 "Anyone can be an artist!"

Then ask:

Q *What do you think the authors mean when they say, "Anyone can be an artist!"? Turn to your partner.*

Have a few students share their thinking.

3 Introduce and Model Making Text-to-self Connections

Ask and briefly discuss:

Q *In what ways are you an artist?*

Explain that readers often think about how what they read reminds them of their own lives. Tell the students that *To Be an Artist* made you think of ways you have been an artist.

Show a page in the book where you made a text-to-self connection, and ask the students to listen as you think aloud about how the words and photographs remind you of your own life.

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You might say:

"I'm looking at page 23 in the book. When I read the words 'acting in a play' and saw the photographs of the kids on stage, it reminds me of when my class and I performed a play. We wrote a script, made costumes, and acted out the story for one of the kindergarten classes."

Tell the students that making connections with a text—thinking about how the book reminds them of their own lives—is called *making text-to-self connections*. Explain that they can make text-to-self connections by thinking about how the book reminds them of things they have done and people they know.

4 Make Text-to-self Connections in Pairs

Tell the students that they will look through the photographs in the book. Explain that they will each choose a photograph that reminds them of a way they have been an artist and talk with their partners about what the photograph reminds them of. Explain that you will then ask them to share their partners' text-to-self connections with the group.

Distribute *To Be an Artist*. Give the students a few minutes to look through the photographs to find one that reminds them of their own art; then ask:

Q *Which photograph reminds you of a way you have been an artist? What does it remind you of? Turn to your partner.*

Have a few students share what their partners said with the group.

5 Reflect on Working in Pairs

Ask and briefly discuss:

Q *How did you and your partner do working together? What could you do better next time?*

Explain that in the next lesson, the students will read the first part of *To Be an Artist*, make text-to-self connections, and discuss their connections with their partners and the group. Collect *To Be an Artist*.

ELL Note

Consider explaining to the students that if you *connect* two things, you notice what is alike about them or think about how one reminds you of the other.

MORE STRATEGY PRACTICE

Explore a Map and Make Text-to-self Connections

Have the students open their books to the map on pages 30–31. Explain that the country name under each photograph matches one of the countries named on the map.

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Direct the students' attention to the "Japan" photograph and have them find Japan on the map. Give them a few moments to look at the other photographs. Ask:

Q *What different kinds of art do you see in the photographs?*

Ask and briefly discuss:

Q *Which one of the photographs reminds you of your own life? What does it remind you of?*

Give the students time to look at the photographs again before having volunteers share with the group.

Day 2

To Be an Artist

Making Text-to-self Connections

Materials

- Teacher and student copies of *To Be an Artist* (pages 4–17)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- "Group Progress Assessment" sheet (GA3)

In this lesson, the students:

- Make and discuss text-to-self connections
- Read and discuss part of a book
- Share their thinking

1 Gather and Review Text-to-self Connections

Remind the students that in the last lesson, they heard part of *To Be an Artist* and shared text-to-self connections with their partners and the group. Ask and briefly discuss:

Q *What is something in* To Be an Artist *that reminded you of your own life?*

Review that making text-to-self connections—thinking about how the book reminds them of their own lives—can help readers understand and enjoy what they read.

2 Read Aloud and Discuss Part of *To Be an Artist*

Distribute *To Be an Artist*. Have the students open their books to pages 4–5. Tell them that the large, bold sentences let readers know what the pages are about, and explain that the longer paragraphs tell more about the different ways to be an artist.

Have the students follow along as you read the bold sentence and the paragraph on page 4 aloud. Then give them a few moments to look at the photographs on these pages. Ask:

Q *What do you notice about the photographs on these pages?*

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Students might say:

"I notice that the children in the pictures are from different countries."

"The kids are doing a lot of different things, like drawing with chalk and playing drums."

"I see children playing drums and singing."

Explain that the photographs in *To Be an Artist* give readers important information about different ways to be an artist. Tell the students to look carefully at the photographs as they read.

3 Read and Discuss Part of the Book

Distribute the self-stick notes and have the students turn to page 17 and mark the page so they know where to stop reading. Have them turn back to page 4 and read pages 4–17 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the pages at least once, ask:

Q *What is something interesting you just read? Turn to your partner.*

Have a few students share their thinking.

4 Model Making Text-to-self Connections

Direct the students' attention to pages 6–7 and ask them to listen as you share a text-to-self connection about a photograph on that page.

You might say:

"I made a text-to-self connection with the boy in Iraq drawing on the chalkboard. It reminds me of when I was in school and my teacher let us draw on the chalkboard during rainy-day recess. I wonder if the boy in the picture is at school, too. What text-to-self connection did you make with the words or photographs on this page?"

Give partners a few moments to discuss connections they made with the words or photographs on pages 6–7. Ask:

Q *What text-to-self connection did you share with your partner?*

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5 Make Text-to-self Connections in Pairs

Explain that the students will now look through the pages they just read and discuss with their partners any text-to-self connections they made with the words or photographs on the pages. Encourage them to ask questions in order to find out more about their partners' connections.

Give the students a few minutes to discuss their text-to-self connections. Observe the students as they talk, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to make text-to-self connections?
- Do their connections reflect an understanding of the text and the photographs?
- Do they listen respectfully and share their thinking?

Record your observations on the "Group Progress Assessment" sheet (GA3); see page 240 of the *Assessment Resource Book*.

Support any student who struggles to make text-to-self connections by asking questions such as:

Q *What are the children in these photographs doing?*

Q *When have you [danced] or seen someone else [dance]?*

Q *What do you remember about it?*

When all the pairs are finished, ask:

Q *What connection did your partner make that surprised you?*

6 Reflect on Working in Pairs

Ask and briefly discuss:

Q *How did you and your partner do with listening to each other? How did that make you feel?*

Explain that in the next lesson, the students will read the rest of *To Be an Artist*, make more text-to-self connections, and discuss their connections with their partners and the group. Collect *To Be an Artist*, keeping the self-stick notes in the books.

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To Be an Artist
Making Text-to-self Connections

Day 3

In this lesson, the students:

- Make text-to-self connections
- Make text-to-self connections using vocabulary words
- Read and discuss part of a book
- Share their thinking

Materials

- Teacher and student copies of *To Be an Artist* (pages 18–29)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 2
- Discussion prompts, prepared ahead

1 Gather and Review Text-to-self Connections

Review that in the last lesson, the students talked with their partners about text-to-self connections they made with the first part of *To Be an Artist*. Ask:

Q *What do you know about text-to-self connections? Turn to your partner.*

Have a few students share their thinking.

Explain that today the students will read the rest of the book and make text-to-self connections using some of the interesting words from the book.

2 Read and Discuss Part of *To Be an Artist*

Distribute *To Be an Artist*. Have the students open their books to page 29 and mark the page so they know where to stop reading. Remind them to make text-to-self connections as they read.

Ask the students to turn back to page 18 and read pages 18–29 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 18–29 at least once, ask:

Q *What text-to-self connections did you make with the part you just read? Turn to your partner.*

Have a few students share their thinking.

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3 Discuss the Word *Unique*

Have the students turn to pages 24–25. Ask:

Q *What do you notice about the children in the photographs?*

> **Students might say:**
>
> "I notice that they're making things with their hands."
>
> "They look like they're concentrating and working hard."
>
> "I notice that some children are making things with clay."

Explain that the students will make text-to-self connections using words from the book. Read the bold sentence on pages 24–25 aloud, emphasizing the word *unique*.

Review that *unique* means "very special or not like anything or anyone else." Have the students look at the photograph of the children from Bhutan on page 25. Tell them that the children are making a piece of cloth that is *unique* and explain that it has colors and patterns that make it special.

Direct the students' attention to the discussion prompt "Something unique I made is _____. It is unique because _____." and read it aloud. Tell the students that they will use the prompt to tell their partners about something unique they made.

Model using the prompt to tell the students about something you have made that is unique.

> **You might say:**
>
> "Something unique I made is a mask I wore to a costume party. It is unique because there is no other mask like it. I painted it myself, and it has stripes on one side and polka dots on the other."

4 Discuss the Word *Unique* in Pairs

Explain that the students will use the prompt to share with their partners a text-to-self connection about something they have made that is unique. Use "Think, Pair, Share" to have them first think about and then discuss:

Q *What is something you made that is unique? What makes it unique?* [pause] *Turn to your partner.*

Have a few students share their thinking.

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5 Discuss the Phrase *Express Myself*

Have the students turn to pages 4–5. Read the bold sentence aloud, emphasizing the phrase *expressing yourself*. Review that when people *express themselves*, they show how they feel or what makes them unique, or special. Ask:

Q *How are the children in the photographs expressing themselves?*

> **Students might say:**
>
> "The three girls are expressing themselves by playing drums."
>
> "The girl in the pink dress is dancing. She looks happy."
>
> "The boy from China is expressing himself by drawing on the wall with chalk."

Direct the students' attention to the discussion prompt "Something I do to express myself is _____. It is unique because _____." and read it aloud. Tell the students that they will use the prompt to tell their partners about a unique way they express themselves.

Model using the prompt to tell the students about a unique way you express yourself.

> **You might say:**
>
> "Something I do to express myself is dance to music on the radio. It is unique because I have some moves I made up so that I can show how happy I am in my own way."

6 Discuss the Phrase *Express Myself* in Pairs

Explain that the students will use the prompt to share with their partners a text-to-self connection about something they do to express themselves. Use "Think, Pair, Share" to have them first think about and then discuss:

Q *What is something you do to express yourself? What makes it unique?* [pause] *Turn to your partner.*

Have a few students share their thinking.

7 Reflect on Making Text-to-self Connections

Ask and discuss:

Q *How did thinking about your own art help you understand this book?*

Q *If you could add a photograph of yourself or of our class to this book, what would it be?*

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Review that making text-to-self connections and sharing them with others can help readers understand and enjoy what they read. Encourage the students to notice text-to-self connections they make when they read on their own and to share their connections with others.

Ask the students to put *To Be an Artist* into their toolboxes, and encourage them to reread the book independently.

EXTENSION

Make More Text-to-self Connections Using the Phrase *Express Myself*

Write the following discussion prompt where the students can see it, and then read it aloud: *If I am feeling angry, I might express myself by _____. This shows I am angry because _____.*

Model using the prompt to tell the students about a way you express yourself when you are angry.

> **You might say:**
>
> "If I am feeling angry, I might express myself by playing a drum loudly. This shows I am angry because I hit the drum hard and make a lot of noise."

Explain that the students will now use the prompt to tell their partners about something they do to express themselves when they feel angry. Use "Think, Pair, Share" to have them first think about and then discuss:

Q *If you are feeling angry, how might you express yourself? How does that show you are angry?* [pause] *Turn to your partner.*

Have a few students share their thinking.

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Comprehension

Determining Theme
Making Text-to-text Connections

RESOURCES

Poems

"Old Tortoise"

by Madeleine Comora (see page 50)

In this poem, a tortoise encourages the reader to slow down and observe nature.

"Every Time I Climb a Tree"

by David McCord (see page 51)

In this poem, a girl describes what she sees and does when she climbs a tree.

Assessment Resource Book

- Set 10 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA4)

Reproducibles

- "Old Tortoise" (BLM2)
- "Every Time I Climb a Tree" (BLM3)

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OVERVIEW

Academic Focus

- Students discuss theme in poems.
- Students make text-to-text connections.
- Students read and discuss poems.

Social Development Focus

- Students listen respectfully and share their thinking.

DO AHEAD

✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Old Tortoise" (BLM2). Make a copy for each student in the group and one for yourself. Practice reading the poem aloud.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Every Time I Climb a Tree" (BLM3). Make a copy for each student in the group and one for yourself. Practice reading the poem aloud.

✓ Prior to Day 3, write the prompt *"One text-to-text connection I made is that both poems . . ."* where the group can see it (see Day 3, Step 3).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA4); see page 241 of the *Assessment Resource Book*.

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ELL SUPPORT

- **Preview the Poems:** Poetry is especially challenging for English Language Learners. Review and discuss the poems before teaching the lessons. You may also want to have your students practice reading the poem aloud, echo reading or chorally reading the text. Clarify vocabulary and idioms:

"Old Tortoise"

tortoise: turtle that lives on land

mistake me for: confuse me with

trees reach high: trees grow tall toward the sky

leaves are softly singing: the leaves make soft sounds

hold your ear close: put your ear next to

"Every Time I Climb a Tree"

scrape: rub on something rough, like tree bark

skin a knee: scrape or scratch the skin off your knee

dodge: get out of the way

spot a nest: see a nest

awfully good: very good

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"Old Tortoise"
Reading a Poem and Discussing Theme

Day 1

In this lesson, the students:

- Discuss theme in a poem
- Read and discuss a poem
- Listen respectfully and share their thinking

1 Gather and Introduce "Old Tortoise"

Explain that today the students will read and discuss a poem called "Old Tortoise." Tell the students that the author of a poem is called a *poet*. Explain that the poet, Madeleine Comora, imagined being an old *tortoise*, a turtle that lives on land, and that she wrote the poem as if the tortoise is talking. Distribute "Old Tortoise" (BLM2).

2 Read the Poem

Have the students read "Old Tortoise" quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*. You will have an additional opportunity to observe the students in Step 4.

3 Read Aloud and Discuss the Poem

When all the students have read the poem at least once, tell them that you will read the poem aloud and they will follow along on their copies as you read. Read "Old Tortoise" aloud slowly and clearly.

Have the students follow along as you read the first three lines of the poem aloud: "Some might mistake me / for a rock / and pass me in a hurry." Tell the students to listen as you think aloud about what the part you read might mean.

> **You might say:**
>
> "I think that in this part of the poem, the tortoise is saying people think it's a rock when they walk by quickly."

Materials

- Teacher and student copies of "Old Tortoise" (BLM2), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

If the students have not had much experience with poetry, you may choose to discuss how poems are different from stories prior to introducing "Old Tortoise."

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Explain that you will continue to read parts of the poem aloud and have the students discuss what they think each part of the poem might mean.

Tell the students that readers will have different ideas about what parts of a poem may mean, and that is fine. The important thing is that they explain their thinking.

Read the next three lines of the poem: "but if you are as slow as I, / you too may touch the grass / and hear it talk all afternoon." Then ask:

Q *What do you think this part of the poem might mean?*

Discussion Support

If the students have difficulty answering the question, ask additional questions such as:

Q *When you imagine a tortoise touching the grass, what do you see?*

Q *When you imagine grass talking, what do you hear?*

Continue reading the next two lines of the poem: "and watch and smell and wonder, / 'What was that and that and that?'" Then ask:

Q *What do you think this part of the poem might mean?*

Discussion Support

If the students have difficulty answering the question, ask additional questions such as:

Q *What are some things the old tortoise might watch?*

Q *What might the old tortoise smell?*

Continue reading the next two lines of the poem: "Listen as the trees reach high. / Their leaves are softly singing." Then ask:

Q *What do you think this part of the poem might mean?*

Discussion Support

If the students have difficulty answering the question, ask additional questions such as:

Q *When you imagine trees reaching high, what do you see?*

Q *When you imagine leaves softly singing, what do you hear?*

Continue reading the last two lines of the poem: "Hold your ear close to the ground—then wait. / You may just hear the old rocks breathe." Then ask:

Q *If you put your ear close to the ground and listened, what might you hear?*

Q *What do you think the poet means by "old rocks breathe"? Are these really rocks?*

As students share, follow up by asking:

Q *What makes you think that?*

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Explain to the students that at the beginning of the poem, the old tortoise says that people in a hurry think it is a rock. Tell them that in the last two lines of the poem, the tortoise reminds the reader that some old rocks may actually be tortoises.

4 Reread the Poem and Introduce Theme

Tell the students that they will reread and continue discussing the poem. Have the students reread "Old Tortoise" quietly to themselves.

After all the students have reread the poem at least once, ask:

Q *What does the poet think is good about moving slowly?*

As students share, follow up by asking:

Q *What makes you think that?*

Tell the students that poems often have a *theme*, or a lesson that the poet wants to teach the reader. When readers think about the theme of a poem, they use the poet's words to help them understand the lesson the poet is trying to teach.

Tell the students that different readers may have different ideas about the poem's theme, or the lesson that the poet wants to teach the reader, and that is fine. The important thing is that they explain their thinking. Ask:

Q *What do you think the poet wants you to learn? Turn to your partner.*

Have a few students share their thinking. As the students share, follow up by asking:

Q *What makes you think that the poet [wants you to move slowly like a tortoise]?*

Tell the students that thinking and talking about the theme—what the poet may want readers to learn—can help readers understand and enjoy what they read.

Teacher Note

Continue to observe individual students and take notes on each student's "Individual Reading Observation" sheet (IR1).

TEKS 6.H.i
TEKS 8.A.ii
Student/Teacher Narrative
Step 4
(fourth paragraph)

Teacher Note

The *Being a Reader* program introduces the term *theme* in grade 2 while the *Making Meaning*® program, also from Center for the Collaborative Classroom, introduces the term in grade 3. If the students have learned about important messages, lessons, and ideas in the *Making Meaning* program, you may want to tell the students that important messages, lessons, and ideas are *themes*.

TEKS 6.H.i
TEKS 8.A.ii
Student/Teacher Activity
Step 4
(third and fourth discussion questions)

5 Reflect on Reading Poetry

Ask and briefly discuss:

Q *What do you like about reading and discussing poetry?*

Tell the students that in the next lesson, they will read and discuss another poem. Ask the students to put "Old Tortoise" into their toolboxes, and encourage them to reread the poem independently.

Teacher Note

You may want to tell the students that readers young and old often read poems more than once. You may want to explain to them that they read "Old Tortoise" several times in order to think about what each line might mean and then think about the theme, or the lesson that the poet wants to teach the reader.

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Day 2

"Every Time I Climb a Tree"

Reading a Poem and Discussing Theme

Materials

- Teacher and student copies of "Every Time I Climb a Tree" (BLM3), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

In this lesson, the students:

- Discuss theme in a poem
- Read and discuss a poem
- Listen respectfully and share their thinking

1 Gather and Introduce "Every Time I Climb a Tree"

Explain that today the students will read the poem "Every Time I Climb a Tree" (BLM3) by the poet David McCord. Explain that this poem is about a girl who climbs trees. Ask:

Q *Have you ever climbed a tree? What do you remember about it? Turn to your partner.*

Have a few students share their thinking. Distribute "Every Time I Climb a Tree." Allow the students time to look at the photograph and share what they notice.

Have the students read "Every Time I Climb a Tree" quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*. You will have an additional opportunity to observe the students in Step 3.

2 Read Aloud and Discuss the Poem

When all the students have read the poem at least once, direct their attention to your copy of the poem. Show them that the poem is divided up into three *stanzas*, or parts. Tell them that you will read one stanza aloud at a time and ask them to follow along on their copies as you read. Read the first stanza aloud. Ask and discuss:

Q *What happens when the girl climbs a tree?*

If necessary, explain that the girl is scared of a bee, has ants crawl on her, and hurts her knee.

TEKS 10.F.ii
Student/Teacher Activity
Step 2

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Read the second stanza aloud. Then reread the first three lines of the stanza and ask:

Q *Who do you think asks, "Where have you been?"*

> **Students might say:**
>
> "I think the kid's parents are asking where she's been."
>
> "Maybe the girl was playing with friends before she climbed the tree and they are asking her where she's been."

Review that readers will have different ideas about what parts of a poem may mean, and that is fine. The important thing is that they explain their thinking. Ask and briefly discuss:

Q *Why do you think the girl feels free when she climbs a tree?*

Then read the third stanza aloud, defining the word *swallows*, a type of bird, as you come to it. Then ask:

Q *What are some of the things the girl sees when she climbs a tree?*

If necessary, tell the students that the girl sees swallows, rooftops, TVs, farms, fields, and nests that may have eggs in them.

Q *What do you think the girl means when she says, "It isn't awfully good for pants"?*

If necessary, explain that when the girl skins or scrapes her leg, she may tear her pants. Ask:

Q *Why do you think the poet repeats the line "Every time I climb a tree" so many times?*

If necessary, explain that the poet repeats the line to show that the girl climbs trees often.

3 Reread the Poem and Discuss Theme

Remind the students that poems often have important *themes*, or lessons that the poet wants to teach the reader.

Explain that when the students will reread the poem and that this time you want them to think about how the girl feels about climbing trees. Have the students reread "Every Time I Climb a Tree" quietly to themselves.

After all the students have reread the poem at least once, ask:

Q *Why do you think the girl climbs trees even though she gets hurt every time? Turn to your partner.*

Have a few students share their thinking. Ask:

Q *What do you think the poet wants you to learn? What in the poem makes you think that? Turn to your partner.*

Have a few students share their thinking.

ELL Note

You may want to explain that *awfully good* means "very good."

Teacher Note

Continue to observe individual students and take notes on each student's "Individual Reading Observation" sheet (IR1).

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Students might say:

"I think the poet wants me to learn that climbing trees is good for you because the girl says that 'climbing trees is pretty good for me.'"

"Maybe the poet wants to teach readers to keep climbing trees, even if you get hurt."

"I think the poet is teaching readers that you can see lots of things and feel free when you climb trees."

Remind the students that thinking and talking about what the poet may want readers to learn can help readers understand and enjoy what they read. Explain that many poems have more than one theme, or lesson readers can learn. Different readers may find different lessons in the same poem.

4 Reflect on the Poem

Ask:

Q *Does this poem make you want to spend more time outside? Why or why not? Turn to your partner.*

Have a few students share their thinking.

Remind the students that different readers have different thoughts to share and that sharing their thinking can lead to interesting conversations.

Tell the students that in the next lesson, they will discuss both "Every Time I Climb a Tree" and "Old Tortoise." Ask the students to put "Every Time I Climb a Tree" into their toolboxes, and encourage them to reread the poem independently.

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"Old Tortoise" and "Every Time I Climb a Tree"

Discussing Themes and Making Text-to-text Connections

Day 3

In this lesson, the students:

- Make text-to-text connections
- Discuss themes in two poems
- Reread and discuss two poems
- Listen respectfully and share their thinking

1 Gather and Review "Old Tortoise" and "Every Time I Climb a Tree"

Have the students reread "Old Tortoise" and "Every Time I Climb a Tree" quietly to themselves.

Ask:

Q *Which poem did you like better? Why was it your favorite?*

Remind the students that in earlier lessons they discussed *themes*, or lessons that the poets want to teach the reader. Tell the students that today they will discuss the themes of both of the poems they read.

2 Introduce and Explore Text-to-text Connections

Tell the students you will ask questions to help them think about how the two poems are alike. Explain that the questions you ask can be answered by both of the poems.

Tell the students that you would like them to use examples from the poems to answer the questions you ask. Ask:

Q *What are some things you might see outside if you look carefully? What words in the poem(s) tell you that?*

Allow the students time to reread, and then have them share examples with the group.

> **Students might say:**
>
> "You might see a nest that has an egg."
>
> "You could see that a rock is really a tortoise."
>
> "You might see the leaves on trees."

Materials

- Teacher and student copies of "Old Tortoise" (BLM2) from Day 1
- Teacher and student copies of "Every Time I Climb a Tree" (BLM3) from Day 2
- Discussion prompt, prepared ahead
- "Group Progress Assessment" sheet (GA4)

Teacher Note

If you think the students will have difficulty referring to both texts at once, consider having each student choose one of the poems; alternately, assign half the students "Old Tortoise" and the other half "Every Time I Climb a Tree."

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Use examples from the poems to explain that both poets suggest that people slow down and look around when they are outside.

> **You might say:**
>
> "In 'Every time I Climb a Tree,' David McCord writes, 'I see a lot of things to see / Swallows rooftops and TV / And all the fields and farms there be.' In 'Old Tortoise,' Madeleine Comora tells me that if I slow down and look around, I will hear the grass and leaves."

Ask and discuss:

Q *How do you think these two poets feel about being outdoors?*

As the students share, follow up by asking:

Q *What makes you think that?*

Teacher Note

If the students have difficulty answering this question, considering having them reread the last two lines of "Every Time I Climb a Tree" and then ask the question again.

3 Discuss Text-to-text Connections

Explain text-to-text connections between "Old Tortoise" and "Every Time I Climb a Tree."

> **You might say:**
>
> "I am thinking about the theme in 'Old Tortoise'—that it's important to slow down and look around to hear the grass and leaves. I notice that 'Every Time I Climb a Tree' has a similar theme because it's about slowing down and spending time outdoors. Both poems have similar themes."

Explain that when you noticed that both poems are about slowing down and spending time outdoors, you made a text-to-text connection. Tell the students that when readers connect ideas from one text to ideas in another text, they are making text-to-text connections. Direct the students' attention to the prompt "One text-to-text connection I made is that both poems . . . ." Tell the students that they will talk with partners using the prompt to make connections between the two poems. Ask:

Q *One text-to-text connection I made was that both poems [are about being outdoors]. What other text-to-text connections can you make between the poems? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "One text-to-text connection I made is that both poems have trees in them."
>
> "One text-to-text connection I made is that both poems say that you should look at things outside."
>
> "One text-to-text connection I made is that both poems are written by people who like nature."

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to make text-to-text connections?
- Do they use the sentence prompt?
- Do partners listen respectfully to one another?

Record your observations on the "Group Progress Assessment" sheet (GA4); see page 241 of the *Assessment Resource Book*.

Support any student who struggles to make connections by asking:

Q *What can you say about both poems?*

Tell the students that reading two similar texts and making text-to-text connections can help readers think more deeply about a theme, like slowing down and spending time outdoors.

4 Reflect on Text-to-text Connections

Ask and discuss:

Q *The poets who wrote "Old Tortoise" and "Every Time I Climb a Tree" want to teach readers a lesson. What did you learn from reading "Old Tortoise"? What did you learn from reading "Every Time I Climb a Tree"?*

Remind the students that many writers put themes, or lessons that they want to teach the reader, in their poems and books. Explain that thinking about themes and making text-to-text connections can help readers understand and discuss what they read. Encourage them to look for themes and make text-to-text connections between the poems and books they read, both during and outside of Small-group Reading.

Ask the students to return "Old Tortoise" and "Every Time I Climb a Tree" to their toolboxes, and encourage them to reread the poems independently.

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Poem

Old Tortoise

by Madeleine Comora

Some might mistake me
for a rock
and pass me in a hurry,
but if you are as slow as I,
you too may touch the grass
and hear it talk all afternoon
and watch and smell and wonder,
"What was that and that and that?"
Listen as the trees reach high.
Their leaves are softly singing.
Hold your ear close to the ground—then wait.
You may just hear the old rocks breathe.



"Old Tortoise" by Madeleine Comora. Copyright © 2001 by Madeleine Comora. Reprinted by the permission of Dunham Literary, Inc. as agent for the author.

"Old Tortoise" illustration by Melissa Sweet from *Dirty Laundry Pile* by Paul B. Janeczko. Copyright © 2001 by Melissa Sweet. Used by permission of HarperCollins Publishers.

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Poem

Every Time I Climb a Tree

by David McCord



Every time I climb a tree
Every time I climb a tree
Every time I climb a tree
I scrape a leg
Or skin a knee
And every time I climb a tree
I find some ants
Or dodge a bee
And get the ants
All over me

And every time I climb a tree
Where have you been?
They say to me
But don't they know that I am free
Every time I climb a tree?
I like it best
To spot a nest
That has an egg
or maybe three

And then I skin
The other leg
But every time I climb a tree
I see a lot of things to see
Swallows rooftops and TV
And all the fields and farms there be
Every time I climb a tree
Though climbing may be good for ants
It isn't awfully good for pants
But still it's pretty good for me
Every time I climb a tree

"Five Chants" from *One at a Time* by David McCord. Copyright© 1952 and renewed © 1980 by David McCord. Used by permission of Little, Brown Books for Young Readers.

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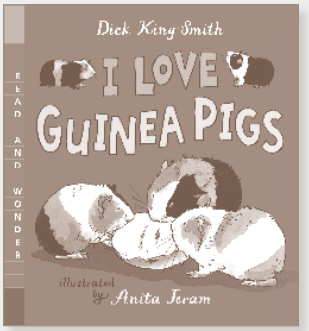
Self-monitoring and Self-correcting

RESOURCES



I Love Guinea Pigs

by Dick King-Smith, illustrated by Anita Jeram

In this narrative nonfiction text, the author explains interesting facts about guinea pigs and shares why he thinks they are lovable.

More Strategy Practice

- "Self-correct Using Context Clues"
- "Self-monitor and Self-correct in Other Nonfiction Books"
- "Read Fluently in Meaningful Phrases"

Assessment Resource Book

- Set 10 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA5)

Reproducible

- (Optional) "Grouping Words Together: *I Love Guinea Pigs*" (BLM4)

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OVERVIEW

Academic Focus

- Students self-monitor to understand a nonfiction text.
- Students discuss self-correcting to understand a nonfiction text.
- Students read and discuss a nonfiction text.

Social Development Focus

- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA5); see page 242 of the *Assessment Resource Book*.

ELL SUPPORT

- **Build Background Knowledge:** To help the students build background knowledge about guinea pigs, show pages 6–7 and provide basic information on guinea pigs, such as: guinea pigs are not pigs; there are many different kinds of guinea pigs that have different fur and coloring; and guinea pigs make good pets. You may want to use a map or globe to help the students understand where guinea pigs came from and where they travelled to.

  Dutch Guiana (Suriname) in South America: Guinea pigs came from here; Dutch Guiana is now called Suriname (p. 4)

  Europe: Spanish sailors brought guinea pigs from Europe to South America (p. 4)

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Day 1

I Love Guinea Pigs

Reading a Nonfiction Book

Materials

- Teacher and student copies of *I Love Guinea Pigs* (pages 2–9)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- (Optional) Wipe-off board, dry-erase marker, and tissue or cloth

Teacher Note

Consider building background knowledge with the entire group by using the information in "ELL Support: Build Background Knowledge" on the previous page before you begin the lesson.

Teacher Note

You may want to show a few of the illustrations in the book and explain that although many nonfiction books have photographs, this one has illustrations. Explain that nonfiction books may have photographs, illustrations, or both.

In this lesson, the students:

- Discuss self-monitoring to understand a book
- Read and discuss part of a book

1 Gather and Introduce *I Love Guinea Pigs*

Show the cover of *I Love Guinea Pigs* and read the title and the names of the author and illustrator aloud. Tell the students that this nonfiction book gives true information about guinea pigs and what the author loves about them.

If necessary, provide background information about guinea pigs.

> **You might say:**
>
> "Guinea pigs are not pigs. They are cavies or part of the cavy family—a group of small animals with short legs, large heads, and sharp claws. There are many different kinds, or varieties, of guinea pigs. They come in different colors and have different kinds of fur. Guinea pigs like to eat and play and spend time with people and each other. They like to have people pick them up and hold—or handle—them. Guinea pigs become friends with people who take good care of them."

2 Read and Discuss the First Part of the Book

Distribute *I Love Guinea Pigs* and the self-stick notes. Have the students open their books to page 9 and mark the page with a self-stick note so they know where to stop reading.

Have the students turn back to page 2 and read pages 2–9 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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When all the students have read the pages at least once, ask and discuss:

Q *What did you read about guinea pigs?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions as described below.

Show the students the book cover. Ask:

Q *What do guinea pigs look like?*

Show the students the illustrations on pages 8–9. Ask:

Q *What kind of homes do guinea pigs like?*

3 Introduce and Model Self-monitoring

Tell the students that it is important for readers to understand and remember what they read. Explain that one way readers can check to make sure they understand is to stop a few times as they read and ask themselves, "What did I just read?"

Have the students turn to page 2. Ask them to follow along as you read pages 2 and 3 aloud. Read the main text first, and then read the captions on page 3.

Ask the students to listen as you check to make sure you understand what you read by asking yourself, "What did I just read?"

> **You might say:**
>
> "First I ask myself, 'What did I just read?' I read that there's a silly old saying that if you hold a guinea pig up by its tail, its eyes will drop out. I could tell this wasn't true because you can't hold up guinea pigs by their tails because they don't even have tails. I read that guinea pigs are rodents, not pigs, and I read that guinea pigs have front teeth that are good for chewing things. I understood what I read on these pages so I'm going to read the next two pages."

Have the students turn to page 4 and ask them to follow along as you read pages 4 and 5 aloud, including the caption. Then ask them to listen as you check to make sure you understand and remember what you read.

> **You might say:**
>
> "First I ask myself, 'What did I just read?' I read that sailors first brought guinea pigs to Europe a long time ago. They probably came from a country in South America. Guinea pigs are part of the cavy family. I understood what I read pretty well and so I'm going to continue reading."

Teacher Note

You may want to write the question "What did I just read?" on a wipe-off board, and place the board where everyone can see it.

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Ask and discuss:

Q *What did I do after I read each part?*

> **Students might say:**
>
> "You talked about what you read."
>
> "You told us what you remembered, like that guinea pigs are part of the cavy family."

If necessary, point out that you asked yourself the question, "What did I just read?" to make sure you understood and remembered what you read.

4 Listen to the First Part of *I Love Guinea Pigs* and Self-monitor

Explain that the students will listen to you read aloud the next part and stop to make sure they understand what they heard.

Have the students turn to page 6 and follow along as you read pages 6–7 aloud, including the labels. Ask and briefly discuss:

Q *What did I just read?*

Review that one way readers can check to make sure they understand what they read is to stop a few times and ask themselves, "What did I just read?"

5 Wrap Up

Tell the students that in the next lesson, they will read more about guinea pigs and talk with their partners to make sure they understand what they read.

Collect *I Love Guinea Pigs*, keeping the self-stick notes in the books.

Teacher Note

You may want to point out that you did not mention that the sailors were Spanish and that the Latin name for guinea pigs is *Cavia porcellus*. Explain that while it is important for readers to understand and talk about what they have read, they usually do not need to remember everything they read.

Teacher Note

If time allows, repeat this procedure for pages 8–9.

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I Love Guinea Pigs
Self-monitoring and Self-correcting

Day 2

In this lesson, the students:

- Self-monitor with partners to understand a book
- Discuss self-correcting to understand a book
- Read and discuss part of a book
- Work responsibly in pairs

Materials

- Teacher and student copies of *I Love Guinea Pigs* (pages 10–15)
- Group set of the "Individual Reading Observation" sheets (IR1) from Day 1
- (Optional) Wipe-off board, dry-erase marker, and tissue or cloth

1 Gather and Review Self-monitoring and *I Love Guinea Pigs*

Remind the students that in the last lesson, they read the first part of the nonfiction book *I Love Guinea Pigs*. Ask and briefly discuss:

Q *What do you remember reading about guinea pigs?*

Review that one way readers can check to make sure they understand what they read is to stop a few times and ask themselves, "What did I just read?" Tell the students that today they will read more of the book and stop a few times to talk with their partners about what they read.

2 Read the Second Part of the Book and Self-monitor

Explain that today the students will read about how to take care of guinea pigs.

Distribute *I Love Guinea Pigs*, and have the students open their books to page 10. Explain that the students will read pages 10 and 11, including the caption, and talk to their partners about what they read.

Have the students read pages 10–11 quietly to themselves, including the caption.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1), and offering support as needed; see page 144 of the *Assessment Resource Book*.

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Teacher Note

In this step, it is not necessary for the students to share their thinking with the group after talking with their partners.

ELL Note

You may want to explain that this part of the book is about how guinea pigs become *really fond of people*, or like people a lot.

When all of the students have read the pages at least once, ask:

Q *What did you just read? Turn to your partner.*

Have the students turn to pages 12–13. Explain that on these pages the author calls the guinea pig a "piggy-looking cavy." Explain that guinea pigs belong to the cavy family, a group of small animals with short legs and arms, large heads, and sharp claws.

Tell the students to read quietly to themselves. When all of the students have read these pages at least once, ask:

Q *What did you just read? Turn to your partner.*

Repeat this procedure, for pages 14–15.

3 Reflect on Self-monitoring

Review that readers may stop a few times while reading to make sure they understand and remember what they have read. Ask and discuss:

Q *How did talking with your partner help you understand what you read?*

Q *What can you do if you do not understand what you read?*

> **Students might say:**
>
> "Talking about what I read gives me another chance to think about it."
>
> "Listening to what my partner says also helps me understand what I read."
>
> "Maybe if you don't understand what you read, you can read that part again."

4 Introduce Self-correcting

TEKS 6.I.ii
Student/Teacher Narrative
Step 4

Tell the students that readers sometimes do not understand what they read because they do not know what some of the words mean. Explain that readers can sometimes figure out the meanings of unfamiliar words by searching for clues in the illustrations.

Have the students to open to page 14 and follow along as you read the page aloud. Explain that some readers might not understand what the words *make a fuss over* mean.

Tell the students to reread page 14, look at the illustrations, and search for clues about what *make a fuss over* might mean. Ask and briefly discuss:

Q *What do you think it means to* make a fuss over *someone?*

Q *What clues in the illustrations make you think that?*

If necessary, point out that the illustrations on page 14 show children petting, holding, and playing with guinea pigs, which are clues that help readers figure out that *make a fuss over* means "give a lot of attention to."

Teacher Note

Students may notice a connection between the phrases "make a fuss" and "not fussy," which they read on Day 1. If they ask, you might explain that fuss means "a big deal."

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Review that searching for clues in illustrations is one way to figure out the meanings of unfamiliar words. Tell the students that using the illustrations may not always help, but that it is something they can try when they do not understand what they read.

5 Wrap Up

Tell the students that in the next lesson, they will read the rest of *I Love Guinea Pigs* and they will talk with their partners to make sure they understand what they read.

Collect *I Love Guinea Pigs*, keeping the self-stick notes in the books.

I Love Guinea Pigs
Self-monitoring and Self-correcting

Day 3

In this lesson, the students:

- Self-monitor with partners to understand a book
- Discuss self-correcting to understand a book
- Read and discuss part of a book
- Work responsibly in pairs

Materials

- Teacher and student copies of *I Love Guinea Pigs* (pages 16–25)
- "Group Progress Assessment" sheet (GA5)
- (Optional) Wipe-off board, dry-erase marker, and tissue or cloth

1 Gather and Review Self-monitoring and Self-correcting

Remind the students that in the last lesson, they read the second part of *I Love Guinea Pigs* and looked for clues in the illustrations to help them understand unfamiliar words. Remind the students that readers ask themselves, "What did I just read?" to make sure they understand the words and to make sure that what they read makes sense.

Teacher Note

You may want to write the question, "What did I just read?" on a wipe-off board, and place the board where everyone can see it.

2 Read Part of *I Love Guinea Pigs* and Self-monitor

Tell the students that today they will read the last part of *I Love Guinea Pigs*.

Explain that the students will read two pages, 16–17, and then stop to discuss the question "What did I just read?" with their partners. Then, they will read another two pages, 18–19, and stop to discuss what they just read with their partners. Tell the students that they will read and discuss every two pages until they have finished the book.

Distribute *I Love Guinea Pigs* and have the students turn to page 25 and mark the page so they know where to stop reading.

TEKS 6.I.ii
Student/Teacher Activity
Steps 2 and 3

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Tell the students that the next part of the book is about baby guinea pigs. Turn to page 19 and point to the illustration of the guinea pig sow at the top of the page. Explain that she is carrying her *unborn litter*, or is pregnant with her babies.

Encourage the students to use information from the illustrations and search for clues if they do not understand what they read.

Have the students open to page 16 and begin reading pages 16–17 quietly to themselves. Observe the students as they talk with their partners, offering support as needed.

Have the students repeat the procedure with pages 18–19, 20–21, 22–23, and 24–25.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to talk about what they read?
- Are the students able to use illustrations to find clues about the meaning of unfamiliar words?
- Do they take turns talking and listening?

Record your observations on the "Group Progress Assessment" sheet (GA5); see page 242 of the *Assessment Resource Book*.

You may want to reteach Day 2, Step 4 using different examples from the book (such as *coated* on page 7 or *pester* on page 16).

3 Reflect on Self-monitoring and Self-correcting

Remind the students that readers can search for clues in illustrations to help them figure out the meanings of unfamiliar words.

Invite the students who searched for clues in the illustrations today to share what they found out. Ask:

Q *What word did you figure out by looking at the illustrations? What clues did you find about what that word means?*

Tell the students that talking with their partners is one way to make sure they understand what they read. Point out that when they are reading on their own, they may not have anyone to talk with. Ask:

Q *When you are reading on your own, how can you make sure you understand what you read?*

> **Students might say:**
>
> "After reading a few pages, I can stop and think about what I read."
>
> "I can tell myself what I read in a quiet voice."

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Encourage the students to stop and ask themselves, "What did I just read?" and to search for clues in illustrations when they read independently.

4 Reflect on *I Love Guinea Pigs*

Ask:

Q *The author named this book* I Love Guinea Pigs. *Why does the author love guinea pigs? Turn to your partner.*

Have a few students share their thinking.

Ask the students to put *I Love Guinea Pigs* in their toolboxes and encourage them to reread the book independently.

Teacher Note

As partners discuss the question, encourage them to refer back to the book.

MORE STRATEGY PRACTICE

Self-correct Using Context Clues

Review that one way readers can figure out the meanings of unfamiliar words in their reading is to look at the illustrations and search for clues.

Tell the students that they will learn another way to figure out the meanings of unfamiliar words. Have the students open *I Love Guinea Pigs* to page 8. Ask the students to listen and follow along as you read pages 8–9 aloud (including the caption).

Explain that when they come to words they don't understand—like *aren't fussy*—readers can sometimes figure out the meaning by looking for clues in the sentence with the word in it or in the sentences before or after.

Explain that, as you read aloud the sentence that includes the words *aren't fussy* and the sentences after it again, you want the students to think about what *aren't fussy* might mean. Ask them to think about which words in the sentence are clues to the meaning of *aren't fussy*.

Read the sentence that includes *aren't fussy* and the text on page 9 aloud. Then ask:

Q *What do you think the words* aren't fussy *might mean?*

If necessary, explain that *aren't fussy* means "are easy to make happy." Then ask:

Q *What clues help you figure out the meaning of* aren't fussy*?*

If necessary, explain what clues help you figure out the meaning of the words *aren't fussy*.

Teacher Note

You may want to review that the students learned earlier that "make a fuss over" means "give a lot of attention to."

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You might say:

"The book says that guinea pigs are easy to keep because they are not fussy. The book also says that as long as guinea pigs have a comfortable, warm, dry place, they are very happy. I think this means that guinea pigs do not need lots of special, fancy things to make them happy. From these clues, I can figure out that *aren't fussy* means 'are easy to please' or 'happy.' "

Encourage the students to reread, both during and outside of Small-group Reading, to help them figure out the meanings of unfamiliar words when they do not understand what they read.

Self-monitor and Self-correct in Other Nonfiction Books

Have the students stop periodically to ask themselves, "What did I just read?" as they read other nonfiction books. Encourage them to use illustrations and context clues to figure out the meanings of unfamiliar words and to discuss the clues they find.

Read Fluently in Meaningful Phrases

Tell the students that you will read aloud page 12 of *I Love Guinea Pigs* in two different ways, and then you will ask partners to talk about what they noticed. Read page 12 aloud with a combination of rushed and halted phrasing. Ask:

Q *What did you notice about the way I read this part?*

Explain that you were not grouping the words together to read *fluently*, or smoothly. Point out that the sentences were hard to understand, and that the reading did not sound like talking.

Reread the page aloud smoothly, grouping words into logical phrases. Ask:

Q *What did you notice about the way I read that time?*

Explain that the second time you read page 12, it was easier to understand because you made the reading sound like talking. Tell the students that today they will practice grouping words together so their reading sounds like talking.

Distribute "Grouping Words Together: *I Love Guinea Pigs*" (BLM4). Point out that the sheet shows the words from pages 16–17. Explain that the marks between words show readers which words to group together to make the reading sound like talking.

Have the students follow along as you read "Grouping Words Together: *I Love Guinea Pigs*" (BLM4) aloud, using the marks in the sentences to phrase your reading.

Tell the students they will practice grouping the words together by echo reading and then partner reading.

Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Grouping Words Together: *I Love Guinea Pigs*" (BLM4). Make one copy for each student in the group, plus one for yourself.

Teacher Note

The text is marked with double lines at the ends of sentences and single lines in the middle of sentences to indicate where to pause. You can make the activity more challenging by having the students insert slightly longer pauses at the double lines.

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Ask the students to notice what you do with your voice to make the reading sound like talking and to do the same thing with their voices while they read. Tell them that you will use the marks between words to help you know which words to group together.

Have the students echo read and then partner read, using "Grouping Words Together: *I Love Guinea Pigs*" (BLM4). Encourage them to pay attention to the marks between words when they echo read and partner read.

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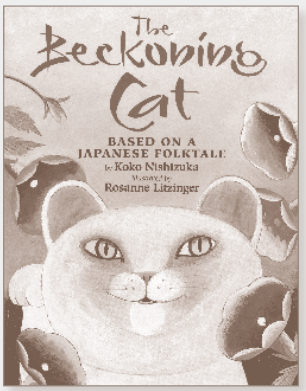
Generating Independent Thinking

Sharing and Supporting Opinions

RESOURCES



The Beckoning Cat

by Koko Nishizuka, illustrated by Rosanne Litzinger

In this folktale, a cat helps a boy by beckoning customers to buy fish.

More Strategy Practice

- "Make Text-to-text Connections: *The Beckoning Cat* and *The Polar Bear Son*"

Assessment Resource Book

- Set 10 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA6)

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OVERVIEW

Academic Focus

- Students share and support opinions about a folktale.
- Students read and discuss a folktale.

Social Development Focus

- Students listen respectfully and share their thinking.

DO AHEAD

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA6); see page 243 of the *Assessment Resource Book*.

ELL SUPPORT

- **Preview the Book:** Preview the book with the students. You might show and discuss the illustrations or have the students flip through the book on their own. Clarify vocabulary:

  meager: barely enough (p. 8)

  spoil: become not fresh and not safe to eat (p. 12)

  fishmonger: person who sells fish (p. 14–15)

  kimono: a robe with wide sleeves worn by people in Japan (p. 14 illustration)

  adorable: very sweet and lovable (p. 16)

  stunned: shocked; very surprised (p. 19)

  remarkable: interesting in a surprising way (p. 19)

  merchant: person who makes money selling things (p. 21)

  humble home: home that is not fancy (p. 21)

  keep the change: keep the money left over after something is paid for (p. 24)

  on your behalf: done for you by someone else (p. 24)

  gratitude: feeling of being thankful (p. 24)

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Day 1

The Beckoning Cat

Sharing and Supporting Opinions

Materials

- Teacher and student copies of *The Beckoning Cat* (pages 3–13)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

Consider telling the students that a *folktale* is a story that has been told and retold by storytellers for many, many years.

In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Read and discuss part of a book
- Listen respectfully and share their thinking

1 Gather and Introduce *The Beckoning Cat*

Show the cover of *The Beckoning Cat* and read the title and the names of the author and illustrator aloud. Tell the students that this story is a Japanese folktale about a boy who meets a cat without a home.

Direct the students' attention to the cat's paw on the front cover. Explain that the cat is *beckoning*, or asking someone to come. Tell the students that different cultures use different hand movements to beckon to people.

Explain and demonstrate the Japanese way of beckoning by holding out your hand, palm down, and moving your fingers toward you. Then explain and demonstrate the American way of beckoning by holding out your hand, palm up, and moving your fingers toward you.

2 Read the First Part of the Book

Distribute *The Beckoning Cat*. Have the students open their books to pages 2–3. Give them a few minutes to read the pages quietly to themselves and look at the illustration. Then ask:

Q *What do you notice about the illustration on these pages? Turn to your partner.*

Have a few students share their thinking. If necessary, point out that there is a fish in one of the barrels.

Ask the students to listen as you introduce the first part of the book.

> **You might say:**
>
> "A very poor boy named Yohei makes money by selling fish. He has to sell his fish before they *spoil*, or go bad. When a hungry cat comes to his door, Yohei must decide if he should feed the cat even though there is only a *meager* amount of food, or barely enough food, on Yohei's plate."

Distribute the self-stick notes. Have the students turn to page 13 and mark the page so they know where to stop reading. Then have them turn back to page 3 and read pages 3–13 quietly to themselves.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

3 Discuss the First Part of *The Beckoning Cat*

When all the students have read pages 3–13 at least once, ask:

Q *What happens in this part of the story?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What happens when Yohei meets the cat?*

Q *What happens when Yohei hurries home from the village?*

4 Introduce Sharing Opinions

Explain that when the students share what they think or how they feel about something, they are sharing their *opinions*. Tell them that readers may have different thoughts and opinions about the same story, and that is fine. What is important is that they can give reasons for their opinions. Ask and briefly discuss:

Q *What would you like your partner to do or say when you are sharing your opinion?*

> **Students might say:**
>
> "I would like my partner to wait until I'm done sharing my opinion before he talks."
>
> "I would like my partner to think about my opinion before disagreeing."
>
> "I would like [Felicia] to say that she disagrees with my opinion, not that she thinks I'm wrong."

5 Share Opinions in Pairs

Tell the students that partners will share their opinions about the story and give reasons for their opinions. Ask:

Q *Do you think Yohei did the right thing by letting the cat in the house and feeding her? Why do you think that? Turn to your partner.*

Have a few students share their thinking.

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Support the students in sharing their opinions by asking follow-up questions such as:

Q *[Sam's] opinion is that [Yohei did the right thing by letting the cat in the house because she was cold and hungry]. Do you have the same opinion? Why or why not?*

Tell the students that sharing opinions can help readers think more deeply about what they read. Explain that sharing different opinions can lead to interesting conversations.

6 Wrap Up

Explain that in the next lesson, the students will read more of *The Beckoning Cat* and continue to discuss their opinions about the story. Collect *The Beckoning Cat*, keeping the self-stick notes in the books.

Day 2

The Beckoning Cat

Sharing and Supporting Opinions

Materials

- Teacher and student copies of *The Beckoning Cat* (pages 14–25)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Read and discuss part of a book
- Listen respectfully and share their thinking

1 Gather and Review the First Part of *The Beckoning Cat*

Remind the students that in the last lesson, they read and discussed the first part of *The Beckoning Cat*. Ask:

Q *What do you remember about the first part of* The Beckoning Cat*?*

Tell the students that today they will read more of *The Beckoning Cat* and continue to share their opinions about the story.

Teacher Note

If the students have difficulty answering the question, show the illustrations to help them remember what happens in the story.

2 Read and Discuss the Second Part of the Book

Ask the students to listen as you introduce the second part of *The Beckoning Cat*.

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You might say:

[Show pages 14–15.] "In this part of the story, a young woman is looking for a *fishmonger*, or someone who sells fish."

[Show page 24.] "This man is a *merchant*, or someone who sells different things. He buys fish from Yohei and tells him to *keep the change*, or keep the money left over after the fish are paid for."

Distribute *The Beckoning Cat*. Have the students open to page 25 and mark the page so they know where to stop reading. Then ask them to turn back to page 14 and read pages 14–25 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 14–25 at least once, ask:

Q *What happens in this part of the story?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *How does the cat help Yohei?*

Q *What does the rich merchant say to Yohei?*

3 Share Opinions in Pairs

Remind the students that when they share what they think or how they feel about something, they are sharing their *opinions*. Review that readers may have different thoughts and opinions about the same story, and that is fine. Remind them that it is important to give reasons for their opinions. Ask:

Q *Why do you think the cat beckons people? What makes you think that? Turn to your partner.*

Have a few students share their thinking.

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Students might say:

"I think the cat beckons people to buy fish from Yohei. Yohei helped the cat when she was hungry so now she wants to help Yohei."

"Maybe the cat feels sorry for Yohei. She knows that Yohei is stuck at home and can't leave to sell fish."

"Maybe the cat beckons the young woman and the rich merchant because she knows they want to buy fish."

Support the students in sharing their opinions by asking follow-up questions such as:

Q *[Benny's] opinion is that the cat beckons people [because she feels sorry for Yohei]. Why do you think the cat beckons people?*

Then ask:



Q *Would you follow the cat if she beckoned you? Why or why not? Turn to your partner.*

Have a few students share their thinking.

4 Reflect on Sharing Opinions

Remind the students that sharing opinions can help readers think more deeply about what they read. Ask and briefly discuss:

Q *What went well when you and your partner shared your opinions today?*

Explain that in the next lesson, the students will finish reading *The Beckoning Cat* and continue to discuss their opinions about the story. Collect *The Beckoning Cat*, keeping the self-stick notes in the books.

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The Beckoning Cat
Sharing and Supporting Opinions

Day 3

In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Read and discuss part of a book
- Listen respectfully and share their thinking

Materials

- Teacher and student copies of *The Beckoning Cat* (pages 26–32)
- "Group Progress Assessment" sheet (GA6)

1 Gather and Review the Second Part of *The Beckoning Cat*

Remind the students that in the last lesson, they read and discussed the second part of *The Beckoning Cat*. Ask and discuss:

Q *What do you remember about the story?*

Tell the students that today they will finish reading *The Beckoning Cat* and continue to share their opinions about the story.

2 Read and Discuss the Last Part of the Book

Distribute *The Beckoning Cat*. Tell the students that in the last part of the story, the author explains how the beckoning cat becomes a *good-luck symbol*, or something that people believe brings them good luck.

Ask the students to open their books to page 26 and read the rest of the story quietly to themselves.

When all the students have read to the end of the book at least once, ask:

Q *What happens in this part of the story?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *How was Yohei able to sell fish while taking care of his father?*

Q *Why do people in Japan and other countries put beckoning cats in their stores?*

3 Share Opinions in Pairs

Remind the students that when they share what they think or how they feel about something, they are sharing their *opinions*. Review that readers may have different thoughts and opinions and that it is important to give reasons for their opinions.

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Teacher Note

Consider reviewing stories the students are familiar with and asking them to identify the hero.

Explain that many stories have a *hero*, or someone who acts in a brave or smart way to solve a problem or help people. Ask:

Q *Who do you think is the hero of this story? What makes you think that? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think that the cat is the hero because she helped Yohei sell fish and make a lot of money."
>
> "I disagree with [Caleb] because I think Yohei is the hero of the story. He's the one who told people about his father and sold the fish."
>
> "Maybe the cat and Yohei are heroes because they worked together to help Yohei's dad."

Support the students in sharing their opinions by asking follow-up questions such as:

Q *[Kyla's] opinion is that [the cat is the hero because she found people who wanted to buy fish]. Do you also think that [the cat is the hero]? Why or why not?*

Ask the students to follow along in their books as you read pages 28–31 aloud. Then ask:

Q *Do you think a beckoning cat brings good luck? What makes you think that? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think a beckoning cat is good luck. Since Yohei had good luck with a beckoning cat, I think everyone can."
>
> "I disagree with [Demian]. I don't think that a beckoning cat brings good luck because this folktale is just an old story that isn't true."

Observe the students as they talk with their partners and share with the group, offering support as needed.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to share their opinions?
- Do they give reasons for their opinions?
- Do they listen respectfully to the thinking of others?

Record your observations on the "Group Progress Assessment" sheet (GA6); see page 243 of the *Assessment Resource Book*.

Support any student who struggles to explain her thinking having her reread page 26 and asking:

Q *Who do you think helps the family more? The cat or Yohei? What makes you think that?*

4 Reflect on Sharing Opinions

Remind the students that sharing opinions can help readers think more deeply about what they read and have interesting conversations with others. Ask and briefly discuss:

Q *What is something interesting you heard someone else share today?*

Ask the students to put *The Beckoning Cat* into their toolboxes and encourage them to reread the book independently.

MORE STRATEGY PRACTICE

Make Text-to-text Connections: *The Beckoning Cat* and *The Polar Bear Son*

Explain that readers think about how what they read reminds them of other books they have read. Tell the students that they will discuss how *The Beckoning Cat* and *The Polar Bear Son* are alike and how they are different.

Give the students a few minutes to look at the illustrations in *The Polar Bear Son*. Then ask and briefly discuss:

Q *What happens in* The Polar Bear Son*?*

Ask:

Q *What is the same about* The Beckoning Cat *and* The Polar Bear Son*?*

Teacher Note

If the students have not read *The Polar Bear Son* recently, give them time to read and review the book prior to teaching this lesson.

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Then ask:

Q *What is different about these two stories?*

Have one or two students share their thinking.

Turn to pages 28–29 in *The Beckoning Cat*, read the text aloud, and ask:

Q *What happens in this part of* The Beckoning Cat*?*

Turn to pages 20–21 in *The Polar Bear Son*, read the text aloud, and ask:

Q *What happens in this part of* The Polar Bear Son*?*

Ask:

Q *How do the people in the village feel about the cat? Turn to your partner.*

Have a few students share their thinking. Then ask:

Q *How do the people in the village feel about the polar bear? Turn to your partner.*

Have a few students share their thinking.

Remind the students that a *folktale* is a story that has been told and retold by storytellers for many, many years. Explain that folktales sometimes have messages or lessons that teach readers something about life. Ask and discuss:

Q *What do you think the lesson is in these two folktales?*

> **Students might say:**
>
> "I think the lesson is that people should to be kind to animals."
>
> "The lesson could be that when you are nice to others, others are nice to you."
>
> "I think the lesson is that animals are very important."

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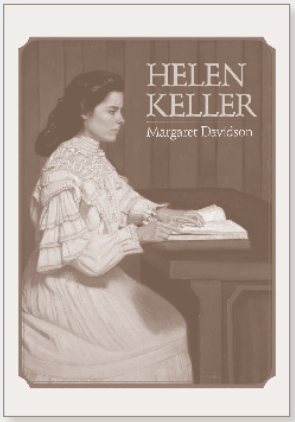
Generating Independent Thinking

Responding to Literature

RESOURCES



Helen Keller

by Margaret Davidson

This chapter book biography recounts the remarkable life of Helen Keller.

Technology Extension

- "Watch Newsreel Videos about Helen Keller"

Assessment Resource Book

- Set 10 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week and the next.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheets (GA7–GA8)

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OVERVIEW

Academic Focus

- Students generate, discuss, and write their own ideas about a biography.
- Students read and discuss a biography.

Social Development Focus

- Students listen respectfully and share their thinking.
- Students build on one another's thinking.
- Students work in a responsible way.

DO AHEAD

✓ Prior to Day 2, record your own thinking about the third chapter, "The Stranger Comes," in your reading journal as a model for the students (see Day 2, Step 5). You might write: *I was surprised when Mrs. Keller said, "Oh, let her have the doll," after Helen hit Annie. I think Annie is right to not just give Helen whatever she wants. Helen has to learn that hitting is not okay.*

✓ Prior to Day 2, gather and introduce reading journals to the students if you have not done so already. For more information, see "Reading Journals" in the Introduction.

✓ Prior to Days 2–6, check in with individual students to make sure they have done the reading (and writing). If necessary, provide them with additional structured reading (and writing) time.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA7); see page 244 of the *Assessment Resource Book*.

✓ Prior to Day 6, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA8); see page 245 of the *Assessment Resource Book*.

ELL SUPPORT

- **Build Background Knowledge:** The students may benefit from hearing about the life of Helen Keller prior to reading the book. You might show and discuss the photographs in the book or search online with the keywords "Helen Keller photos" to find more images.

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Day 1

Helen Keller

Responding to Literature

Materials

- Teacher and student copies of *Helen Keller* (pages 7–19)
- Two self-stick notes for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Generate and discuss their own ideas about part of a biography
- Read and discuss chapters in a biography
- Listen respectfully and share their thinking
- Work in a responsible way

1 Gather and Introduce *Helen Keller*

Show the cover of *Helen Keller* and read the title and the name of the author aloud. Explain that this book is a type of nonfiction called a *biography*, which is a true story about a real person.

Direct the students' attention to the illustration of Helen Keller on the front cover. Explain that when Helen Keller was a baby, she got sick and became *blind*, unable to see, and *deaf*, unable to hear.

Have the students close their eyes and plug their ears for a few moments and ask them to imagine what it might be like not to see and hear. Ask:

Q *What do you think it might be like to be blind and deaf? Turn to your partner.*

Have a few students share their thinking.

Explain that people who are deaf may not be able to speak. Tell the students that in this story the word *dumb* means unable to speak and that Helen Keller became dumb because she could not hear voices and could not see lips moving.

Teacher Note

You may want to explain that true stories like biographies are similar to fiction stories in many ways and that both biographies and fiction stories are about characters and what happens to them.

Teacher Note

You may want to explain that when Helen Keller was growing up, the word *dumb* was commonly used to refer to people who were unable to speak. Tell the students that today the term *speech-impaired* is used to refer to people who are unable speak.

2 Explore the Back Cover

Distribute *Helen Keller*. Have the students read and explore the back cover. Explain that the *braille alphabet* lets blind people read with their fingertips by having raised dots on the page instead of printed letters. Encourage the students to close their eyes and run their fingers along the braille alphabet. Then ask:

Q *What do you notice about the back cover?*

> **Students might say:**
>
> "The bumps are hard to feel with my finger."
>
> "The back cover says that Helen Keller learned to read raised letters first, and then she learned to read braille letters."
>
> "The letters above the braille alphabet are all lowercase. I wonder if there are more dots for capital letters."

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3 Read and Discuss "A Strange Fever"

Tell the students that today they will read the first chapter, "A Strange Fever." Distribute one self-stick note to each student. Have the students open their books to page 10 and mark the page so they know where to stop reading.

Direct the students' attention to the table of contents in your copy of *Helen Keller* and have them find the page in their books.

Have the students use the table of contents to turn to the first page of the first chapter, "A Strange Fever," and read the chapter quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What happened in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What happened to Helen?*

Q *How did Helen's mother find out Helen was blind?*

Q *How did Helen's mother find out Helen was deaf?*

4 Discuss the Students' Thinking

Explain that readers discuss their own thinking about what happens in stories and what the characters do and say. Tell the students that talking about books with others can help them think about things they would not have thought of on their own.

Ask the students to listen as you share your own thinking about the chapter.

> **You might say:**
>
> "I think it was scary for Helen's mother to find out that Helen was blind and deaf, but I think it was even scarier for Helen. I wonder if she thought she had been left all alone, since she couldn't hear or see her mother or father anymore."

Teacher Note

You may want to point out that the author writes that Helen Keller was born "almost one hundred years ago." Explain that because the book was written a long time ago, it has now been more than 135 years since Helen was born.

ELL Note

You may want to explain that in this chapter, Helen got sick with a high fever until *the fever fell*, or the fever went away.

Teacher Note

While the terms *story* and *character* are generally used to describe fiction texts, these terms are also used in lessons about narrative nonfiction texts. The students' work identifying character traits supports their work in fiction texts.

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Then ask:

Q *What are you thinking about what you read? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think it's weird that a fever made Helen so sick. I've gotten fevers before but they didn't make me blind or deaf."
>
> "I feel sad for Helen's parents because they were so happy when she got better. They were probably sad when they found out that she wasn't all better."
>
> "I wonder what will happen to Helen as she gets older. I wonder if she'll always be blind and deaf."

Discussion Support

Some students may share their own thinking, while others may retell parts of the story. These variations in the depth of thinking are normal.

If you notice the students retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *What do you think about that?*

Q *What does that make you wonder?*

5 Introduce "The Dark Silence" for Independent Reading

Tell the students that they will read the second chapter, "The Dark Silence," during independent reading, before they read other books in their toolboxes.

Tell the students that it is important for the group discussion that they read only the assigned pages and do not read ahead. Have them use the table of contents to find the first page of the second chapter, "The Dark Silence," and mark the page so they know where to start reading. Then distribute the other self-stick notes, and have the students mark page 19 so they know where to stop reading.

ELL Note

You may want to explain that Helen often has *temper tantrums*, times when she is so angry that she screams, kicks, hits, and breaks things.

6 Wrap Up

Tell the students when their next lesson will be and remind them to complete their independent reading prior to the lesson. Ask them to put *Helen Keller* into their toolboxes.

ELL Note

Sustaining comprehension through a longer text may be challenging for the students. Consider checking in with them as they read the assigned chapter independently.

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Day 2

In this lesson, the students:

- Generate, discuss, and write their own ideas about part of a biography
- Read and discuss chapters in a biography
- Listen respectfully and share their thinking
- Work in a responsible way

1 Gather and Discuss "The Dark Silence"

Remind the students that they read the chapter "The Dark Silence" independently. Ask:

Q *What happened in "The Dark Silence"?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What problems did Helen cause?*

Q *How did Helen learn about the world?*

Q *Why did Helen's father say they may have to send Helen away?*

2 Discuss the Students' Thinking

Remind the students that readers discuss their own thinking about what happens in stories and what the characters do and say. Ask and discuss:

Q *What are you thinking about what you read?*

> **Students might say:**
>
> "I think having tantrums is the only way Helen can tell people she's angry."
>
> "I agree with [Emily] because she can't say how she's feeling. She has to show people instead."
>
> "It must have been hard for her mom and dad to deal with her. She could have really hurt her sister!"

Discussion Support

If you notice the students retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *What do you think about that?*

Q *What does that make you wonder?*

Materials

- Teacher and student copies of *Helen Keller* (pages 11–38)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1
- Model reading journal entry, prepared ahead
- Student reading journals

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading. If necessary, provide them with additional structured reading time.

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3 Read and Discuss "The Stranger Comes"

Tell the students that they will read the third chapter, "The Stranger Comes." Explain that the chapter is about how Helen learned *self-control*, how to stop her tantrums by herself.

Have the students open their books to page 29 and mark the page so they know where to stop reading. Then ask them to use the table of contents to turn to the first page of the third chapter, "The Stranger Comes," and read the chapter quietly to themselves.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What happened in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Who was the stranger? Why was she there?*

Q *How did Helen feel about the stranger?*

Q *What did the stranger do to try to help Helen?*

4 Discuss the Students' Thinking

Remind the students that readers discuss their own thinking about what happens in stories and what the characters do and say. Tell them that readers may have different thoughts and opinions about what they read, and that is fine. What is important is that they explain their thinking. Then ask:



Q *What are you thinking about what you read? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think Helen was used to getting whatever she wanted so she got angry when Annie took her doll away."
>
> "Annie seemed pretty brave. She kept trying to help Helen even after Helen punched her."
>
> "I agree with [Wilson], but I wonder how long Annie's going to keep trying."

Teacher Note

If the students struggle, you may want to share your own thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

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Discussion Support

If you notice the students retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *What do you think about that?*

Q *What does that make you wonder?*

5 Introduce "The Worst Fight of All" for Independent Reading

Tell the students that they will read and write about the fourth chapter, "The Worst Fight of All," during independent reading, before they read other books in their toolboxes. Explain that they will record their thinking about the chapter in their reading journals. Tell them that writing in their reading journals can help them think more deeply about what they have read. Explain that you wrote your thinking about "The Stranger Comes" in your reading journal. Ask the students to listen as you read your journal entry aloud.

> **You might say:**
>
> "I was surprised when Mrs. Keller said, 'Oh, let her have the doll,' after Helen hit Annie. I think Annie was right to not just give Helen whatever she wants. Helen has to learn that hitting is not okay."

Ask and briefly discuss:

Q *What do you notice about what I wrote?*

> **Students might say:**
>
> "I notice that you wrote about what Mrs. Keller said."
>
> "You wrote that you thought Annie did the right thing by not giving Helen the doll."

Remind the students that it is important for the group discussion that they read only the assigned pages and do not read ahead. Have them use the table of contents to find the first page of the fourth chapter, "The Worst Fight of All," and mark the page so they know where to start reading. Then have them mark page 38 so they know where to stop reading.

Distribute the reading journals.

6 Wrap Up

Tell the students when their next lesson will be and remind them to complete their reading and writing prior to the lesson. Have them put *Helen Keller* and their reading journals into their toolboxes.

Teacher Note

You may want to have the students write the relevant chapter title in their journal entries.

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Day 3

Helen Keller

Responding to Literature

Materials

- Teacher and student copies of *Helen Keller* (pages 30–55)
- Student reading journals
- "Group Progress Assessment" sheet (GA7)

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

In this lesson, the students:

- Generate, discuss, and write their own ideas about part of a biography
- Read and discuss chapters in a biography
- Listen respectfully and share their thinking
- Work in a responsible way

1 Gather and Discuss "The Worst Fight of All"

Remind the students that they read and wrote about the chapter, "The Worst Fight of All" independently. Give them a few moments to read their journal entries to their partners.

When all the students have finished sharing their writing with their partners, ask:

Q *What happened in "The Worst Fight of All"?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did Helen and Annie fight about?*

Q *Why is this chapter called "The Worst Fight of All"?*

2 Discuss the Students' Thinking

Remind the students that readers discuss their own thinking about what happens in stories and what the characters do and say. Ask and discuss:

Q *What are you thinking about what you read?*

Students might say:

"It wasn't fair that Helen had to have oatmeal when other people got to have sausage. Maybe Helen was just angry that she was treated differently from other people."

"I was thinking about how Annie hit Helen back. I know Helen wouldn't really understand a time-out, but I don't think Annie should have hit her."

"I wonder what Annie meant when she wrote that Helen's strength was what would save them."

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Discussion Support

If you notice the students retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *What do you think about that?*

Q *What does that make you wonder?*

3 Read and Discuss "W-A-T-E-R!"

Tell the students that they will read the fifth chapter, "W-A-T-E-R!" Explain that Annie wanted Helen to learn how to *mind*, to pay attention to and respect her.

Have the students look at the illustration on page 43. Explain that at the time when this book takes place, homes often did not have running water inside, so water was brought in from an outdoor water pump.

Ask the students to open their books to page 45 and mark the page so they know where to stop reading. Then have them use the table of contents to turn to the first page of the fifth chapter, "W-A-T-E-R!" Tell them that when they see a word written this way, they should say the name of each letter—W-A-T-E-R—instead of reading the word.

Have the students read the chapter quietly to themselves. When all the students have read the chapter at least once, ask:

Q *What happened in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Why did Annie take Helen to live in the little garden house?*

Q *What happened at the water pump?*

4 Discuss the Students' Thinking

Remind the students that talking about books with others can help them think about things they would not have thought of on their own. Review that readers may have different thoughts and opinions about what they read, and that is fine. Then ask:

Q *What are you thinking about what you read? Turn to your partner.*

Have a few students share their thinking.

Observe the students as they talk with their partners and share with the group, offering support as needed.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to generate and discuss their own thinking about the book?
- Do they listen respectfully to the thinking of others?

Record your observations on the "Group Progress Assessment" sheet (GA7); see page 244 of the *Assessment Resource Book*.

Support any student who struggles to share his or her thinking by asking the student questions such as:

Q *What do you think about the part when Helen learned her name?*

Q *What does that part make you wonder?*

5 Reflect on Discussing Thinking

Tell the students that discussing their own thinking is important because it helps them understand and enjoy books. Ask and briefly discuss:

Q *What did you enjoy about today's discussion?*

6 Introduce "So Much to Learn" for Independent Reading

Tell the students that they will read and write about the sixth chapter, "So Much to Learn," during independent reading, before they read other books in their toolboxes. Explain that they will record their thinking about the chapter in their reading journals.

Review that it is important for the group discussion that they read only the assigned pages and do not read ahead. Have them use the table of contents to find the first page of the sixth chapter, "So Much to Learn," and mark the page so they know where to start reading. Then have them mark page 55 so they know where to stop reading.

7 Wrap Up

Tell the students when their next lesson will be and remind them to complete their reading and writing prior to the lesson. Ask them to put *Helen Keller* and their reading journals into their toolboxes.

Reading Journal Review

Consider when you will read the students' reading journal entries. As you read, ask yourself:

- Are the students able to generate and write their own thinking about the book?

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Helen Keller
Participating in Book Discussions

Day 4

In this lesson, the students:

- Generate, discuss, and write their own ideas about part of a biography
- Read and discuss chapters in a biography
- Build on one another's thinking
- Listen respectfully and share their thinking
- Work in a responsible way

1 Gather and Discuss "So Much to Learn"

Remind the students that they read and wrote about "So Much to Learn" independently. Give them a few moments to read their journal entries to their partners.

When all the students have finished sharing their writing, ask:

Q *What happened in "So Much to Learn"?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did Helen learn?*

Q *What did Annie do to help Helen learn?*

Tell the students that they will discuss their thinking about "So Much to Learn" later in the lesson.

2 Read and Discuss "A Time to Move On"

Tell the students that today they will read the seventh chapter, "A Time to Move On." Have them open their books to page 64 and mark the page so they know where to stop reading. Then ask the students to use the table of contents to turn to the first page of the seventh chapter, "A Time to Move On," and read the chapter quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

Materials

- Teacher and student copies of *Helen Keller* (pages 46–73)
- Student reading journals
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 2

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

ELL Note

You may want to explain that when she was a child, Helen got a pet *canary*, a small yellow bird.

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When all the students have read the chapter at least once, ask:

Q *What happened in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did Helen do at the zoo?*

Q *Why did Annie decide it was time for Helen to "move on" to the Perkins Institute?*

3 Introduce Building on One Another's Thinking

Remind the students that talking about books with others can help them think about things they would not have thought of on their own. Ask and discuss:

Q *What are you thinking about the chapters, "So Much to Learn" and "A Time to Move On"?*

After a few students have shared their thinking, explain that readers build on one another's thinking. Tell the students that they can build on one another's thinking by sharing ideas that connect to other readers' ideas. Ask them to listen as you build on something that a student shared with the group.

> **You might say:**
>
> "I heard [Louis] talk about how surprised he was that Helen touched a lion and a bear. I was thinking that Helen did some really dangerous things, like touching wild animals and getting stuck in a tree during a storm."

Ask:

Q *What can you say to build on [Louis's] and my thinking?*

> **Students might say:**
>
> "I think Helen was really brave when she touched the lion and the bear, but I don't think she was brave when she was up in the tree."
>
> "I don't think Helen knows what things are dangerous and what things are safe."
>
> "In addition to what [Irina] and [Aaron] said, I think doing things like touching wild animals was the only way Helen could learn about things. I think she had to be brave so she could learn all about the world!"

Support the students in building on one another's thinking by asking follow-up questions such as:

Q *[Irina] says [she doesn't think Helen was brave when she was up in the tree]. Do you also think that [Helen wasn't brave]? Why or why not?*

Q *[Tanea] says [Helen had to be brave so she could learn all about the world]. What do you think about that?*

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4 Introduce "I Am Not Dumb Now!" for Independent Reading

Tell the students that they will read and write about the eighth chapter, "I Am Not Dumb Now!" during independent reading, before they read the other books in their toolboxes. Explain that they will record their thinking about the chapter in their reading journals.

Review that it is important for the group discussion that they read only the assigned pages and do not read ahead.

Have the students use the table of contents to find the first page of the eighth chapter, "I Am Not Dumb Now!," and mark the page so they know where to start reading. Then have them mark page 73 so they know where to stop reading.

Teacher Note

You may want to remind the students that in the past the word *dumb* was commonly used to refer to people who cannot speak. Tell the students that today the term *speech-impaired* is used to refer to people who are unable speak.

5 Wrap Up

Tell the students when their next lesson will be and remind them to complete their reading and writing prior to the lesson. Have them put *Helen Keller* and their reading journals into their toolboxes.

Helen Keller

Participating in Book Discussions

Day 5

In this lesson, the students:

- Generate, discuss, and write their own ideas about a biography
- Read and discuss chapters of a biography
- Build on one another's thinking
- Listen respectfully and share their thinking
- Work in a responsible way

Materials

- Teacher and student copies of *Helen Keller* (pages 65-91)
- Student reading journals
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 4

1 Gather and Discuss "I Am Not Dumb Now!"

Remind the students that they read and wrote about "I Am Not Dumb Now!" independently. Give them a few moments to read their journal entries to their partners.

When all the students have finished sharing their writing with their partners, ask:

Q *What happened in "I Am Not Dumb Now"?*

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

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Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did Helen and Annie do over the summer?*

Q *What happened when Annie read the book to Helen?*

Q *What did Helen decide she wanted to learn to do?*

2 Build on One Another's Thinking

Remind the students that readers discuss their thinking about books and build on one another's thinking by sharing ideas that connect to other readers' ideas. Ask and discuss:

Q *What are you thinking about what you read?*

As the students share, follow up by asking:

Q *What can you say to build on [Hector's] thinking?*

> **Students might say:**
>
> "[Armando] said that he wonders what's going to happen when Annie's eyes get too tired to help Helen learn. I wonder if she'll be able to have another operation on her eyes."
>
> "I was wondering the same thing. I think she might be getting too old to have another operation."
>
> "I agree with [Gianna], but I think Annie can still help Helen learn lots of things even if her eyes are too tired to read."

Discussion Support

If the students struggle to build on one another's thinking, offer additional support by asking questions such as:

Q *[Antonio] thinks that [Annie should have said "yes" when Helen asked her to teach her how to talk]. What do you think [Annie should have done]?*

Q *[Kelly and Edward] think that [Helen must have felt really frustrated learning how to speak]. What do you think about [how Helen may have felt]?*

3 Read and Discuss "College"

Explain that today the students will read the ninth chapter, "College." Have them open their books to page 81 and mark the page so they know where to stop reading. Then have them use the table of contents to turn to the first page of the ninth chapter, "College," and read the chapter quietly to themselves.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What happened in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What kinds of things did Helen do for fun?*

Q *What happened when Helen decided that she wanted to go to college?*

Q *Why did the president of Radcliffe College say that Helen couldn't go there? Why did he change his mind?*

Teacher Note

You may want to explain that when Helen *graduated*, or finished college, she got a *diploma*, a piece of paper that shows that she finished all her classes.

4 Build on One Another's Thinking

Remind the students that readers discuss their thinking about books and build on one another's thinking by sharing ideas that connect to other readers' ideas. Ask and discuss:

Q *What are you thinking about what you read?*

As the students share, follow up by asking:

Q *What can you say to build on [Jonah's] thinking?*

> **Students might say:**
>
> "I agree with [Jada] because I was also surprised that Helen did well in college. Helen could do things that some people who can see and hear can't even do."
>
> "I disagree with [Jada] and [Michael]. I wasn't surprised at all. Helen was really smart, and Annie was there to help her."
>
> "I was thinking about how Helen wanted to keep learning and working all the time. I wonder if she ever got tired and wanted to stop."

Discussion Support

Support the students in building on one another's thinking by asking follow-up questions such as:

Q *[Senya] says [Helen was brave to do things like going swimming]. What do you think about that?*

Q *[Cameron] says [he would have been mad if someone had told him he wouldn't be able to keep up with the other students]. How would you have felt? What would you have done?*

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Teacher Note

You may want to explain that in this chapter, Helen says that she sometimes feels *blue*, or sad, and that she sometimes *sees red*, or feels angry.

5 Introduce "The Busy Years" for Independent Reading

Tell the students that they will read and write about the last chapter, "The Busy Years," during independent reading, before they read other books in their toolboxes. Explain that they will record their thinking about the chapter in their reading journals.

Review that it is important for the group discussion that they read only the assigned pages and do not read ahead. Have them use the table of contents to find the first page of the last chapter, "The Busy Years," and mark the page so they know where to start reading. Then have them mark page 91 so they know where to stop reading.

6 Wrap Up

Tell the students when their next lesson will be and remind them to complete their reading and writing prior to the lesson. Have them put *Helen Keller* and their reading journals into their toolboxes.

Reading Journal Review

Consider when you will read the students' reading journal entries. As you read, ask yourself:

- Are the students able to generate and write their own thinking about the book?

Day 6

Helen Keller

Participating in Book Discussions

Materials

- Teacher and student copies of *Helen Keller* (pages 82–95)
- Student reading journals
- "Group Progress Assessment" sheet (GA8)

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

In this lesson, the students:

- Generate and discuss their own ideas about a biography
- Discuss a chapter in a biography
- Build on one another's thinking
- Listen respectfully and share their thinking

1 Gather and Discuss "The Busy Years"

Remind the students that they read and wrote about "The Busy Years" independently. Give them a few moments to read their journal entries to their partners.

When all the students have finished sharing their writing with their partners, ask:

Q *What happened in "The Busy Years"?*

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Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *How did Helen help people who were blind or deaf?*

Q *What did Helen do to keep busy?*

2 Build on One Another's Thinking

Review that readers discuss their thinking about books and build on one another's thinking by sharing ideas that connect to other readers' ideas. Ask and discuss:

Q *What are you thinking about what you read?*

As the students share, follow up by asking:

Q *What can you say to build on someone else's thinking?*

Observe the students as they share, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to generate and discuss their own thinking about the book?
- Are they able to build on one another's thinking?
- Do they listen respectfully to the thinking of others?

Record your observations on the "Group Progress Assessment" sheet (GA8); see page 245 of the *Assessment Resource Book*.

Support any student who struggles to build on the thinking of others by paraphrasing what another student says and asking questions such as:

Q *What can you say to build on that?*

Q *What do you think about that?*

Q *What are you wondering about that?*

3 Discuss *Helen Keller*

Ask and discuss:

Q *Now that you have finished reading about Helen Keller's life, what else would you like to say about her?*

As the students share, follow up by asking:

Q *What can you say to build on someone else's thinking?*

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Students might say:

"I agree with [Naveen] that Helen was an amazing person. She learned a lot using just three senses. She did things that I didn't think a blind and deaf person could do."

"In addition to what [Juliette] and [Naveen] said, she never gave up, even when it was really hard. Remember when the president of the college didn't want Helen to come? She wrote him a letter, and he changed his mind."

Then use "Think, Pair, Share" to have partners first think about and then discuss:



Q *The author writes that Helen was very lucky, and that Helen knew it. Do you think Helen was lucky? Why or why not?* [pause] *Turn to your partner.*

Have a few students share their thinking.

4 Reflect on Building on One Another's Thinking

Remind the students that readers discuss their thinking about books and build on one another's thinking by sharing ideas that connect to other readers' ideas. Ask and discuss:

Q *What is something interesting you heard someone else share today? What did that make you think about?*

Have the students put *Helen Keller* into their toolboxes and encourage them to reread the book independently.



TECHNOLOGY EXTENSION

Watch Newsreel Videos About Helen Keller

Have the students view original newsreel footage of Helen Keller and Annie Sullivan and discuss what they notice. Search online for footage using the keywords "Helen Keller," "Annie Sullivan," and "Newsreel."

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Bink & Gollie (page 4) Graphic novel ▪ F&P: M ▪ Lexile®: 310 ▪ DRA®: 28	**Fluency:** Paying Attention to Characters' Feelings **Comprehension:** Understanding Character ELL Support	**Day 1:** Reading Aloud and Discussing a Fiction Book Extension: "Discuss Making Compromises"	**Day 2:** Reading and Discussing a Fiction Book	**Day 3:** Reading Fluently
		Day 4: Reading and Discussing a Fiction Book	**Day 5:** Reading Fluently	**Day 6:** Reading Fluently More Strategy Practice: "Readers' Theater: 'Don't You Need a New Pair of Socks?' "
To Be an Artist (page 24) Nonfiction ▪ F&P: M ▪ Lexile®: N/A ▪ DRA®: 28	**Comprehension:** Making Text-to-self Connections ELL Support	**Day 1:** Making Text-to-self Connections More Strategy Practice: "Explore a Map and Make Text-to-self Connections"	**Day 2:** Making Text-to-self Connections	**Day 3:** Making Text-to-self Connections More Strategy Practice: "Make More Text-to-self Connections Using the Phrase *Express Myself*"
"Old Tortoise" **"Every Time I Climb a Tree"** (page 38) Poetry ▪ F&P: M ▪ Lexile®: N/A ▪ DRA®: 28	**Comprehension:** Determining Theme Making Text-to-text Connections ELL Support	**Day 1:** Reading a Poem and Discussing Theme	**Day 2:** Reading a Poem and Discussing Theme	**Day 3:** Discussing Themes and Making Text-to-text Connections
I Love Guinea Pigs (page 52) Narrative nonfiction ▪ F&P: M ▪ Lexile®: 990 ▪ DRA®: 28	**Self-monitoring and Self-correcting** ELL Support	**Day 1:** Reading a Nonfiction Book	**Day 2:** Self-monitoring and Self-correcting	**Day 3:** Self-monitoring and Self-correcting More Strategy Practice: "Self-correct Using Context Clues" "Self-monitor and Self-correct in Other Nonfiction Books" "Read Fluently in Meaningful Phrases"

(continues)

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(continued)

Text	Strategy	Lesson		
The Beckoning Cat (page 64) Folktale ▪ F&P: M ▪ Lexile®: 690 ▪ DRA®: 28	**Generating Independent Thinking:** Sharing and Supporting Opinions ELL Support	**Day 1:** Sharing and Supporting Opinions	**Day 2:** Sharing and Supporting Opinions	**Day 3:** Sharing and Supporting Opinions More Strategy Practice: "Make Text-to-text Connections: *The Beckoning Cat* and *Polar Bear Son*"*
Helen Keller (page 76) Biography ▪ F&P: M ▪ Lexile®: 520 ▪ DRA®: 28	**Generating Independent Thinking:** Responding to Literature ELL Support	**Day 1:** Responding to Literature Independent reading	**Day 2:** Responding to Literature Independent reading and writing	**Day 3:** Responding to Literature Independent reading and writing
		Day 4: Participating in Book Discussions Independent reading and writing	**Day 5:** Participating in Book Discussions Independent reading and writing	**Day 6:** Participating in Book Discussions Technology Extension: "Watch Newsreel Videos About Helen Keller"

* This optional activity requires that the students have completed the lessons that accompany *Polar Bear Son* in Set 8.

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **Independent reading (and writing):** The students read parts of the text (and record their thinking) during independent work time, at another time of day, or as homework before the group meets again.
- **More Strategy Practice:** This lesson includes optional additional instruction on a strategy taught in this set of lessons or covered elsewhere in Small-group Reading. You may want to plan for an extended session or schedule an additional meeting with the group.
- **Extension/Technology Extension:** This lesson includes an optional supplemental activity. You may want to plan for an extended session or schedule an additional meeting with the group.

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Being a Reader™

Set 10 Overview

	Strategy	Book or Poem
Fluency	• Paying attention to characters' feelings	*Bink & Gollie*
Comprehension	• Understanding character	*Bink & Gollie*
	• Making text-to-self connections	*To Be an Artist*
	• Determining theme	"Old Tortoise" "Every Time I Climb a Tree"
	• Making text-to-text connections	"Old Tortoise" "Every Time I Climb a Tree"
Self-monitoring and Self-correcting	• Self-monitoring and self-correcting	*I Love Guinea Pigs*
Generating Independent Thinking	• Sharing and supporting opinions	*The Beckoning Cat*
	• Responding to literature	*Helen Keller*

Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501-1042
800.666.7270
collaborativeclassroom.org

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Small-group Teacher's Manual

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Being a Reader™



SET 11

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Being a Reader™

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Center for the Collaborative Classroom
1250 53rd Street, Suite 3
Emeryville, CA 94608-2965
(800) 666-7270; fax: (510) 464-3670
collaborativeclassroom.org

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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading and an understanding of their ability to interact with texts.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1. The optional CCC Handwriting™ app can be used on an electronic tablet device to support instruction.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set. See the for this set in the Appendix.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7-12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6-12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)		□		■	■	■ □	
Understanding problem and solution				■		■ □	
Making text-to-self connections	■	■			■ □	■	
Making text-to-text connections				■ □	■ □	□	■
Determining topic		■		■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■		□			
Determining theme					■	■	
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions			■		■		■
Responding to literature			■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

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Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

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Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

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Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between five and nine texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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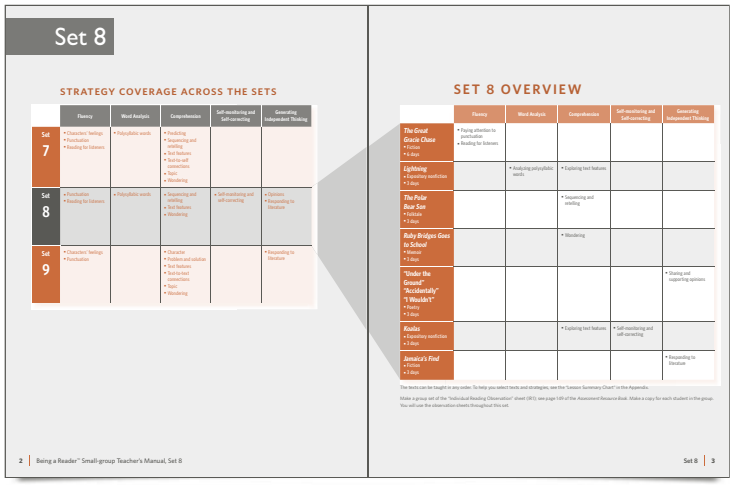
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so.


Set 8

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 7	• Characters' feelings • Punctuation • Reading for listeners	• Polysyllabic words	• Predicting • Sequencing and retelling • Text features • Text-to-self connections • Topic • Wondering		
Set 8	• Punctuation • Reading for listeners	• Polysyllabic words	• Sequencing and retelling • Text features • Wondering	• Self-monitoring and self-correcting	• Opinions • Responding to literature
Set 9	• Characters' feelings • Punctuation		• Character • Problem and solution • Text features • Text-to-text connections • Topic • Wondering		• Responding to literature

SET 8 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Great Gracie Chase • Fiction • 6 days	• Paying attention to punctuation • Reading for listeners				
Lightning • Expository nonfiction • 5 days		• Analyzing polysyllabic words	• Exploring text features		
The Polar Bear Son • Folktale • 5 days			• Sequencing and retelling		
Ruby Bridges Goes to School • Memoir • 5 days			• Wondering		
"Under the Ground" "Accidentally" "I Wouldn't" • Poetry • 3 days					• Sharing and supporting opinions
Koalas • Expository nonfiction • 5 days			• Exploring text features	• Self-monitoring and self-correcting	
Jamaica's Find • Fiction • 5 days					• Responding to literature

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary Chart" in the Appendix.

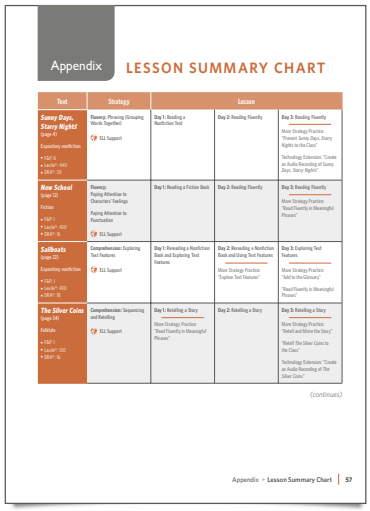
Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the Assessment Resource Book. Make a copy for each student in the group. You will use the observation sheets throughout this set.

2 | Being a Reader™ Small-group Teacher's Manual, Set 8

Set 8 | 3

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Sunny Days, Starry Nights (page 4) Expository nonfiction • F&P: K • Lexile®: 440 • DRA®: 10	**Fluency:** Phrasing (Grouping Words Together) ELL Support	Day 1: Reading a Nonfiction Text	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Present *Sunny Days, Starry Nights* to the Class" Technology Extension: "Create an Audio Recording of *Sunny Days, Starry Nights*"
New School (page 12) Fiction • F&P: I • Lexile®: 450 • DRA®: 16	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ELL Support	Day 1: Reading a Fiction Book	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"
Sailboats (page 22) Expository nonfiction • F&P: J • Lexile®: 650 • DRA®: 18	**Comprehension:** Exploring Text Features ELL Support	Day 1: Rereading a Nonfiction Book and Exploring Text Features	Day 2: Rereading a Nonfiction Book and Using Text Features More Strategy Practice: "Explore Text Features"	Day 3: Exploring Text Features More Strategy Practice: "Add to the Glossary" "Read Fluently in Meaningful Phrases"
The Silver Coins (page 34) Folktale • F&P: I • Lexile®: 550 • DRA®: 16	**Comprehension:** Sequencing and Retelling ELL Support	Day 1: Retelling a Story More Strategy Practice: "Read Fluently in Meaningful Phrases"	Day 2: Retelling a Story	Day 3: Retelling a Story More Strategy Practice: "Retell and Move the Story" "Retell *The Silver Coins* to the Class" Technology Extension: "Create an Audio Recording of *The Silver Coins*"

(continues)

Appendix • Lesson Summary Chart | 57

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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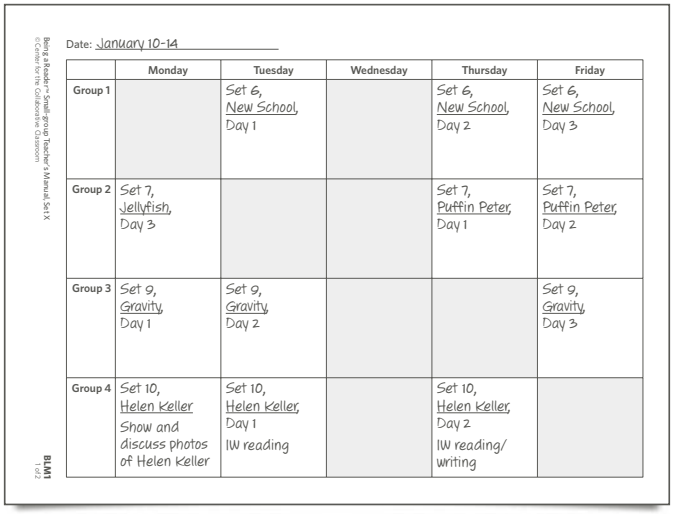

Being a Reader™ Small-group Teacher's Manual, Set X
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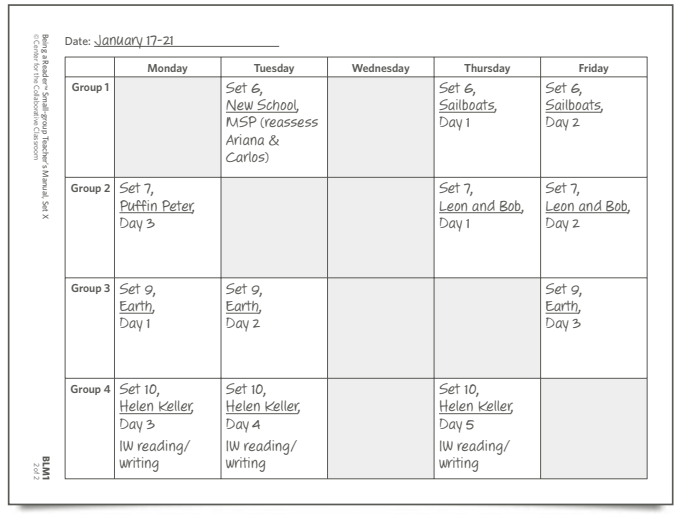
Date: January 10–14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
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Date: January 17–21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
2 of 2

PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will plan to teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9-12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to identify the students' reading levels for Small-group Reading, Sets 6-12 instruction. You may also want to use the assessment during the year to help you reevaluate placement decisions and to help you decide whether a student is ready to move to the next reading level.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Set 11

Set 11 readers consider characters' perspectives and think deeply about texts. They explore topics and themes that are often outside their own experiences. Set 11 texts include historical fiction, narrative nonfiction, fiction chapter books, and poetry.

The students share connections and inferences about a variety of texts that have well-developed plots and characters. The longer texts in this set sometimes require the students to read independently, outside of small-group reading time. The students are expected to write more extensively in their reading journals and to revisit and expand upon their thinking.



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Set 11

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 10	▪ Characters' feelings		▪ Character ▪ Text-to-self connections ▪ Text-to-text connections ▪ Theme	▪ Self-monitoring and self-correcting	▪ Opinions ▪ Responding to literature
Set 11	▪ Reading for listeners		▪ Character and setting ▪ Problem and solution ▪ Text-to-self connections ▪ Theme ▪ Topic	▪ Self-monitoring and self-correcting	▪ Responding to literature
Set 12			▪ Text features ▪ Text-to-text connections		▪ Opinions ▪ Responding to literature

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SET 11 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Tree Lady ▪ Biography ▪ 3 days			▪ Understanding character and setting ▪ Understanding problem and solution		
My Name Is María Isabel ▪ Fiction: chapter book ▪ 6 days			▪ Making text-to-self connections		
Ice Bear ▪ Narrative nonfiction ▪ 3 days			▪ Determining topic		
"Story" ▪ Poetry ▪ 3 days	▪ Reading for listeners		▪ Determining theme		
The Key Collection ▪ Fiction: chapter book ▪ 6 days				▪ Self-monitoring and self-correcting	
The Babe & I ▪ Historical fiction ▪ 3 days					▪ Responding to literature

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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Comprehension

Understanding Character and Setting
Understanding Problem and Solution

RESOURCES



The Tree Lady

by H. Joseph Hopkins, illustrated by Jill McElmurry

This biography tells the story of the botanist Kate Sessions and her determination to grow trees in the desert city of San Diego.

More Strategy Practice

- "Make Text-to-text Connections"

Assessment Resource Book

- Set 11 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA1)

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OVERVIEW

Academic Focus

- Students discuss character in a biography.
- Students discuss the setting in a biography.
- Students explore the main character's problems in a biography.
- Students discuss how characters solve problems in a biography.
- Students refer to the text and illustrations to support their thinking.
- Students read and discuss a biography.

Social Development Focus

- Students explain their thinking.

DO AHEAD

✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA1); see page 248 of the *Assessment Resource Book*.

ELL SUPPORT

- **Build Background Knowledge:** Prior to reading the book, your students may benefit from hearing about the life of Kate Sessions. (You might read the "Author's Note" on page 32 to yourself for background information about her.) You might also consider showing them photographs of her, American women of the 1880s, and Balboa Park. You might search online using the keywords "Kate Sessions," "Balboa Park San Diego," and "American Women 1880s" to find helpful information and photographs.

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Day 1

The Tree Lady

Reading a Biography and Discussing Character

Materials

- Teacher and student copies of *The Tree Lady* (pages 2–9)
- "Group Progress Assessment" sheet (GA1)
- (Optional) Map of the United States

In this lesson, the students:

- Discuss character in a biography
- Read and discuss part of a biography
- Listen to and discuss part of a biography
- Explain their thinking

1 Gather and Introduce Biography and Build Background Knowledge

Show the cover of *The Tree Lady*. Explain that this book is a type of nonfiction called a *biography* and that a biography is a true story about a real person.

Tell the students that this biography is about a woman named Katherine Olivia Sessions, known as Kate Sessions, who was born in California more than 150 years ago. Explain that at that time, girls did not have the same opportunities as boys. Women were expected to get married and stay home with their children, while men were expected to work outside of the home. Explain that women were discouraged from getting jobs, so girls did not take the same classes in school as boys.

Tell the students that today they will learn about how Kate Sessions did things no one expected a girl to do.

Teacher Note

You may want to point out California on a map of the United States.

ELL Note

Consider explaining to the students that an *opportunity* is a chance to do something and that to *discourage* someone from doing something means to make them feel like they cannot, or should not, do it.

2 Introduce *The Tree Lady*

Distribute *The Tree Lady* and have the students open to the title page. Read the title, subtitle, and the names of the author and illustrator aloud.

Then ask and briefly discuss:

Q *What do you wonder about Kate Sessions?*

Explain that you will read the first part of *The Tree Lady* aloud, stopping during the reading so the students can discuss what they learn about Kate Sessions.

3 Read Aloud Part of the Book and Discuss

Explain that the first part of the story is about Kate's life growing up. Have the students turn to page 2 and follow along as you read the page aloud.

Teacher Note

You might tell the students that oaks, elms, pines, and redwoods are all different types of trees and that Kate *braided*, or wove, their leaves and needles together with flowers to make jewelry. Explain that when Kate was growing up, girls were expected to play quietly indoors.

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Ask and briefly discuss:

Q *What do you know about Kate so far?*

Have the students turn to page 4 and follow along as you read the page aloud. Allow the students time to look closely at the illustration on page 5. Ask and briefly discuss:

Q *What do you know about Kate now?*

Have the students turn to page 7 and follow along as you read the page aloud. Ask:

Q *What did Kate like about trees?*

Have the students turn to page 9 and follow along as you read the page aloud. Ask and briefly discuss:

Q *What do you know about Kate now?*

4 Introduce and Model Exploring Character Using Illustrations in Pairs

Explain that true stories like biographies are similar to fiction stories in many ways. Both true stories and fiction stories are about characters and what happens to them. Explain that in *The Tree Lady*, the true story of Kate Sessions's life, Kate is the *main character*, or the person the story is mostly about.

Explain that looking at the illustrations in stories can help readers know the characters better.

Show the illustrations on pages 8–9 and ask:

Q *What do you notice in these illustrations?*

> **Students might say:**
>
> "I see a microscope."
>
> "I see Kate is graduating from college and she's the only girl."
>
> "I notice that one of the guys is looking at her like he doesn't like her."

Q *What do you know about Kate from looking at these illustrations?*

Tell the students that partners will reread parts of the book, look at the illustrations, and discuss what the illustrations tell them about Kate.

Reread page 9 aloud as the students follow along in their books. Then ask the student to listen as you model the partner activity.

> **You might say:**
>
> "I might tell my partner that I see Kate is the only girl in the picture and that makes me think about how she was brave to go to college when people thought a girl should not go to college. My partner might tell me that he sees the microscope and the plant cells and that tells him Kate really liked science."

ELL Note

Consider explaining to the students that *sheltered* means took care of or kept safe and *catch the light* means be in the light.

Teacher Note

You might consider explaining that today, about the same number of women and men go to college, but that in Kate's time, very few women went to college. Of the women who did go to college, very few studied science.

Teacher Note

While the terms *story*, *character*, and *setting* are generally used to describe fiction texts, these terms are also used in lessons about narrative nonfiction texts. The students' work with identifying character traits and recognizing the role of setting in the unfolding of life events supports their work with fiction texts.

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5 Explore Character Using Illustrations in Pairs

Have the students reread pages 2–3 and look closely at the illustrations. Ask:

Q *What do you know about Kate from looking at these illustrations? Turn to your partner.*

Have a few students share their thinking.

Repeat this procedure with pages 4–5 and pages 6–7.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Do the students share relevant observations about the illustrations?
- Can they recall what they learned about Kate?
- Do they listen to one another and share their thinking?

Record your observations on the "Group Progress Assessment" sheet (GA1); see page 248 of the *Assessment Resource Book*.

Support any student who struggles by having the student reread the last two sentences on the page and asking questions such as:

Q *What is happening in this illustration? How do you think Kate is feeling?*

Q *How is Kate different from other people?*

Q *How can you say in your own words what you know about Kate?*

6 Wrap Up

Tell the students that they will read more of the biography *The Tree Lady* and talk more about the real-life character Kate Sessions in the next lesson.

Collect *The Tree Lady* to use in the next lesson.

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The Tree Lady

Reading a Biography and Discussing Setting and Problem and Solution

Day 2

In this lesson, the students:

- Discuss setting in a biography
- Discuss character in a biography
- Discuss problem and solution in a biography
- Read and discuss part of a biography
- Explain their thinking

1 Gather and Review *The Tree Lady*

Review that in the last lesson, the students heard part of the biography *The Tree Lady* and discussed what they learned about the real-life character, Kate Sessions. Ask:

Q *What do you remember about Kate?*

Q *What made Kate different from other women who lived in her time?*

Remind the students that in the last lesson they learned that Kate was the first woman to *graduate*, or finish college, from the University of California with a degree in science. Explain that at that time, in the 1880s, some women worked as teachers or nurses, but very few women became scientists.

Explain that today the students will read and discuss more of *The Tree Lady* to learn more about Kate Sessions. Tell the students that the next part of the book is about what Kate did after she graduated.

2 Introduce Setting

Distribute *The Tree Lady* and have the students open to page 3. Ask and briefly discuss:

Q *Where did Kate live during this part of her life? What did she like about it?*

If necessary, remind the students that this illustration shows Kate in the woods of northern California.

Explain that the *setting* of a story is where and when the story happens. Tell the students that the setting in the first part of the true story *The Tree Lady* is northern California.

Tell the students that a story can have more than one setting. Explain that after Kate finished college, she traveled by boat from one setting, northern California, to another setting, southern California.

Materials

- Teacher and student copies of *The Tree Lady* (pages 10–21)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- (Optional) Map of the United States

Teacher Note

You may want to point out northern and southern California on a map of the United States.

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Have the students look at page 3 again and then turn to pages 10–11 and look at the illustration. Explain that this illustration shows San Diego, a city in southern California, as it looked when Kate Sessions arrived. Ask:

Q *How are these two settings different?*

Discussion Support

If the students have difficulty describing the differences between the two settings, ask additional questions such as:

Q *What do you see in the illustration on page 3 that you do not see in the illustration on pages 10–11?*

Q *What do you see in the illustration on pages 10–11 that you do not see in the illustration on page 3?*

Explain that today the students will read about what happened to the real-life character, Kate, in the new setting of San Diego.

3 Read and Discuss Part of *The Tree Lady*

Distribute the self-stick notes. Have the students turn to page 21 and mark the page so they know where to stop reading. Then ask them to turn back to page 10 and read pages 10–21 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the pages at least once, ask and briefly discuss:

Q *What happened in the part you just read?*

Q *How was Kate's life in San Diego different from her life in northern California?*

Students might say:

"In San Diego there were no trees, but when Kate was growing up she played in the forest."

"In San Diego Kate was a teacher and when she was growing up she was a student."

"Kate missed studying science in San Diego, so I think she was happier when she was in college."

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Ask:

Q *Why did people plant the trees Kate grew? Turn to your partner.*

Have a few students share their thinking. If the students do not mention it, point out that trees provided shade for the people in hot San Diego.

4 Introduce Problem and Solution

Tell the students that characters in stories—even real-life characters like Kate—usually have problems they need to solve. Ask and briefly discuss:

Q *What was Kate's problem in this part of the story?*

If necessary, explain that Kate's problem was that there were no trees in San Diego. Ask:

Q *How did Kate solve her problem? Turn to your partner.*

Have a few students share their thinking.

5 Reflect on Setting

Review that the setting of a story is where and when a story happens and that stories may have more than one setting. Explain that the setting can be important in stories because moving from one setting to another may change the way a character feels. Ask and briefly discuss:

Q *How do you think Kate felt when she first moved to San Diego?*

Q *How do you think she felt about San Diego after all the trees were planted?*

Tell the students that they will read more about the real-life character Kate Sessions and how she continued to change the city of San Diego in the next lesson. Encourage the students to notice when characters move from one setting to another in stories they read independently.

Collect *The Tree Lady*, keeping the self-stick notes in the books.

TEKS 8.C.iv
TEKS 8.C.vi
TEKS 8.C.x
TEKS 8.C.xii
Student/Teacher Narrative
Step 4
(first paragraph)

TEKS 8.C.iv
TEKS 8.C.vi
TEKS 8.C.x
Student/Teacher Activity
Step 4
(first discussion question)

TEKS 8.C.xii
Student/Teacher Activity
Step 4
(second discussion question)

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Day 3

The Tree Lady

Discussing Problem and Solution in a Biography

Materials

- Teacher and student copies of *The Tree Lady* (pages 22–31)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 2

In this lesson, the students:

- Discuss the main character's problem in a biography
- Discuss how the main character solves her problem in a biography
- Read and discuss part of a biography
- Explain their thinking

1 Gather and Review Problem and Solution

Remind the students that in the last lesson, they read more of the biography *The Tree Lady* and talked about the problem Kate had when she moved from one setting, northern California, to another setting, the city of San Diego. Ask:

Q *What problem did Kate have when she came to San Diego?*

If necessary, show the illustration on pages 10–11 and review that living in a city with no trees was a problem for Kate.

Ask and discuss:

Q *How did Kate solve her problem?*

Explain that different people solve problems in different ways and that how a character in a story solves a problem can tell a reader a lot about that character.

> **You might say:**
>
> "Kate wasn't happy living in a place with no trees, and that was a problem for her. She could have solved her problem in different ways or not tried to solve it at all. One way she could have solved the problem was by moving to another city where there were trees. Or she could have decided she didn't need to solve the problem and that the desert was okay without trees. Instead, she stayed in San Diego and found a way to solve the problem."

Explain that today the students will finish reading *The Tree Lady* and think more about what kind of person Kate was.

2 Read Aloud Part of *The Tree Lady* and Discuss a Character's Problems

Explain that the next part of the book is about how the leaders of San Diego planned for a big *fair*, or festival, to come to the city.

ELL Note

Consider explaining that the word *fair* has more than one meaning. In this case, a *fair* is a special place where people can go with many fun things to see and do. Explain that most fairs last for a few days or weeks.

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Distribute *The Tree Lady*. Have the students open their books to page 22 and follow along as you read the page aloud. Ask:

Q *What was Kate's new problem?*

If necessary, explain that Kate needed to plant thousands of trees before the visitors came to the fair.

Tell the students that they will finish reading *The Tree Lady* and discuss how Kate solved her problem.

3 Read Part of the Book and Discuss Problem and Solution

Have the students read pages 22–31 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read through page 31 at least once, ask and briefly discuss:

Q *What happened in the part you just read?*

Q *What did Kate do to solve her problem?*

Have the students turn to page 24 and look at the illustration on pages 24–25. Ask:

Q *Why did Kate ask for help from her friends and from friends of friends? Turn to your partner.*

Have a few students share their thinking. If necessary, explain that Kate asked for help because planting thousands of trees was too big a problem for her to solve by herself.

4 Discuss Lessons from Kate Sessions's Life

Review that in the last few lessons, the students read and discussed *The Tree Lady*, the true story of Kate Sessions's life. Remind them that a biography is the true story of a real person's life.

Explain that readers sometimes learn lessons from a person's life that they can use in their own lives.

Show the illustrations on pages 10–11, then pages 20–21, and then pages 26–27.

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Point out that Kate Sessions helped to change San Diego over many years by doing a lot of small things.

Ask and briefly discuss:

Q *What small things did Kate do to make big changes in San Diego?*

> **Students might say:**
>
> "Kate sent lots of letters to get seeds so she could plant trees that would grow in San Diego."
>
> "Kate sold trees so that other people would plant trees in their yards."
>
> "Kate asked her friends to come to the park to help her plant trees."

Ask:



Q *What would make our school or where we live a better place? What is something you could do to make that change happen? Turn to your partner.*

Have a few students share their thinking.

5 Wrap Up

Encourage the students to remember what they learned from Kate Sessions and to continue thinking about ways they can make where they live a better place. Ask the students to put *The Tree Lady* in their toolboxes and encourage them to reread the book independently.

MORE STRATEGY PRACTICE

Make Text-to-text Connections

Have the students read other biographies of women who have made positive changes in the world or in their communities. You might consider having the students read *Planting the Trees of Kenya* by Claire A. Nivola, *Miss Rumphius* by Barbara Cooney, or *Me . . . Jane* by Patrick McDonnell. Facilitate a discussion about the similarities and differences among the female protagonists and how they have changed the world around them.

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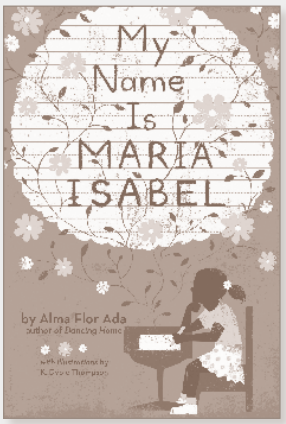
RESOURCES



My Name Is María Isabel

by Alma Flor Ada, illustrated by K. Dyble Thompson

In this fiction chapter book, María Isabel struggles in class when her teacher renames her "Mary."

Assessment Resource Book

- Set 11 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week and the next.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheets (GA2–GA3)

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OVERVIEW

Academic Focus

- Students make, discuss, and write about text-to-self connections.
- Students read and discuss a fiction text.

Social Development Focus

- Students listen carefully and share their thinking.
- Students share their partners' thinking with the group.

DO AHEAD

✓ Prior to Day 1, write the following prompt on a sheet of chart paper: *In the story, _____. This reminds me of _____.* (See Step 3.)

✓ Prior to Day 1, prepare to model making a text-to-self connection (see Step 3).

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA2); see page 249 of the *Assessment Resource Book*.

✓ Prior to Day 2, record a text-to-self connection to chapter 3, "Recess," in your reading journal as a model for the students (see Step 2). You might write: *In the story, two girls invite María Isabel to play jump rope with them on her first day of school. This reminds me of when I started at a new school. Two girls from my class invited me to play four square with them. I just watched the girls play, like María Isabel does. I didn't play because I didn't know the rules.*

✓ Prior to Day 2, gather and introduce reading journals to the students if you have not done so already. For more information, see "Reading Journals" in the Introduction.

✓ Prior to Days 2–6, check in with individual students to make sure they have done the reading (and writing). If necessary, provide them with additional structured reading (and writing) time.

✓ Prior to Day 5, prepare to model making a meaningful and a less meaningful text-to-self connection (see Step 3).

✓ Prior to Day 6, read and respond to the text-to-self connections the students marked in their reading journals on Day 5 (see "Reading Journal Review" in Step 6).

✓ Prior to Day 6, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA3); see page 250 of the *Assessment Resource Book*.

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Day 1

My Name Is María Isabel

Reading a Chapter in a Fiction Book

Materials

- Teacher and student copies of *My Name Is María Isabel* (pages 1–17)
- Two self-stick notes for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- Charted discussion prompt, prepared ahead

In this lesson, the students:

- Make and discuss text-to-self connections
- Read and discuss a chapter in a book
- Share their thinking

1 Gather and Introduce *My Name Is María Isabel*

Show the cover of *My Name Is María Isabel* and read the title and the names of the author and illustrator aloud. Open your book to the dedication page. Tell the students that books often include *dedications*, messages from the author and illustrator to their readers or to special people in the author's and illustrator's lives.

Read the first dedication aloud; then ask:

Q *Have you ever wanted to change your name? Why did you want to change it? Turn to your partner.*

Have a few students share their thinking.

2 Read and Discuss Chapter 1, "On the Way to School"

Tell the students that today they will read the first chapter of *My Name Is María Isabel*. Explain that María Isabel's family calls her by several names: Maribel, Belita, and María Isabel. Ask:

Q *Does your family have more than one name for you? How do you feel about your other names? Turn to your partner.*

Have a few students share their thinking.

Distribute *My Name Is María Isabel* and one self-stick note to each student.

Ask the students to open their books to page 6 and mark the page so they know where to stop reading. Then have them use the table of contents to turn to the first page of chapter 1, "On the Way to School," and read the chapter quietly to themselves.

Teacher Note

Consider explaining that the name "Maribel" has the first letters of "María" and the last letters of "Isabel," and that "Belita" is a nickname for "Isabel" and means "little beauty" in Spanish.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask and discuss:

Q *What happens in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *How does María Isabel feel about going to her new school?*

Q *What happens to her as she runs to the bus?*

3 Introduce and Model Making Text-to-self Connections

Explain that readers often think about how the characters or events in a story remind them of their own lives. Direct the students' attention to the charted prompt, "In the story, _____. This reminds me of _____." and read it aloud.

Ask the students to listen as you use the prompt to share a text-to-self connection to the chapter.

> **You might say:**
>
> "In the story, María Isabel falls down as she is running to catch up with her brother. This reminds me of a time when I was running with my sister and fell. Like María Isabel, I skinned my knee and it hurt a lot. I was really embarrassed when I fell. I wonder if María Isabel felt embarrassed, too."

Tell the students that making connections with a text—thinking about how the characters or events in the book remind them of their own lives—is called *making text-to-self connections*. Explain that they can make text-to-self connections by thinking about how the book reminds them of things that have happened to them, things they have done, and people they know.

ELL Note

Consider explaining to the students that if you *connect* two things, you notice what is alike about them or think about how one reminds you of the other.

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4 Make Text-to-self Connections

Explain that the students will share their own text-to-self connections with the group. Encourage the students to use the prompt, "In the story, _____. This reminds me of _____."

Ask:

Q *What is something in the story that reminds you of your own life? What does it remind you of?*

If the students have difficulty making text-to-self connections, ask additional questions such as:

Q *María Isabel is nervous about her first day in a new school. Have you ever been nervous on the first day of school? Why did you feel that way?*

Q *María Isabel loves her yellow dress. What piece of clothing is special to you? Why is it special?*

Tell the students that making text-to-self connections helps readers understand and enjoy stories.

5 Introduce Chapter 2, "Names and Surnames" and Chapter 3, "Recess" for Independent Reading

Tell the students that they will read chapter 2, "Names and Surnames" and chapter 3, "Recess" during independent reading before they read other books in their toolboxes. Explain that when the group meets again, they will discuss what they read independently.

Tell the students that it is important that they read only the assigned pages and do not read ahead. Distribute the other self-stick notes. Have the students use the table of contents and a self-stick note to find and mark the first page of chapter 2, "Names and Surnames," so they know where to start reading. Then have them turn to page 17 and mark it with another self-stick note so they know where to stop reading.

Teacher Note

You may want to explain that a *surname* is a last name.

ELL Note

Sustaining comprehension through a longer text may be challenging for the students. Consider checking in with them as they read the assigned chapter independently.

Teacher Note

Save the charted prompt to use on Day 2.

6 Wrap Up

Tell the students when their next lesson will be and remind them to complete their independent reading before that lesson. Have them put *My Name Is María Isabel* into their toolboxes.

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My Name Is María Isabel
Making Text-to-self Connections

Day 2

In this lesson, the students:

- Make, discuss, and write about text-to-self connections
- Read and discuss chapters in a book
- Listen carefully and share their thinking

1 Gather and Discuss Chapter 2, "Names and Surnames" and Chapter 3, "Recess"

Remind the students that they read chapter 2, "Names and Surnames" and chapter 3, "Recess" independently. Ask:

Q *What happens in the chapters you read independently?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Why does the teacher change María Isabel's name? How does María Isabel feel about the change?*

Q *What does María Isabel do during recess? How does she feel?*

2 Review Text-to-self Connections

Remind the students that making connections with a text—thinking about how the characters or events in a book remind them of their own lives—is called *making text-to-self connections*. Review that they can make text-to-self connections by thinking about how the book reminds them of things that have happened to them, things they have done, and people they know.

Tell the students that you wrote a text-to-self connection to chapter 3, "Recess," in your reading journal. Ask them to listen as you read your journal entry aloud.

> **You might say:**
>
> "In the story, two girls invite María Isabel to play jump rope with them on her first day of school. This reminds me of when I started at a new school. Two girls from my class invited me to play four square with them. I just watched the girls play, like María Isabel does. I didn't play because I didn't know the rules."

Materials

- Teacher and student copies of *My Name Is María Isabel* (pages 7–27)
- Model reading journal entry, prepared ahead
- Charted discussion prompt from Day 1
- Student reading journals
- Pencil for each student
- "Group Progress Assessment" sheet (GA2)

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading. If necessary, provide them with additional structured reading time.

TEKS 7.B.i
Student/Teacher Narrative
Step 2

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Ask and briefly discuss:

Q *What do you notice about what I wrote?*

> **Students might say:**
>
> "I noticed you wrote about girls inviting you to play with them. It was like those girls who invited María Isabel to play."
>
> "You wrote about what happened at recess on your first day of school."
>
> "I noticed that you wrote about the story and how it was like something that happened to you."

Point out that you wrote about part of the story and how it reminded you of something that happened to you.

3 Discuss and Write About Text-to-self Connections

TEKS 7.B.i
Student/Teacher Activity
Step 3

Explain that the students will share their own text-to-self connections with the group. Encourage them to use the prompt, "In the book, _____. This reminds me of _____." Ask:



Q *What part of the story reminds you of your own life? What does it remind you of? Turn to your partner.*

Have a few students share their thinking.

If the students have difficulty making text-to-self connections, ask questions such as:

Q *The librarian recommends the book* Charlotte's Web *to María Isabel. Has a librarian ever recommended a book to you? What happened?*

Q *María Isabel feels both grown-up and sad about the key around her neck. When have you felt grown-up?*

Q *María Isabel's teacher calls her by the wrong name. Have you ever been called by the wrong name? What happened?*

Distribute the reading journals and pencils, and give the students a few minutes to write about their text-to-self connections. If necessary, encourage the students to use the prompt as they write.

Observe the students as they write, offering support as needed.

Teacher Note

You may want to have the students write the relevant chapter titles in their journal entries.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to make and discuss text-to-self connections?
- Do they listen respectfully as their partners share?
- Are they able to write about text-to-self connections?

Record your observations on the "Group Progress Assessment" sheet (GA2); see page 249 of the *Assessment Resource Book*.

Support any student who struggles to make text-to-self connections by having him reread pages 16–17, starting with the words "'Go on, it's your turn . . . .'" Then ask:

Q *What does this part remind you of? What does it make you think about?*

After several minutes, invite a few students to share their writing with the group. Remind the students that making text-to-self connections helps readers understand and enjoy the books they read.

4 Read and Discuss Part of Chapter 4, "Mary López"

Explain that the students will now read part of chapter 4, "Mary López." Tell them to notice any text-to-self connections they make as they read.

Have the students turn to page 22 and mark the page after the words "...Antonio was annoyed with her" so they know where to stop reading. Ask them to use the table of contents to turn to the first page of chapter 4, "Mary López." Then have them read to the self-stick note at the bottom of page 22 quietly to themselves.

When all the students have read pages 18–22 at least once, ask:

Q *What happens in the part of the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What happens at the library?*

Q *What happens when María Isabel's teacher calls on her in class?*

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5 Introduce the Rest of the Chapter for Independent Reading

Tell the students that they will reread the first part of chapter 4, "Mary López," and finish reading the rest of the chapter during independent reading before they read other books in their toolboxes. Explain that when the group meets again, they will discuss what they read independently.

Tell the students that it is important that they read only the assigned pages and do not read ahead. Have them use the table of contents and a self-stick note to find and mark the first page of chapter 4, "Mary López," so they know where to start reading. Then have them turn to page 27 and mark the page so they know where to stop reading.

6 Wrap Up

Tell the students when their next lesson will be and remind them to complete their independent reading before that lesson. Have them put *My Name Is María Isabel* into their toolboxes. Collect the reading journals and pencils.

Teacher Note

Save the charted prompt to use on Day 3.

Day 3

My Name Is María Isabel

Making Text-to-self Connections

Materials

- Teacher and student copies of *My Name Is María Isabel* (pages 18–37)
- Charted discussion prompt from Day 2
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1
- Student reading journals
- Pencil for each student

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading. If necessary, provide them with additional structured reading time.

In this lesson, the students:

- Make, discuss, and write about text-to-self connections
- Read and discuss chapters in a book
- Listen carefully and share their thinking

1 Gather and Discuss Text-to-self Connections to Chapter 4, "Mary López"

Remind the students that they read chapter 4, "Mary López," independently. Ask and briefly discuss:

Q *What happens in "Mary López"?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Why does the teacher change María Isabel's name? How does María Isabel feel about the change?*

Q *What does María Isabel do during recess? How does she feel?*

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Explain that the students will share their text-to-self connections with their partners. Encourage them to use the prompt, "In the story, _____. This reminds me of _____." Ask:

Q *What part of the story reminds you of your own life? What does it remind you of? Turn to your partner.*

Have a few students share their thinking.

If the students have difficulty making text-to-self connections, ask additional questions such as:

Q *María Isabel thinks her teacher is upset with her. Have you ever felt that your teacher was upset with you? What happened?*

Q *María Isabel makes salad, beans, and rice for her family. What food would you like to cook for your family? Why would you choose that food?*

2 Read and Discuss Chapter 5, "The First Snowfall"

Tell the students that today they will read chapter 5, "The First Snowfall." Tell them to notice any text-to-self connections they make as they read.

Ask the students to turn to page 31 and mark the page so they know where to stop reading. Then have them use the table of contents to turn to the first page of chapter 5, "The First Snowfall," and read the chapter quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What happens in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Why is the chapter called "The First Snowfall"?*

Q *How does María Isabel feel about the Winter Pageant?*

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3 Make and Write About Text-to-self Connections

Distribute the reading journals and pencils. Review that readers make text-to-self connections by thinking about how the book reminds them of things that have happened to them, things they have done, and people they know. Ask:

Q *What part of the story reminds you of your own life? What does it remind you of? Turn to your partner.*

Without having the students share their thinking with the group, have them write about their text-to-self connections. If necessary, encourage them to use the prompt as they write.

After several minutes, invite a few students to share their writing with the group.

4 Reflect on Making Text-to-self Connections

Remind the students that making text-to-self connections helps readers understand and enjoy the books they read. Ask:

Q *Which of your text-to-self connections did you most enjoy talking or writing about?*

5 Introduce Chapter 6, "Thanksgiving" for Independent Reading

Tell the students that they will read and write about chapter 6, "Thanksgiving," during independent reading before they read other books in their toolboxes. Explain that they will write about a text-to-self connection in their reading journals before the next lesson.

Tell the students that it is important that they read only the assigned pages and do not read ahead. Have them use the table of contents and a self-stick note to find and mark the first page of chapter 6, "Thanksgiving," so they know where to start reading. Then have them turn to and mark page 37 so they know where to stop reading.

6 Wrap Up

Tell the students when their next lesson will be and remind them to complete their reading and writing before that lesson. Have them put *My Name Is María Isabel* and their reading journals into their toolboxes.

Teacher Note

Consider displaying the charted prompt where the students can see it when they write in their reading journals independently. Save the prompt to use with the group on Day 4.

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My Name Is María Isabel
Making Text-to-self Connections

Day 4

In this lesson, the students:

- Make and discuss text-to-self connections
- Read and discuss chapters in a book
- Share their thinking
- Share their partners' thinking with the group

1 Gather and Discuss Chapter 6, "Thanksgiving"

Remind the students that they read chapter 6, "Thanksgiving," independently. Ask:

Q *What happens in "Thanksgiving"?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Where does María Isabel's family go on Thanksgiving?*

Q *What do you remember about Clara and Carmen?*

Q *How does María Isabel feel about the make-up on her face?*

2 Discuss Text-to-self Connections in Pairs

Explain that partners will now take turns reading the text-to-self connections they wrote in their journals about chapter 6, "Thanksgiving," and then share their partners' connections with the group.

Give the students a few minutes to read their connections to their partners; then ask:

Q *What text-to-self connection did your partner read to you?*

Give each student time to share her partner's connection with the group. If a text-to-self connection is unclear, ask follow-up questions, such as:

Q *What questions might you ask your partner to learn more about his or her text-to-self connection?*

Q *How was what happened to your partner like what happens in the book?*

Explain that today the students will continue making text-to-self connections as they read *My Name Is María Isabel*.

Materials

- Teacher and student copies of *My Name Is María Isabel* (pages 32–46)
- Student reading journals
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 3
- Charted prompt from Day 3

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

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3 Read and Discuss Chapter 7, "The Winter Pageant"

Tell the students that today they will read chapter 7, "The Winter Pageant." Tell them to notice any text-to-self connections they make as they read.

Have the students open their books to page 42 and mark the page so they know where to stop reading. Then have them use the table of contents to turn to the first page of chapter 7, "The Winter Pageant," and read the chapter quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask and discuss:

Q *What happens in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does María Isabel do while the class rehearses for the Winter Pageant?*

Q *What does María Isabel daydream about?*

Q *Why doesn't María Isabel get to practice for the Winter Pageant?*

4 Make Text-to-self Connections

Review that readers make text-to-self connections by thinking about how the book reminds them of things that have happened to them, things they have done, and people they know. Then ask:

Q *What text-to-self connections did you make with the story?*

If necessary, encourage the students to use the prompt, "In the story, _____. This reminds me of _____." as they share their text-to-self connections.

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If the students have difficulty making connections, ask additional questions such as:

- Q *María Isabel learns about the holidays her classmates celebrate. What holidays have you learned about at school?*
- Q *María Isabel feels left out when the rest of the class practices the Winter Pageant. Have you ever felt left out at school? What happened?*

5 Introduce Chapter 8, "Trapped in a Spider's Web" for Independent Reading

Tell the students that they will read and write about chapter 8, "Trapped in a Spider's Web," during independent reading before they read other books in their toolboxes. Explain that they will write about a text-to-self connection to "The Winter Pageant" or "Trapped in a Spider's Web" in their reading journals before the next lesson. Explain that when the group meets again, the students will discuss the chapter and their connections.

Tell the students that it is important that they read only the assigned pages and do not read ahead. Have them use the table of contents and a self-stick note to find and mark the first page of chapter 8, "Trapped in a Spider's Web," so they know where to start reading. Then have them mark page 46 so they know where to stop reading.

6 Wrap Up

Tell the students when their next lesson will be and remind them to complete their reading and writing prior to that lesson. Have them put *My Name Is María Isabel* and their reading journals into their toolboxes.

ELL Note

You may want to explain that in this chapter, María Isabel worries that her parents will be *disappointed*, sad because something did not turn out the way they hoped, that she is not in the play.

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Day 5

My Name Is María Isabel

Making Text-to-self Connections

Materials

- Teacher and student copies of *My Name Is María Isabel* (pages 43–57)
- Two examples of text-to-self connections, prepared ahead
- Student reading journals
- Self-stick note for each student

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

In this lesson, the students:

- Discuss text-to-self connections
- Discuss a chapter in a book
- Share their thinking
- Share their partners' thinking with the group

1 Gather and Discuss Chapter 8, "Trapped in a Spider's Web"

Remind the students that they read chapter 8, "Trapped in a Spider's Web," independently. Ask and discuss:

Q *What secret does María Isabel keep from her parents? Why do you think she keeps this secret?*

Then ask:

Q *Why do you think the chapter is called "Trapped in a Spider's Web"? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "María Isabel didn't tell her parents that she's not in the play, and now they're going to leave work early to come and see it."
>
> "I think it's because María Isabel is feeling trapped. Her parents are coming to the pageant, and she feels like she can't tell them she's not even in it."
>
> "I think it's because she's reading *Charlotte's Web*."

2 Discuss Text-to-self Connections in Pairs

Explain that partners will now take turns reading the text-to-self connections they wrote in their journals, and then the students will share their partners' connections with the group.

Give the students a few minutes to read their connections to their partners; then ask:

Q *What text-to-self connection did your partner read to you?*

Give each student time to share his partner's connection with the group.

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3 Identify Meaningful Text-to-self Connections

Explain that you will share two text-to-self connections that you made with *My Name Is María Isabel*. Ask the students to think about which one is a stronger connection and why.

Ask the students to listen as you share one meaningful and one less meaningful text-to-self connection.

> **You might say:**
>
> "One connection I made was that in the book, María Isabel's family celebrated Thanksgiving. This reminds me of when I celebrated Thanksgiving. I can't really think of anything else that's similar about our Thanksgivings because it doesn't say what they ate and we never visit neighbors for the holiday."
>
> "Another connection I made was that in the book, Carmen put makeup on María Isabel, and before María Isabel went back to her parents, she tried to wash it off. This reminds me of when I played with my older sister and she put makeup on me. I tried to wash it off before I saw my parents, but I couldn't get it all off. My dad teased me just like María Isabel's brother teased her."

Ask and discuss:

Q *What did you notice about my text-to-self connections?*

Q *Which connection is stronger? What makes you think that?*

> **Students might say:**
>
> "In the first one, you didn't say a lot that was alike, but for the second one you said more."
>
> "You said more about what happened in the book and what happened to you in your second connection."
>
> "I think the second connection was more meaningful. You told us how your dad teased you just like María Isabel's brother teased her."

Point out that the first connection you made did not help you think deeply about what happened in the story. Explain that with the second connection, you thought more about what the characters did and how they may have felt, and that thinking about your own experiences helped you better understand the book. Explain that making strong text-to-self connections can help readers think more deeply about stories.

4 Reread and Select Text-to-self Connections

Have the students reread the text-to-self connections they wrote in their reading journals and select a strong connection to share with their partners. Give the students a few minutes to read the text-to-self connection they selected to their partners. Ask:

Q *Which of your text-to-self connections helped you better understand the characters or events in the book? Turn to your partner.*

Teacher Note

If any student has difficulty selecting a text-to-self connection, ask additional questions such as:

Q *Which text-to-self connection did you enjoy talking about?*

Q *Which text-to-self connection helped you picture part of the book?*

Q *Which of your text-to-self connections helped you understand how María Isabel feels?*

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Have a few students share their thinking.

Distribute the self-stick notes and have each student mark the connection she chose in her reading journal. Explain that you will read the connections the students marked before the next lesson.

5 Introduce Chapter 9, "My Greatest Wish" and Chapter 10, "One Little Candle, Two Little Candles" for Independent Reading

Tell the students that they will read and write about chapter 9, "My Greatest Wish" and chapter 10, "One Little Candle, Two Little Candles" during independent reading before they read other books in their toolboxes. Explain that they will write about a text-to-self connection in their reading journals before the next lesson.

Explain that when the group meets again, the students will discuss the chapters so it is important that they read only the assigned pages and do not read ahead. Have the students use the table of contents and a self-stick note to find and mark the first page of chapter 9, "My Greatest Wish," so they know where to start reading. Then have them mark page 57 so they know where to stop reading.

6 Wrap Up

Tell the students when their next lesson will be and remind them to complete their reading and writing prior to that lesson. Have them put *My Name Is María Isabel* and their reading journals into their toolboxes.

Reading Journal Review

Prior to Day 6, collect the reading journals and read and respond to the text-to-self connections the students marked in their reading journals. For each student, write a question that will help him write more about his text-to-self connection such as:

- **Q** *What more can you write about [María Isabel being worried that she will disappoint her parents]?*
- **Q** *What else can you add to what you wrote about [not wanting to tell your mom that you accidentally spilled water on your grandma's picture album]?*

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My Name Is María Isabel
Making Text-to-self Connections

Day 6

In this lesson, the students:

- Discuss and write about text-to-self connections
- Discuss chapters in a book
- Share their thinking

1 Gather and Discuss Chapter 9, "My Greatest Wish" and Chapter 10, "One Little Candle, Two Little Candles"

Remind the students that they read chapter 9, "My Greatest Wish" and chapter 10, "One Little Candle, Two Little Candles" independently. Ask and discuss:

Q *What happens in the chapters you read independently?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What is María Isabel's greatest wish?*

Q *What else does she wish for?*

Q *What does the teacher do after she reads about María Isabel's greatest wish?*

Ask and discuss:

Q *How does the story end? How was the ending different from what you thought would happen?*

2 Review Text-to-self Connections

Ask:

Q *What do you know about making text-to-self connections?*

> **Students might say:**
>
> "It's when you think about how something in the book reminds you of your own life."
>
> "Text-to-self connections help you understand the book better."
>
> "Books can remind you of things you've done and things that have happened to you."

Review that readers think about how stories remind them of their own lives—things that have happened to them, things they have done, and people they know. Remind the students that making strong text-to-self connections can help readers think more deeply about what they read.

Materials

- Teacher and student copies of *My Name Is María Isabel* (pages 47–57)
- Student reading journals
- Pencil for each student
- "Group Progress Assessment" sheet (GA3)

Teacher Note

Prior to this lesson, read and respond to the text-to-self connections the students marked in their reading journals on Day 5 (see "Reading Journal Review" at the end of Day 5).

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

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Teacher Note

You may want to model revising one of your text-to-self connections, using the revision procedure you follow in your writing instruction.

3 Write More About Text-to-self Connections

Distribute the reading journals and pencils. Have the students reread the text-to-self connections they selected in the last lesson and read the questions you wrote about their connections.

Explain that today the students will work on making their text-to-self connections more meaningful by writing more about what happened in the book and what happened in their own lives. Ask:



Q *What more can you write about your text-to-self connection? Turn to your partner.*

Without having the students share their thinking with the group, have them write more about their text-to-self connections.

Observe the students as they write, offering support as needed.



GROUP PROGRESS ASSESSMENT NOTE

As you observe the students write more about their text-to-self connections, ask yourself:

- Are the students able to add to their writing about what happened in the book?
- Do they add to their writing about their own experiences?

Record your observations on the "Group Progress Assessment" sheet (GA3); see page 250 of the *Assessment Resource Book*.

Support any student who struggles to make text-to-self connections by asking:

Q *What more can you write about what happened in the book?*

Q *What more can you write about what happened in your own life?*

4 Reflect on Making Text-to-self Connections

Ask and discuss:

Q *What is something in the book you understood better because you made a text-to-self connection?*

> **Students might say:**
>
> "I understood how María Isabel was feeling when her teacher called her by the wrong name because that happened to me with the substitute teacher."
>
> "I understood the part when the class was doing the pageant because I was in a play once."

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Encourage the students to continue making text-to-self connections to help them understand and enjoy the books they read. Ask them to put *My Name Is María Isabel* into their toolboxes, and encourage them to reread the book independently.

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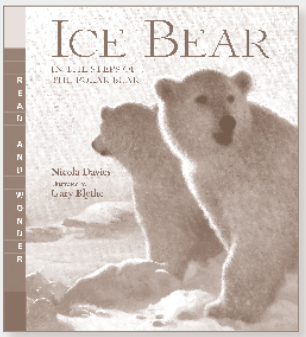
RESOURCES



Ice Bear: In the Steps of the Polar Bear

by Nicola Davies, illustrated by Gary Blythe

This nonfiction text provides information about what life is like for polar bears living in the Arctic from an Inuit perspective.

Assessment Resource Book

- Set 11 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA4)

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OVERVIEW

Academic Focus

- Students determine and discuss topic in a nonfiction text.
- Students read and discuss a nonfiction text.

Social Development Focus

- Students share their thinking.

DO AHEAD

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA4); see page 251 of the *Assessment Resource Book*.

ELL SUPPORT

- **Build Background Knowledge:** To help the students understand language used to describe the Arctic environment, define, using the illustrations as appropriate:

  frost: thin coating of ice that can form on any surface in cold weather (p. 9)

  beating cold: keeping out cold (p. 9)

  cutting winds: strong, cold winds that can blow through cracks and openings (p. 11)

  will sleep away a blizzard in a drift: stay asleep during a long, powerful snowstorm (p. 11)

  ice floes: large, flat pieces of ice floating in the ocean (p. 14)

(continues)

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ELL SUPPORT *(continued)*

To help the students understand language used to describe polar bears and their behavior, use the illustrations to clarify vocabulary:

camouflaged: hard for other animals to see because its color matches the area around it (p. 10)

outweighs: is heavier than (p. 12)

water-shedding: fur that water cannot stick to (p. 15)

prey: animal hunted by another animal for food (p. 16)

lightning paw strike: fast, hard hit with its paw (p. 17)

clasp jaws so tenderly: bite each other's mouths very softly (consider pantomiming interlocking jaws with your hands) (p. 25)

try each other's strength: check to see who is stronger (p. 25)

The students will hear some of these words defined again when you teach the lesson to the small group.

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Ice Bear
Reading a Nonfiction Book

Day 1

In this lesson, the students:

- Listen to, read, and discuss part of a book
- Share their thinking

1 Gather and Introduce *Ice Bear*

Show the cover of *Ice Bear: In the Steps of the Polar Bear* and read the title, the subtitle, and the names of the author and illustrator aloud. Tell the students that *Ice Bear* is a *nonfiction* book—a book that gives readers true information about a topic. Explain that the *topic* of a nonfiction book is what the whole book is about. Ask:

Q *What do you think the topic of this book is? Why do you think that?*

If necessary, tell the students that the topic of this book is polar bears—that the whole book helps readers learn about polar bears. Ask and briefly discuss:

Q *What do you think you know about polar bears?*

2 Read Aloud and Build Background Knowledge

Show pages 6–7 to the students and have them look at the illustration. Ask and briefly discuss:

Q *What do you notice about the illustration on these pages?*

Tell the students that the illustration shows Inuit people watching a polar bear. Explain that the Inuit people have lived in the *Arctic*, the cold part of Earth near the North Pole, for thousands of years. In the past, the Inuit hunted animals such as seals and walruses for food and survived the cold by building homes out of snow blocks and wearing animal furs.

Explain that the author wrote the beginning of the book to sound as if the Inuit are telling readers about polar bears. Read page 7 aloud.

Direct the students' attention to the caption on page 6 and read it aloud. Explain that many nonfiction books have *captions*, or words or sentences that give information about illustrations or photographs. Point out that the captions in this book are printed in curved lines and in small letters.

Tell the students to read the captions and to look at the pictures carefully as they read.

Materials

- Teacher and student copies of *Ice Bear* (pages 6–17)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- (Optional) World map or globe

Teacher Note

Consider pointing out the Arctic on a world map or globe.

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3 Read and Discuss Part of *Ice Bear*

Tell the students that the next part of the book gives readers information about what the weather is like in the Arctic, where polar bears live. Explain that *frost* is a thin coating of ice that can form on any surface in cold weather. Explain that when the author says that polar bears "will sleep away a blizzard in a drift" she means that polar bears can sleep inside a big pile of snow to stay warm during a *blizzard*, or a long, powerful snowstorm.

Distribute *Ice Bear* and the self-stick notes. Have the students open their books to page 11 and mark the page so they know where to stop reading.

Have the students turn back to page 8 and read pages 8–11 quietly to themselves. Remind them to read the captions below the pictures and to look at the pictures carefully as they read.

When all the students have read the pages at least once, ask:

Q *What information did you read about polar bears? Turn to your partner.*

Have a few students share their thinking. Then ask and briefly discuss:

Q *What helps polar bears live in a cold place like the Arctic?*

Q *What do you think "No frost can steal polar bear's heat" means?*

4 Read and Discuss the Next Part of the Book

Explain that the students will now read and discuss the next part of the book. Tell the students that in the next part of the book, they will read about *ice floes*. Explain that ice floes are large, flat pieces of ice floating in the ocean and that polar bears walk on them or swim between them as they travel in search of food.

Have the students turn to page 17 and mark the page with the self-stick note so they know where to stop reading. Have them turn back to page 12 and read pages 12–17 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the pages at least once, ask:

Q *What did you read about polar bears? Turn to your partner.*

Have a few students share their thinking. Then ask and briefly discuss:

Q *What makes polar bears good at travelling?*

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Q *What makes polar bears good at catching seals?*

Q *What do you think "Nothing stops polar bear" means?*

5 Reflect on the Reading

Review that nonfiction books like *Ice Bear* help readers learn about a topic, like polar bears. Ask:

Q *What is something interesting you read about polar bears today?*

Explain that in the next lesson, the students will continue reading *Ice Bear* and talk about what they learn. Collect *Ice Bear*, keeping the self-stick notes in the books.

Ice Bear
Determining Topic

Day 2

In this lesson, the students:

- Determine and discuss topic in parts of a book
- Read and discuss part of a book
- Share their thinking

Materials

- Teacher and student copies of *Ice Bear* (pages 8–21)
- "Group Progress Assessment" sheet (GA4)

1 Gather and Review *Ice Bear*

Remind the students that in the last lesson, they read the first part of the nonfiction book *Ice Bear*. Ask and briefly discuss:

Q *What do you remember reading about polar bears?*

Teacher Note

If the students need support remembering the story, encourage them to refer back to the book.

2 Reread and Model Determining Topic

Review that the topic of *Ice Bear* is polar bears. The whole book helps readers learn about polar bears. Tell the students that part of a book can also have a topic. Explain that today they will reread parts of *Ice Bear* and talk about the topics of those parts.

Distribute *Ice Bear*. Have the students open to page 11 and mark the page so they know where to stop reading.

Have them turn back to page 8 and reread pages 8–11 quietly to themselves. When all the students have reread the pages at least once, ask them to listen as you think aloud about the topic.

TEKS 8.A.i
TEKS 9.D.i
TEKS 9.D.viii
Student/Teacher Narrative
Step 2

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You might say:

"When I read part of a book and I'm trying to figure out what the topic is, I ask myself, 'What are these pages mostly about?' I think these pages are mostly about how polar bears stay warm. I think that because it tells about the polar bear's double coat of fat and fur. Fur helps keep polar bears warm and the layer of fat underneath their skin helps keep them warm, too. I think the topic of this part is how polar bears stay warm."

Ask and briefly discuss:

Q *What other information on these pages tells readers how polar bears stay warm?*

Tell the students that when readers want to know the topic of part of a book, they can ask themselves what that part is mostly about. Explain that knowing the topic of part of a nonfiction book can help readers understand and remember that part.

3 Reread Part of *Ice Bear* and Determine Topic

TEKS 8.A.i
TEKS 9.D.i
TEKS 9.D.ii
TEKS 9.D.viii
TEKS 9.D.ix
Student/Teacher Activity Step 3

Tell the students that they will reread the next part of the book quietly to themselves and then talk about what they think the topic is. Have them turn to page 17 and mark the page so they know where to stop reading.

Have the students turn back to page 12 and reread pages 12–17 quietly to themselves.

When all the students have read the pages at least once, review that when readers want to know the topic of part of a book, they can ask themselves what that part is mostly about. Ask:

Q *What is the part you just read mostly about? Turn to your partner.*

Discussion Support

Encourage the students to refer to the text and illustrations on pages 12–17 to help them answer the question. If they have difficulty answering, ask additional questions such as:

Q *At the beginning of the part you just read, it says, "Polar bear is a great hunter." What makes polar bears great hunters?*

Q *Polar bears often have to travel far to find food. How do they travel?*

Q *It says seals are polar bears' prey. What makes polar bears good at catching seals?*

Do not yet have the students share their thinking with the group.

Ask and briefly discuss:

Q *What is the topic of the part you just read? Why do you think that?*

ELL Note

You might provide the prompts, "The topic of the part I just read is _____." and "I think that because _____." to your students to help them verbalize their answers to the questions.

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Explain that readers may have different ideas about what the topic of part of a book is, and that is okay. What is important is that they understand that part and can share what they learned with others.

Tell the group that you think the topic of these pages is how polar bears are good hunters. Ask:

Q *What words or pictures on these pages tell readers about polar bears hunting? Turn to your partner.*

Have a few students share their thinking.

4 Read the Next Part of the Book and Determine Topic

Tell the students that they will read the next part of the book quietly to themselves and then talk about what they think the topic is. Explain that when a mother polar bear *suckles* a cub, it means that she feeds the cub milk. Point out that many animal mothers, including polar bears, suckle their babies.

Have the students open to page 21 and mark the page so they know where to stop reading. Then have them turn back to page 18 and read pages 18–21 quietly to themselves.

When all the students have read the pages at least once, ask:

Q *What is the part you just read mostly about? Turn to your partner.*

Observe the students as they talk with their partners, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students able to say what they think the pages are mostly about?
- Are they referring to the text and illustrations as needed to support their thinking?
- Are partners working well together?

Record your observations on the "Group Progress Assessment" sheet (GA4); see page 251 of the *Assessment Resource Book*.

Support any student who struggles by asking questions such as:

Q *What did you read about polar bear cubs?*

Q *What does a mother polar bear do to take care of her cubs?*

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Do not yet have the students share their thinking with the group.

Ask and briefly discuss:

Q *What is the topic of the part you just read? Why do you think that?*

> **Students might say:**
>
> "I think the topic of this part is polar bear babies because it gives information about the babies, like how big they are and how long they stay with their mom."
>
> "The topic of the part I just read is polar bear moms and cubs. I think that because it's mostly about how polar bear moms take care of their cubs."
>
> "I think the topic is polar bear moms and cubs, too, because there are pictures of the mom and the cubs. The cubs are really cute."

Review that readers may have different ideas about what the topic of a part of a book is, and that is okay. What is important is that they understand that part and can share what they learned with others.

5 Reflect on Topic

Remind the students that today they read about several topics. Ask and discuss:

Q *Which topic is the most interesting to you? What was interesting about it?*

Review that knowing the topic of part of a nonfiction book can help readers understand and remember that part. Explain that in the next lesson, the students will read the rest of *Ice Bear* and discuss parts of the book.

Collect *Ice Bear*, keeping the self-stick notes in the books.

Teacher Note:

If the students have difficulty identifying topics from the reading, review that the parts they read today were mostly about how polar bears stay warm, how polar bears are good hunters, and how polar bear mothers take care of cubs.

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Ice Bear
Determining Topic

Day 3

In this lesson, the students:

- Determine and discuss topic in parts of a book
- Read and discuss part of a book
- Share their thinking

Materials

- Teacher and student copies of *Ice Bear* (pages 22–27)

1 Gather and Review Topic

Remind the students that in the last lesson they read parts of the nonfiction book *Ice Bear* and talked about the topic of each part. Review that knowing the topic of part of a book can help readers understand and remember that part. Ask:

Q *What are some topics you talked about in the last lesson?*

If necessary, review that the parts the students read in the last lesson were mostly about how polar bears stay warm, how polar bears are good hunters, how polar bear mothers take care of cubs. Tell the students that today they will hear and read the rest of the book and talk about the topic of each part.

Teacher Note

If the students have difficulty answering the question, consider doing a picture walk through pages 8–21 to help them remember the topics of the parts they talked about on Day 2.

2 Read Aloud and Discuss Part of *Ice Bear*

Distribute *Ice Bear* to the students. Have the students open their books to page 22 and follow along as you read pages 22–23 aloud, including the captions.

Ask and briefly discuss:

Q *What did you hear about polar bears in the part I just read?*

3 Read Part of the Book and Determine Topic

Explain that the students will now read the same part quietly to themselves and then talk about what they think the topic is.

Have the students read pages 22–23 quietly to themselves. Remind them to look carefully at the illustrations and read the captions.

When all the students have read the pages at least once, review that when readers want to know the topic of part of a book, they can ask themselves what that part is mostly about. Ask:

Q *What is the part you just read mostly about? Turn to your partner.*

Teacher Note

The sections the students use for determining topic later in this step and in the next step (pages 22–23 and pages 24–27) do not have clear topics. Accept the students' ideas as long as they are able to provide evidence from the text and illustrations to support their thinking. If they struggle to provide evidence, ask them to reread and, if necessary, revise their ideas.

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Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

- Q *This is the only part of the book that has two different illustrations on the same pages. Why do you think there are two illustrations on these pages?*
- Q *In what ways are winter and summer different in the Arctic?*
- Q *How do polar bears survive in the summer?*

Do not yet have the students share their thinking with the group. Ask:

- Q *What is the topic of the part you just read? Why do you think that?*

Facilitate a discussion by asking follow-up questions such as:

- Q *What words or pictures on these pages make you think the topic is [how polar bears live in different seasons]?*
- Q *Do you agree that the topic of this part of the book is [polar bears living alone]? Why or why not?*
- Q *[Kaylee] thinks this part is mostly about [winter and summer in the Arctic]? If you have a different idea, what is it?*

Review that readers may have different ideas about the topic of part of a book, and that is okay. What is important is that they understand that part and can share what they learned with others.

4 Read the Next Part of the Book and Determine Topic

Explain that the students will read the next part quietly to themselves and then talk about what they think the topic is. Explain that when the author writes that polar bears are alone "until the paths of two lone hunters cross," she means that adult polar bears live alone except when they meet other polar bears.

Have the students turn to page 27 and mark the page below the end of the first sentence so they know where to stop reading.

Have the students turn back to page 25 and read quietly to themselves, beginning on page 25 and stopping at the end of the first sentence on page 27.

When all the students have read the pages at least once, ask and briefly discuss:

- Q *What happens when two polar bears meet?*

Then ask:

- Q *What is the part you just read mostly about? Turn to your partner.*

ELL Note

You might provide the prompts, "The topic of the part I just read is _____." and "I think that because _____." to your English Language Learners to help them verbalize their answers to the questions.

Teacher Note

You may want to explain that when polar bears without cubs meet, they are usually friendly and gentle with each other.

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Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

- **Q** *What do polar bears do to greet each other?*
- **Q** *What do two polar bears do to get ready to play? Why do you think they do that?*
- **Q** *Why do male polar bears play-fight?*

Do not yet have the students share their thinking with the group.

Ask:

Q *What is the topic of the part you just read? Why do you think that?*

Facilitate a discussion by asking follow-up questions such as:

Q *What words or pictures on these pages make you think the topic is [how polar bears play]?*

Q *Do you agree that the topic of this part of the book is [playing and fighting]? Why or why not?*

Q *[Jonas] thinks this part is mostly about [what happens when polar bears are together]. If you have a different idea, what is it?*

> **Students might say:**
>
> "I think the topic is how polar bears play. The word 'play' is really big and the picture shows two polar bears playing."
>
> "The topic of this part is what happens when polar bears are together. I think that because the last part was about how they live alone and this part says all the things they do when they meet."
>
> "I think the topic is polar bears playing and fighting because it talks about them playing and also has information about males fighting."

Remind the students that readers may have different ideas about the topic of part of a book, and that is okay. What is important is that they understand that part and can share what they learned with others.

5 Read and Discuss the Last Part of the Book

Have the students open their books to page 27. Have them listen as you read the closing aloud, beginning with "We Inuit, we watch Nanuk . . . ."

Then ask and briefly discuss:

Q *What are some things the Inuit have learned from watching polar bears?*

Have the students reread the closing quietly to themselves. When all the students have read page 27 at least once, ask:

Q *How do you think the Inuit feel about polar bears? Why do you think that? Turn to your partner.*

Have a few students share their thinking.

Teacher Note

You may want to explain that "Many polar bears and Inuit have passed" means a long time has gone by, and that *gratitude* is the feeling of being thankful for something.

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6 Reflect on Working in Pairs

Ask and discuss:

Q *What went well when you worked with your partner today?*

Have the students put *Ice Bear* into their toolboxes. Encourage them to reread the book independently and to share what they have learned about polar bears with others.

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Comprehension	Determining Theme
Fluency	Reading for Listeners

RESOURCES

Poem

"Story"

by Eloise Greenfield (see page 61)

This poem describes the experience of a reader becoming immersed in a story.

More Strategy Practice

- "Perform a Dramatic Reading for the Class"

Assessment Resource Book

- Set 11 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA5)

Reproducible

- "Story" (BLM1)

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OVERVIEW

Academic Focus

- Students discuss theme in a poem.
- Students rehearse and perform a dramatic reading of a poem.
- Students visualize a poem.
- Students explore interesting words in a poem.
- Students read and discuss a poem.

Social Development Focus

- Students work responsibly in pairs.
- Students speak clearly so others can hear.

DO AHEAD

✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print the poem, "Story" (BLM1). Make a copy for each student in the group and one for yourself.

✓ Prior to Day 2, practice thinking aloud about what you visualize for the first stanza of "Story."

✓ Prior to Day 2, decide on one interesting word in each line of the first stanza of "Story" that helps you visualize the poem. You will underline these words as you model identifying interesting words in "Story" (see Step 3).

✓ Prior to Day 3, underline one interesting word in each line of the second, third, and fourth stanzas on your copy of "Story" that helps you visualize the poem. (You will underline one interesting word in each line of the first stanza on Day 2.) Practice reading "Story" aloud with expression, emphasizing the words you underlined (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA5); see page 252 of the *Assessment Resource Book*.

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ELL SUPPORT

- **Preview the Poem:** Poetry is especially challenging for English Language Learners. Preview and discuss the poem with your students before the lessons. Read the poem aloud and clarify suggested vocabulary and idioms:

  means everything to me: is very important to me

  quake: shake

  hold my breath: wait for something to happen

  You may also choose to have your students practice reading the poem aloud, chorally reading the poem as a group, or echo reading the poem. For more information about echo reading, see "Echo Reading" in the Introduction.

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"Story"
Reading a Poem and Discussing Theme

Day 1

In this lesson, the students:

- Discuss theme in a poem
- Read and discuss a poem

1 Gather and Introduce "Story"

Explain to the students that today they will read and discuss a poem. Show the students your copy of the poem and read the title and the name of the author aloud.

Tell the students that the author of a poem is called a *poet*. Explain that in this poem the poet, Eloise Greenfield, describes what it is like for a reader to imagine being in a story.

Ask and briefly discuss:

Q *Have you imagined being in a story you have read? What did you imagine?*

2 Read the Poem

Distribute "Story" and have the students read the poem quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

3 Read Aloud and Discuss the Poem

When all the students have read the poem at least once, show them that the poem is divided into four *stanzas*, or parts. Ask the students to follow along in their copies as you read aloud one stanza at a time.

Read the first stanza aloud. Ask and briefly discuss:

Q *What do you think the poet means by "the walls of story"?*

If necessary, explain that in the first part, the poet describes going into the imaginary world of a story.

Materials

- Teacher and student copies of "Story" (BLM1), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

If the students have not had much experience with poetry, you may choose to discuss how poems are different from stories prior to introducing "Story."

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Read the second stanza aloud. Ask and briefly discuss:

Q *What do you think the poet means by "new faces and new voices"?*

If necessary, explain that these new faces and new voices belong to the characters in the story.

Read the third stanza aloud. Ask and briefly discuss:

Q *What feelings are described in this part of the poem?*

Explain that in this part of the poem, the poet describes feeling worried and scared about what might happen to the characters in the story.

Then read the fourth stanza aloud. Ask and briefly discuss:

Q *What does the poet mean by "I step into a story and leave my world behind"?*

Explain that the poet is describing how stories can feel very real. The reader steps into a story and leaves the real world behind by forgetting about it for a while.

4 Introduce and Explore Theme

Ask and briefly discuss:

Q *What happens in this poem?*

Ask:

Q *How do you think the poet feels about stories? What in the poem makes you think that? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think the poet feels excited about stories because she talks about meeting new people when she reads a story, and that is exciting."
>
> "The poet really likes the characters in stories because she says that they 'mean everything' to her."
>
> "I think she likes to read stories even though they sometimes make her scared and worried."

Tell the students that poems often have a *theme*, or a lesson that the poet wants to teach the reader. When readers think about the theme of a poem, they use the poet's words and what happens in the poem to help them understand the lesson the poet is trying to teach.

Q *What does the poet want you to learn about stories? Turn to your partner.*

Teacher Note

The *Being a Reader* program introduces the word *theme* in grade 2, while the *Making Meaning*® program does not introduce the word until grade 3. If your students have learned about important messages, lessons, and ideas in the *Making Meaning* program, you may want to tell the students that important messages, lessons, and ideas are *themes*.

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Have a few students share their thinking.

> **Students might say:**
>
> "I think the poet wants me to learn that stories are adventures. You don't know what is going to happen."
>
> "The poet might want me to learn to use my imagination when I read a story. In the poem, the narrator imagines being in a story."
>
> "I think the poet wants to teach readers how to feel like they are in the stories they read."

5 Reflect on Discussing Theme

Ask and briefly discuss:

Q *What did you like about discussing the* theme*, or the lesson the poet wants to teach the reader?*

Tell the students that thinking and talking about the *theme*, or what the poet may want readers to learn, can help readers understand and enjoy what they read.

Explain that in the next lesson, the students will talk more about the poem "Story." Have the students put "Story" into their toolboxes and encourage them to reread the poem independently.

"Story"
Visualizing and Exploring Interesting Words in a Poem

Day 2

In this lesson, the students:

- Visualize a poem
- Explore interesting words in a poem
- Read and discuss a poem
- Work responsibly in pairs

Materials

- Teacher and student copies of "Story"
- Pencil for each student
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

1 Gather and Review "Story"

Remind the students that in the last lesson, they read the poem "Story" and discussed the theme, or the lesson the poet was trying to teach. Ask and briefly discuss:

Q *What do you remember about the theme of this poem?*

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2 Read Aloud and Visualize the Poem

Tell the students that you will reread the first stanza of "Story" aloud.

Ask the students to close their eyes and *visualize*, or make pictures in their minds, as they listen. Read the first stanza of the poem aloud, slowly and clearly. Have the students open their eyes. Then think aloud about what you visualized.

> **You might say:**
>
> "As I read the first stanza, I imagined seeing a giant, open book and saw myself stepping towards it. When I got closer, I looked at the pages and saw strange-looking animals and people I had never seen before walking on the pages. Then I pictured waving goodbye to my world. I stepped on the page of the book and fell into an imaginary world. I saw walls go up around the story world so that I could not see the real world at all."

Have the students share anything additional that they visualized as they listened to the first stanza of the poem.

Tell the students that you will read aloud the remaining three stanzas of the poem and then ask them to share what they visualized.

Ask the students to close their eyes and make pictures in their minds as they listen. Read the remaining three stanzas of the poem aloud, slowly and clearly.

Have the students open their eyes. Ask:

Q *What did you picture in your mind as you heard the rest of the poem? Turn to your partner.*

Have a few students share their visualizations.

3 Model Identifying Interesting Words in Pairs

Explain that the students will work in pairs to find words that help them visualize the poem. Tell them that partners will take turns being the reader and the word detective for each stanza.

> **You might say:**
>
> "The readers will read one stanza aloud, slowly and clearly, while the word detectives listen carefully for words that help them visualize that part of the poem. The word detectives will find and underline one word in each line that helps them visualize the poem. Then the word detectives will explain to their partners why they choose those words. Partners will then switch roles and the new readers will read the next stanza aloud, while the new word detectives underline words."

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Model this procedure with the first stanza using a student volunteer as your partner. Explain that the student will be the reader and you will be the word detective for the first stanza.

Have the student read the first stanza aloud as you and the group follow along and listen carefully. Model identifying and discussing the interesting words in the first stanza.

> **You might say:**
>
> "For the first line, 'I step into the story,' I'm going to underline *step* because I imagined seeing a giant, open book and saw myself stepping toward it. The next line is 'I leave my world behind.' I'm going to underline *leave* because I imagined waving goodbye and leaving my world. The next line is 'I let the walls of story.' I'm going to underline *walls* because I pictured walls going up all around the story world. The last line of this stanza is 'Be the walls around my mind.' I'm going to underline *walls* in this line also because I imagined not being able to see the real world anymore. Now, I am going to be the reader and my partner will be the word detective. I will read the next stanza, and my partner will find words to underline that help her visualize the poem."

4 Identify and Discuss Interesting Words in Pairs

Have the students decide who will be the reader and who will be the word detective. Remind partners to take turns being the reader and the word detective. Distribute a pencil to each student.

Have partners read the poem, underlining interesting words as they read.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When partners are finished, explain that each student will read one line, share the word they underlined in that line, and explain why they underlined that word. Have each student read, share, and explain his thinking for one line in the poem.

Tell the students that visualizing and thinking about the interesting words in a poem helps readers understand and enjoy poems.

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5 Reflect on Working in Pairs

Ask and briefly discuss:

Q *How did you and your partner do working together?*

Explain that in the next lesson, the students will have an opportunity to read the poem aloud to the group. Have the students return "Story" to their toolboxes and encourage them to reread the poem independently.

Day 3

"Story"

Rehearsing and Performing a Dramatic Reading of a Poem

Materials

- Teacher and student copies of "Story"
- "Group Progress Assessment" sheet (GA5)

In this lesson, the students:

- Rehearse and perform a dramatic reading of a poem
- Read a poem fluently
- Work responsibly in pairs
- Speak clearly so others can hear

1 Gather and Review Visualizing "Story"

Remind the students that in the last lesson, they visualized the poem "Story" and looked closely at the words the poet used.

Ask and briefly discuss:

Q *What did you picture in your mind as you read this poem?*

As students share, follow up by asking:

Q *Which words helped you visualize that?*

Review that visualizing and thinking about the interesting words in a poem help readers understand and enjoy poems.

2 Introduce and Model the Dramatic Reading

Tell the students that today they will learn a different way to read and share poems called *dramatic reading*. Tell the students what a dramatic reading is and explain the procedure for preparing for a dramatic reading. For more information about dramatic reading, see "Reading for Listeners" in the Introduction.

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You might say:

"In dramatic reading, performers read a book or a poem aloud to an *audience*, or a group of people who watch them perform. Dramatic reading gives students an opportunity to practice reading fluently for an audience. A fluent reading helps the audience understand and enjoy the book or poem. Today you will *rehearse*, or practice, reading the poem 'Story' with your partners, and then you will perform the dramatic reading for the group."

Explain that fluent readers emphasize interesting words in poems by reading these words louder, slower, and with more feeling.

Tell the students that you will read the poem aloud. Ask the students to pay attention to which words you read louder, slower, and with more feeling. Model reading the poem aloud fluently, emphasizing the interesting words you underlined. Ask and briefly discuss:

Q *Which interesting words did I emphasize, or read slower, louder, and with more feeling?*

Point out a few of the interesting words you emphasized.

3 Rehearse the Dramatic Reading in Pairs

Tell the students that partners will rehearse reading the poem aloud, and then each student will perform for the group.

Explain that partners will take turns reading the whole poem aloud to each other.

Tell the students that as they are rehearsing, they should speak loudly enough for their partners to hear but not so loudly that they disturb the other pairs.

Have partners take turns reading the poem aloud, emphasizing the interesting words that they underlined.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to read the poem fluently?
- Do they read the poem with expression, emphasizing the interesting words they underlined?
- Do they speak loudly and clearly enough for their partners to hear?

Record your observations on the "Group Progress Assessment" sheet (GA5); see page 252 of the *Assessment Resource Book*.

Support any student who struggles to read fluently by having her practice reading the poems several more times and reminding her to read the underlined words louder, slower, and with more feeling.

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4 Perform the Dramatic Reading

Explain that each student will perform a dramatic reading of "Story" for the group. Remind the students to pay attention to interesting words, to read loudly and clearly enough for the group to hear, and to face the group.

Have each student perform their dramatic reading for the group.

5 Reflect on the Dramatic Reading

Ask and briefly discuss:

Q *What did you do well during the dramatic reading?*

Q *What did you enjoy about the dramatic reading?*

Encourage the students to pay attention to interesting words as they read other books, both during and outside of Small-group Reading. Have the students return "Story" to their toolboxes and encourage them to reread the poem independently.

MORE STRATEGY PRACTICE

Perform a Dramatic Reading for the Class

Explain that partners will take turns reading stanzas of the poem for the class. The first partner will read the first and third stanzas and the second partner will read the second and last stanzas. Remind the students to emphasize interesting words; reading those words louder, slower, and with more feeling.

Explain the procedure for preparing for a dramatic reading. Prior to the performance, have the students practice reading with their partners. For more information about dramatic reading, see "Reading for Listeners" in the Introduction.

Have the class gather and face the performance space. Tell the class that some students have been learning about reading poetry during Small-group Reading, and that today these students will perform dramatic readings of the poem "Story." Explain that in a dramatic reading, performers read aloud to an audience.

Have the small-group reading students perform "Story" in pairs for the class.

When the performers have finished the dramatic reading, have them sit with the rest of the class. Then ask and briefly discuss:

Q *What did you enjoy about the dramatic reading?*

Q *What did the performers do well during the dramatic reading?*

Teacher Note

Over the course of the year, different students will perform the same dramatic reading. Encourage the class to notice things they appreciate about each performance.

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Poem

Story

by Eloise Greenfield

I step into the story,
I leave my world behind,
I let the walls of story
Be the walls around my mind.

New faces and new voices,
I listen and I see,
and people I have never met
mean everything to me.

I worry when they worry,
I quake when danger's near,
I hold my breath and hope
that all their troubles disappear.

I don't know what will happen,
I never know what I'll find,
when I step into a story
and leave my world behind.

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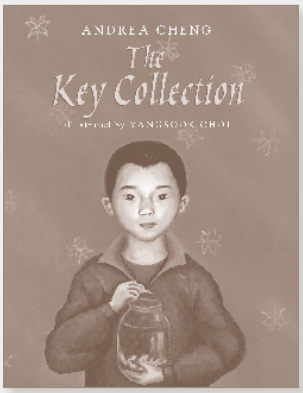
Self-monitoring and Self-correcting

RESOURCES



The Key Collection

by Andrea Cheng, illustrated by Yangsook Choi

In this fiction chapter book, Xiao Jimmy learns that Grandma Ni Ni will soon move away.

Assessment Resource Book

- Set 11 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week and the next.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheets (GA6–GA7)

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OVERVIEW

Academic Focus

- Students self-monitor to understand a fiction text.
- Students discuss self-correcting to understand a fiction text.
- Students read and discuss a fiction text.
- Students write in reading journals.

Social Development Focus

- Students take turns talking and listening.

DO AHEAD

✓ Prior to Day 1, refer to the "Pronunciation Guide and Glossary" on page 117 of the book and practice saying the Chinese words.

✓ Prior to Day 1, gather and introduce reading journals to the students if you have not done so already. For more information, see "Reading Journals" in the Introduction.

✓ Prior to Days 2–6, check in with individual students to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA6); see page 253 of the *Assessment Resource Book*.

✓ Prior to Day 6, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA7); see page 254 of the *Assessment Resource Book*.

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Day 1

The Key Collection

Reading a Chapter in a Fiction Book

Materials

- Teacher and student copies of *The Key Collection* (pages 3–22)
- 2 self-stick notes for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- Student reading journals
- (Optional) Map of the United States

Teacher Note

Consider explaining that the character Ni Ni did not learn English until she was an adult, so the way she talks sounds different from the English the students usually read in books.

ELL Note

Consider explaining to the students that someone who makes a *collection* gets things that are alike from different places and keeps them together in a group.

Teacher Note

You may want to explain that a *dumpling* is a piece of dough that is filled with meat or vegetables and then boiled in water or fried in oil.

Teacher Note

Consider showing the students a map of the United States. Tell them that Jimmy and Ni Ni live in Cincinnati, Ohio, and point to it on the map. Then tell them that Auntie Helen lives in San Francisco, California, and point to it on the map.

In this lesson, the students:

- Discuss self-monitoring to understand a story
- Read and discuss a chapter in a book

1 Gather and Introduce *The Key Collection*

Show the cover of *The Key Collection* and read the title and the names of the author and illustrator aloud. Point to Jimmy and the *collection*, or group, of keys on the cover of the book. Tell the students that this book is about a boy named Xiao Jimmy who loves his Grandma Ni Ni very much. Explain that Jimmy's grandma collected keys over many years.

2 Explore the Pronunciation Guide

Distribute *The Key Collection*. Have the students open to the "Pronunciation Guide and Glossary" on page 117. Explain that this page has a list of Chinese words that they will see in *The Key Collection*. You may wish to write the words *sen*, *xiao*, and *jiao zi* where the students can see them.

Ask the students to find the Chinese word that is spelled *s-e-n*. Tell them that next to each Chinese word, they will see how to pronounce the word, followed by the meaning of the word. Point out that this word is pronounced like "sun" and means *forest*. Have the students say the word. Encourage them to refer to this page as they read the book.

Repeat this procedure with the words *xiao* and *jiao zi*. Have the students find each word, read the pronunciation and definition aloud, and then read the word aloud.

3 Introduce Chapter 1, "The Letter"

Tell the students that today they will read the first chapter, "The Letter." Explain that in this chapter, Jimmy is not able to read the letter Ni Ni receives from Auntie Helen because it is written in Chinese characters, and Jimmy does not know how to read Chinese.

4 Read and Discuss the Chapter

Distribute the self-stick notes. Have the students turn to page 9 and mark the page so they know where to stop reading. Then have them turn back to page 3 and read the chapter quietly to themselves.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask and discuss:

Q *What happens in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Why is Jimmy spending the day at Ni Ni's house?*

Q *What do they do together?*

Then ask:

Q *What does Auntie Helen want?*

Q *How do you think Jimmy feels at the end of the chapter? What makes you think that?*

5 Introduce and Model Self-monitoring

TEKS 6.I.i
Student/Teacher Narrative
Step 5

Tell the students that it is important for readers to understand and remember what they read. Explain that one way readers can check to make sure they understand is to stop a few times as they read and ask themselves, "What did I just read?"

Ask the students to follow along as you read page 4 through the end of page 7 aloud.

Stop after:

p. 7 ". . . 'For you,' she replied."

Then have the students listen as you check to make sure you understand and remember what you read.

> **You might say:**
>
> "First I ask myself, 'What did I just read?' In the part I just read, Jimmy spends the day at Ni Ni's house because he's sick. Ni Ni gets a letter from Auntie Helen that is written in Chinese. Jimmy asks Ni Ni to teach him how to write some Chinese characters, but he gets frustrated because he can't make the characters look quite right. Jimmy tells Ni Ni that English is easy, and she says, 'For you.' I think she was saying that English is hard for her like Chinese is hard for Jimmy."

Teacher Note

You may want to write the question "What did I just read?" where the students can see it.

Teacher Note

Consider explaining that when readers find that they do not understand what is happening in a story, they reread the text more carefully. This self-correcting strategy is modeled and discussed on Days 4, 5, and 6.

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Ask the students to follow along as you continue reading aloud to the end of the chapter. Then ask the students to listen as you check to make sure you understand and remember what you read.

> **You might say:**
>
> "First I ask myself, 'What did I just read?' I read that Jimmy has a friend named Jason. Ni Ni makes dumplings, which Jimmy likes, but Jason does not. Jimmy asks Ni Ni about the letter, and she says that Auntie Helen wants her to move to California. I think Jimmy doesn't want her to go. She talks about moving when Jimmy is grown up, and he says, 'But I'm not grown up.' "

Ask and discuss:

Q *What did I do after I read each part?*

> **Students might say:**
>
> "You said, 'What did I just read?' "
>
> "You said the important things that happened in each part."

If necessary, point out that you asked yourself the question "What did I just read?" to make sure you understood what you read. Explain that while it is important for readers to understand and talk about stories, they usually do not have to remember everything they read.

6 Introduce Chapter 2, "Snow" for Independent Reading

Tell the students that they will read chapter 2, "Snow," and write about what they read in their reading journals during independent reading before they read any other books from their toolboxes. Explain that in this chapter, Jimmy finds out why Auntie Helen wants Ni Ni to move to San Francisco.

Explain that "Snow" is divided into three smaller parts and that the students will write about each part. Have them open their books to page 12. Direct their attention to the open space with the symbol in the middle of the page. Explain that when they read, you would like them to stop here to ask themselves, "What did I just read?" and then write about what they read in their reading journals.

Repeat this procedure with page 15.

Have the students turn to page 22, the end of the chapter. Explain that when they finish the chapter you would like them to write about what they just read in their reading journals.

Tell the students that it is important for the group discussion that they complete the assigned reading and do not read ahead. Have them use the table of contents and a self-stick note to find and mark the first page of chapter 2, "Snow," so they know where to start reading. Then have them turn to page 22 and mark it with another self-stick note so they know where to stop reading.

Teacher Note

Consider having the students read chapter 2, "Snow," and complete their writing during the next Small-group Reading lesson. This will give you the opportunity to support them in reading one part of the chapter at a time and writing about what happens in each part.

Teacher Note

You may want to have the students write the relevant chapter titles in their journal entries.

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7 Wrap Up

Tell the group when their next lesson will be, and remind the students that they will complete their independent reading and writing before that lesson. Distribute the reading journals. Have the students put their journals and *The Key Collection* into their toolboxes.

ELL Note

Sustaining comprehension through a longer text may be challenging for the students. Consider checking in with them as they read the assigned chapter independently.

The Key Collection
Self-monitoring

Day 2

In this lesson, the students:

- Self-monitor in pairs to understand a story
- Read and discuss two chapters in a book
- Take turns talking and listening

Materials

- Teacher and student copies of *The Key Collection* (pages 10–39)
- Student reading journals
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

Teacher Note

Check in with individual students to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

1 Gather and Discuss Chapter 2, "Snow"

Remind the students that they read the chapter, "Snow" and wrote in their reading journals independently to prepare for today's discussion. Give them a few minutes to review their writing. Ask and briefly discuss:

Q *How did you do with stopping to write in your reading journal?*

Then ask and discuss:

Q *What happens in "Snow"?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Why does Auntie Helen want Ni Ni to move to California?*

Q *How does Jimmy feel about Ni Ni moving? What in the chapter makes you say that?*

Q *What do you know about Jason?*

2 Read Chapter 3, "Key Families" and Self-monitor

TEKS 6.I.i
Student/Teacher Activity
Step 2

Tell the students that today they will read chapter 3, "Key Families."

Have the students open their books to page 28 and mark the page so they know where to stop reading. Then have them use the table of contents to turn to the first page of "Key Families."

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Review that one way readers can check to make sure they understand what they read is to stop and ask themselves, "What did I just read?" Encourage the students to do this as they read today.

Have the students read the chapter quietly to themselves.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:



Q *What did you just read? Turn to your partner.*

After partners have talked, have a few students share their thinking.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Jimmy do with the keys?*

Q *What story does Ni Ni tell about her brother Po?*

Q *What does Ni Ni say when Jimmy asks her if she's moving to California?*

3 Reflect on Self-monitoring

Review that stopping to ask themselves, "What did I just read?" can help readers understand and remember what they read. Ask and discuss:

Q *How did talking with your partner help you understand the story?*

Students might say:

"Talking with my partner helped me remember things that I had forgotten."

"I helped my partner because I showed him the picture to explain what Jimmy was doing with the keys."

"My partner and I found out that we didn't really understand Ni Ni's story about Po, so we went back and reread it."

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4 Introduce Chapter 4, "Getting Started" for Independent Reading

Tell the students that they will read chapter 4, "Getting Started," and write about what they read during independent reading before they read any other books from their toolboxes. Explain that in this chapter, Ni Ni teaches Jimmy about the Chinese zodiac, which has an animal name for each year.

Explain that "Getting Started" is divided into two smaller parts and that the students will write about each part. Have them open their books to page 36 and point to the open space on the page. Tell them that you would like them to stop here to ask themselves, "What did I just read?" and then write in their reading journals before continuing to read and write about the second part of the chapter.

Tell the students that it is important that they complete the assigned reading and not read ahead. Have them use the table of contents and a self-stick note to find and mark the first page of chapter 4, "Getting Started," so they know where to start reading. Then have them turn to page 39 and mark it with another self-stick note so they know where to stop reading.

Teacher Note

You may want to tell the students that according to the calendar most people use in school, Ni Ni is about 80 years old. Explain that some people use a different calendar, such as the Chinese lunar calendar, to keep track of time. Tell them that on the Chinese lunar calendar, Ni Ni's birthday comes only once every 60 years, so she has had only one birthday.

5 Wrap Up

Tell the group when their next lesson will be and remind the students that they will complete their independent reading and writing before that lesson. Have the students put their reading journals and *The Key Collection* into their toolboxes.

The Key Collection
Self-monitoring

Day 3

In this lesson, the students:

- Self-monitor in pairs to understand a story
- Read and discuss two chapters in a book
- Take turns talking and listening

Materials

- Teacher and student copies of *The Key Collection* (pages 29–62)
- Student reading journals
- "Group Progress Assessment" sheet (GA6)

1 Gather and Discuss Chapter 4, "Getting Started"

Review that the students read and wrote about the chapter, "Getting Started" independently. Give them a few minutes to review their writing. Then ask and discuss:

Q *What happens in "Getting Started"?*

Teacher Note

Check in with individual students to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

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Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Jimmy do to help Ni Ni?*

Q *What happens when Jason comes over to Ni Ni's?*

Ask and briefly discuss:

Q *For a week, Jimmy does not go over to Ni Ni's. How do you think [Jimmy/Ni Ni] feels during that time?*

Q *How does Jason act around Ni Ni? What changes in this chapter?*

Teacher Note

If necessary, have the students reread pages 37-39 to answer this question.

2 Introduce Chapter 5, "Sorting"

Tell the students that today they will read chapter 5, "Sorting." Explain that in this chapter, Jimmy and Ni Ni begin sorting her things into groups: things to keep, things for the garbage, and things for charity. Tell the students that the things for charity will be given to people who do not have enough money to buy these things themselves.

Ask the students to open their books to page 47 and mark the page so they know where to stop reading.

Review that one way readers can check to make sure they understand what they read is to stop and ask themselves, "What did I just read?" Have the students turn to page 44 and point to the open space on the page. Tell them that when they reach the open space, they will stop reading and discuss the part they just read with their partners before they finish reading the chapter.

3 Read the Chapter and Self-monitor

Have the students turn to page 40 and begin reading the chapter quietly to themselves. When all the students have read to the open space on page 44 at least once, ask:

Q *What did you just read? Turn to your partner.*

Allow a few minutes for partners to talk about what they read. Observe the students as they talk, offering support as needed.

Teacher Note

As students finish reading the assigned pages, you might have them reread or write about what they have read in their reading journals.

Teacher Note

In this step, it is not necessary for the students to share their thinking with the group after talking with their partners.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students able to talk about what happens in the story?
- Do they take turns talking and listening?

Record your observations on the "Group Progress Assessment" sheet (GA6); see page 253 of the *Assessment Resource Book*.

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Have the students read the second part of the chapter quietly to themselves. When all the students have read to page 47 at least once, ask:

Q *What did you just read? Turn to your partner.*

Allow a few minutes for partners to talk. Then ask:

Q *What happens in the chapter, "Sorting"?*

Discussion Support

If the students have difficulty answering this question, ask additional questions such as:

Q *What happens when Dad comes over to Ni Ni's?*

Q *What does Jimmy realize when he and Jason are playing basketball?*

Teacher Note

Encourage the students to reread page 46 to help them answer this question.

4 Reflect on Self-monitoring

Review that stopping a few times to ask themselves, "What did I just read?" can help readers understand and remember what they read. Ask and discuss:

Q *How does talking with your partner help you understand the story?*

Q *What can you do if you do not understand what you read?*

Students might say:

"Talking about what I read makes me think about the story more."

"Sometimes my partner explains things to me."

"I can go back and reread parts I don't understand."

5 Introduce Chapter 6, "Packing" and Chapter 7, "Leaving" for Independent Reading

Tell the students that they will read chapter 6, "Packing" and chapter 7, "Leaving," and write about what they read during independent reading, before they read any other books from their toolboxes. Show the picture of the trunk on page 48 and explain that in chapter 6, Jimmy discovers something special in Ni Ni's trunk.

Point out that chapter 7, "Leaving" is divided into two smaller parts like some of the other chapters in the book. Explain that the students will stop to ask themselves, "What did I just read?" and write in their reading journals three times; after they finish reading "Packing," after they read the first part of "Leaving," and then again at the end of the chapter, "Leaving."

Teacher Note

If the students are unfamiliar with the game "eenie meenie miney mo," you may want to explain it to them before they read chapter 6.

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Tell the students that it is important that they complete the assigned reading and not read ahead. Have them use the table of contents and a self-stick note to find and mark the first page of chapter 6, "Packing," so they know where to start reading. Then have them turn to page 62 and mark it with another self-stick note so they know where to stop reading.

6 Wrap Up

Tell the group when their next lesson will be, and remind the students that they will complete their independent reading and writing before that lesson so that they are ready to discuss the chapters with the group.

Have the students put their reading journals and *The Key Collection* into their toolboxes.

Day 4

The Key Collection

Self-monitoring and Self-correcting

Materials

- Teacher and student copies of *The Key Collection* (pages 48–79)
- Student reading journals
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 2

Teacher Note

Check in with individual students to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

Teacher Note

You may want to tell the students that the world is divided into different time zones (or areas) so that when it is 4:15 in the morning for Jimmy in Cincinnati, it is 1:15 in the morning for Ni Ni in San Francisco.

In this lesson, the students:

- Self-monitor in pairs to understand a story
- Discuss self-correcting to understand a story
- Read and discuss three chapters in a book

1 Gather and Discuss Chapter 6, "Packing" and Chapter 7, "Leaving"

Review that the students read and wrote about the chapters, "Packing" and "Leaving" independently. Give the students a few minutes to review their writing. Then ask and discuss:

Q *What happens in the chapters you read independently?*

Discussion Support

If the students have difficulty remembering what they read, have them read their reading journal entries aloud to the group. You might ask follow-up questions such as:

Q *What more can you say about [Ni Ni's trip to the airport]?*

Q *How did you feel when you read the part when [Jimmy and Ni Ni say goodbye]?*

2 Introduce Chapter 8, "The First Night"

Tell the students that today they will read chapter 8, "The First Night." Explain that in this chapter, Jimmy spends his first night without Ni Ni next door.

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3 Read the Chapter and Self-monitor

Have the students open their books to page 68 and mark the page so they know where to stop reading. Then have them use the table of contents to turn to the first page of "The First Night."

Have the students read the chapter quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What did you just read? Turn to your partner.*

Allow a few minutes for partners to talk. Then have a few students share their thinking.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What do Jimmy and Dad talk about in the kitchen?*

Q *What does Jimmy learn about Ni Ni?*

Then ask:

Q *Why do you think Jimmy and his father can't sleep?*

4 Introduce and Model Self-correcting

Tell the students that it is important for readers to remember enough of what they have read so they can understand and talk about it. Explain that when readers do not understand or remember, they go back to a part of the story they do understand and begin rereading more carefully from that part on.

Ask the students to listen as you think aloud about what happens in "The First Night."

You might say:

"In this chapter, Jimmy wakes up and looks to see if the light is on in Ni Ni's house. Then he remembers that she left for California the day before. Jimmy goes down to the kitchen and sees Dad sitting at the table. Jimmy says that he thinks Dad wanted Ni Ni to move to California, but I don't really understand what Dad says about that. I'm going to go back and reread more carefully. I'll go to the part where Jimmy says he thinks Dad wanted Ni Ni to move, and then I'll carefully reread the rest of the chapter."

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Open your book to page 65 and begin reading aloud, starting at, "'You wanted her to move,' I repeated, and my voice choked up."

When you have finished reading the rest of the chapter aloud, ask the students to listen as you think aloud about what else happened in the story.

> **You might say:**
>
> "Now I think I understand what Dad says about Ni Ni's decision to move. Dad explains that when Ni Ni wanted to move to America, no one could convince her not to. I think this helps Jimmy realize that when Ni Ni decided she wanted to move to California, Dad knew he could not convince her to stay."

Ask and discuss:

Q *How did rereading help me?*

If necessary, point out that rereading helped you understand what the characters were thinking and why things happened in the story.

5 Introduce Chapter 9, "New Neighbors" for Independent Reading

Tell the students that they will read chapter 9, "New Neighbors" during independent reading before they read any other books from their toolboxes. Explain that in this chapter, a real estate person (someone who helps people buy or sell their homes) puts a FOR SALE sign in front of Ni Ni's house.

Have the students use the table of contents and a self-stick note to find and mark the first page of chapter 9, "New Neighbors," so they know where to start reading. Then have them turn to page 79 and mark it with another self-stick note so they know where to stop reading.

Point out that the chapter is divided into three smaller parts. Tell the students you would like them to ask themselves, "What did I just read?" and write in their reading journals each time they finish a part of the chapter.

6 Wrap Up

Tell the group when their next lesson will be. Remind the students that they will complete their independent reading and writing before that lesson so that they are ready to discuss the chapter with the group. Have them put their reading journals and *The Key Collection* into their toolboxes.

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Day 5

In this lesson, the students:

- Self-monitor in pairs to understand a story
- Discuss self-correcting to understand a story
- Read and discuss two chapters in a book

1 Gather and Discuss Chapter 9, "New Neighbors"

Review that the students read the chapter, "New Neighbors" and wrote in their reading journals independently.

Give the students a few minutes to review their writing. Then ask and discuss:

Q *What happens in "New Neighbors"?*

Discussion Support

If the students have difficulty remembering what they read, have them read their reading journal entries aloud to the group. Ask additional questions such as:

Q *What more can you say about [the key collection]?*

Q *What do you remember about [Jimmy and Jason's plan]?*

Then ask and discuss:

Q *How is Jason's relationship with his grandma different from Jimmy's relationship with Ni Ni?*

2 Read Chapter 10, "An Invitation" and Self-monitor

Tell the students that today they will read chapter 10, "An Invitation." Explain that an *invitation* is a card or letter asking another person to do something or go somewhere.

Have the students open their books to page 85 and mark the page so they know where to stop reading. Then have them use the table of contents to open to the first page of "An Invitation."

Review that when readers do not understand or do not remember what is happening in the story, they go back to a part of the story they do understand and begin rereading more carefully from that part on. Encourage them to do this as they read today.

Have the students read the chapter quietly to themselves.

Materials

- Teacher and student copies of *The Key Collection* (pages 69–97)
- Student reading journals
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 4

Teacher Note

Check in with individual students to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What did you just read? Turn to your partner.*

Allow a few minutes for partners to talk. Then have a few students share their thinking.

Discussion Support

If the students have difficulty remembering what they read, encourage them to go back and reread. You might ask additional questions such as:

Q *What do Mom and Jimmy learn about Ni Ni from Auntie Helen's letter?*

Q *What does Auntie Helen send with the letter?*

Q *How does Mom feel about Jimmy going to California by himself? What in the chapter makes you say that?*

3 Reflect on Self-correcting

Remind the students that readers go back and reread if they do not understand what is happening in a story or if they have a hard time talking about what they read. Ask the students to think about whether they went back and reread any part of the chapter, "An Invitation." Ask:

Q *Why did you go back and reread?*

Q *How did rereading help you?*

Students might say:

"Rereading helped me remember what happens in the chapter."

"When I read the last part of the chapter, I was confused about whether Mom thought Jimmy should go to California or not. I reread it, and then I realized that Mom thought it was a really great idea."

Explain that a reader might have a hard time understanding what Auntie Helen wrote in her letter. Tell the students that you will reread part of the chapter, starting from the point when Mom sees Auntie Helen's letter, and that you will read more carefully from that part on.

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Explain that as you reread, you want the students to follow along and think about what Auntie Helen wrote in her letter.

Open your book to page 83 and begin reading aloud as described below.

p. 83 "When Mom came home from work, she saw Auntie Helen's letter on the table."

Continue reading to the end of the chapter. Then ask:

Q *What does Auntie Helen say in her letter?*

Then ask and discuss:

Q *What was something you learned from rereading this part of the story?*

4 Introduce Chapter 11, "A Gift for Ni Ni" for Independent Reading

Tell the students that they will read and write about chapter 11, "A Gift for Ni Ni" during independent reading before they read any other books from their toolboxes.

Point out that the chapter is divided into three smaller parts. Tell the students you would like them to ask themselves, "What did I just read?" and write in their reading journals each time they finish a part of the chapter.

Encourage them to go back and reread if they find that they do not understand what is happening in the chapter.

Have the students use the table of contents and a self-stick note to find and mark the first page of chapter 11, "A Gift for Ni Ni," so they know where to start reading. Then have them turn to page 97 and mark it with another self-stick note so they know where to stop reading.

5 Wrap Up

Tell the group when their next lesson will be. Remind the students that they will complete their independent reading and writing before that lesson so that they are ready to discuss the chapter with the group.

Have the students put their reading journals and *The Key Collection* into their toolboxes.

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Day 6

The Key Collection

Self-monitoring and Self-correcting

Materials

- Teacher and student copies of *The Key Collection* (pages 86–113)
- Student reading journals
- "Group Progress Assessment" sheet (GA7)

Teacher Note

Check in with individual students to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

In this lesson, the students:

- Self-monitor in pairs to understand a story
- Discuss self-correcting to understand a story
- Read and discuss two chapters in a book

1 Gather and Discuss Chapter 11, "A Gift for Ni Ni"

Review that the students read and wrote about the chapter, "A Gift for Ni Ni" independently.

Give the students a few minutes to review their writing. Then ask and discuss:

Q *What happens in "A Gift for Ni Ni"?*

Discussion Support

If the students have difficulty remembering what they read, have them read their reading journal entries aloud to the group. Ask additional questions such as:

Q *What more can you say about [what Jimmy and Jason do]?*

Q *What do you remember about [the gift Jimmy wants to give to Ni Ni]?*

Then ask and discuss:

Q *How do you think Jimmy feels about his trip to see Ni Ni? What makes you think that?*

2 Introduce Chapter 12, "California"

Tell the students that today they will read the last chapter, "California." Point out that the chapter is divided into four smaller parts. Have the students find where each part ends on pages 99, 105, 111, and 113.

Tell the students that they will read the chapter one part at a time, stopping at the end of each part to discuss the question, "What did I just read?" with their partner.

Teacher Note

Consider having the students mark page 99 with a self-stick note before they read the first part of the chapter. You might then have them move the self-stick note to pages 105, 111, and 113 when appropriate.

3 Read the Chapter and Self-monitor

Ask the students to turn to page 98 and begin reading the chapter, "California" quietly to themselves. When all the students have read to the open space on page 99 at least once, ask:

Q *What did you just read? Turn to your partner.*

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Allow a few minutes for partners to talk about what they read. Observe the students as they talk, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students able to talk about what happens in the chapter?
- Do they go back and reread if they find that they do not understand what happens in the chapter?
- Do they take turns talking and listening?

Record your observations on the "Group Progress Assessment" sheet (GA7); see page 254 of the *Assessment Resource Book*.

Support any student who struggles to talk about the chapter by having her go back to the last part she understood and then reread from that point on. Then have the student continue with the partner discussion.

If you noticed any students rereading, share your observations with the group and invite these students to answer questions such as:

Q *Why did you go back and reread?*

Q *How did rereading help you?*

Have the students read the second part of the chapter quietly to themselves.

When all the students have read to the open space on page 105 at least once, ask:

Q *What did you just read? Turn to your partner.*

Allow a few minutes for partners to talk. Continue to record your observations on the "Group Progress Assessment" sheet (GA7). If the students have difficulty talking about what they read, encourage them to go back and reread.

Then have the students read the third part of the chapter quietly to themselves. When all the students have read to the open space on page 111 at least once, ask:

Q *What did you just read? Turn to your partner.*

Observe the students as they talk with their partners and continue to record your observations on the "Group Progress Assessment" sheet (GA7), offering support as needed.

Using the same procedure, have the students read and discuss the last part of the chapter.

Ask and briefly discuss:

Q *What is something important Jimmy brings to California?*

Teacher Note

In this step, it is not necessary for the students to share their thinking with the group after talking with their partners.

Teacher Note

Encourage the students to reread pages 98–99 to help them answer the question.

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Teacher Note

Encourage the students to reread the last section of "California" to help them answer the question.

Ask the students to turn to page 104 and have them reread the last paragraph on the page and the first paragraph on page 105. Then ask:

Q *Ni Ni says, "Get used to everything takes a long time." What is something Jimmy gets used to in this story?*

Q *What plans do Ni Ni and Jimmy make?*

4 Reflect on *The Key Collection*

Tell the students that often in stories, characters change and learn new things. Then ask and discuss:

Q *What is something [Jimmy/Ni Ni/Jason] learned?*



Q *What was your favorite part of* The Key Collection*? Turn to your partner.*

After partners have talked, have a few students share their thinking.

Encourage the students to stop and ask themselves, "What did I just read?" when they read independently. Remind them to reread if they do not understand what is happening in the stories they read, both during and outside of Small-group Reading.

Have the students put their reading journals and *The Key Collection* into their toolboxes, and encourage them to reread the book independently.

Reading Journal Review

Consider when you will read the students' reading journal entries. As you read, ask yourself:

- Are the students able to write about what happens in the story?

You might write comments to the students and meet with them individually to discuss their writing.

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Generating Independent Thinking

Responding to Literature

OVERVIEW



The Babe & I

by David A. Adler, illustrated by Terry Widener

In this historical fiction text, a boy sells newspapers outside Yankee Stadium to help his family through hard times.

More Strategy Practice

- "Understand Character, Problem, and Solution"

Assessment Resource Book

- Set 11 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA8)

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OVERVIEW

Academic Focus

- Students generate and discuss their own ideas about a fiction text.
- Students read and discuss a fiction text.

Social Development Focus

- Students listen respectfully and share their thinking.
- Students build on one another's thinking.

DO AHEAD

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA8); see page 255 of the *Assessment Resource Book*.

ELL SUPPORT

- **Preview the Book:** Preview the book with the students. You might show and discuss the illustrations or have the students flip through the book on their own.
- **Build Background Knowledge:** To help the students build background knowledge on baseball, show pages 30–31 and use the illustration to help you explain the game.

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Day 1

The Babe & I

Responding to Literature

Materials

- Teacher and student copies of *The Babe & I* (pages 5–13)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- (Optional) Map of the United States

In this lesson, the students:

- Generate and discuss their own ideas about part of a story
- Read and discuss part of a book
- Listen respectfully and share their thinking

1 Gather and Introduce *The Babe & I*

Show the cover of *The Babe & I* and read the title and the names of the author and illustrator aloud. Point out the characters on the cover. Tell the students that this story is about a boy, his father, and a famous baseball player named Babe Ruth, also known as "The Babe."

If necessary, provide background information about the game of baseball.

> **You might say:**
>
> "Two teams are playing baseball in a building called a *stadium*. The *fans*, people cheering for the game, are watching from the *stands*, or benches around the baseball field. They watch the pitcher from one team throw the ball and see the batter on the other team stand at home plate and try to hit the ball. If the batter hits the ball with his bat, he can run to a base. If he runs around all three bases and makes it back to home plate, he has made a home run, and he scores a point for his team."

Explain that although the book is fiction, the parts of the story that tell about Babe Ruth's home runs, hurt leg, and visits with fans are all based on true events that happened more than 80 years ago in a part of New York City called the Bronx.

Teacher Note

You may want to show where New York City is located on a map.

2 Read and Discuss the First Part of the Book

Distribute *The Babe & I* and the self-stick notes. Have the students open their books to page 13 and mark the page so they know where to stop reading. Then ask them to turn back to page 5 and read pages 5–13 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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When all the students have read pages 5–13 at least once, ask:

Q *What happens in this part of the story?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Why does the boy get a dime instead of a bicycle for his birthday?*

Q *What does the boy learn about his father?*

Q *What is Jacob's job?*

3 Discuss the Students' Thinking

Tell the students that readers discuss their own thinking about what happens in stories and what the characters do and say. Explain that talking about books with others can help them think about things they would not have thought of on their own.

Read page 11 aloud. Then ask the students to listen as you share your thinking.

> **You might say:**
>
> "I'm surprised that the father lies to his family about having a job. The boy must feel very upset that his father lies AND doesn't have a job. I think the father lies because he feels too embarrassed to tell the truth. Maybe he'll decide to tell the boy the truth later on in the story."

Then ask:



Q *What are you thinking about this part of the story? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think that the father shouldn't lie to his son about losing his job. How will the boy know when his father is telling the truth?"
>
> "I agree with [Nabil]. I think that the father was too embarrassed to tell his family that he lost his job, but I think he should have told them anyway."
>
> "Now that the boy knows his father needs help, I think he's going to sell newspapers to make extra money for his family."

Discussion Support

Some students may share their thinking, while others may retell parts of the story. These variations in the depth of thinking are normal.

If you notice the students retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *What do you think about that?*

Q *What does that make you wonder?*

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4 Reflect on Discussing Thinking

Remind the students that talking about books with others can help them think about things they would not have thought of on their own. Ask and discuss:

Q *What is something interesting you heard someone else share today?*

Explain that in the next lesson, the students will read more of *The Babe & I* and discuss their thinking. Collect *The Babe & I*, keeping the self-stick notes in the books.

Day 2

The Babe & I

Participating in Book Discussions

Materials

- Teacher and student copies of *The Babe & I* (pages 14–23)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

In this lesson, the students:

- Generate and discuss their own ideas about part of a story
- Read and discuss part of a book
- Build on one another's thinking
- Listen respectfully and share their thinking

1 Gather and Review the First Part of *The Babe & I*

Review that in the last lesson, the students read and discussed the first part of *The Babe & I*. Ask:

Q *What do you remember about the first part of the story?*

Teacher Note

If the students need support remembering the story, encourage them to refer back to the book.

2 Read and Discuss the Second Part of the Book

Tell the students that today they will read the second part of *The Babe & I*. Explain that Jacob and the boy go to Yankee Stadium to sell newspapers.

Tell the students that Yankee Stadium is a building with rows of seats where people can sit and watch a baseball team called the Yankees play games. Explain that when Babe Ruth played on the Yankees team, he made a lot of *home runs*. Explain that a home run happens when a batter hits the ball so far that he can run around all the bases and score.

Teacher Note

You may want to refer to your local school or sports stadium to help the students better understand the word *stadium*.

Distribute *The Babe & I*. Have the students open to page 23 and mark the page so they know where to stop reading. Then ask them to turn back to page 14 and read pages 14–23 quietly to themselves.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 14–23 at least once, ask:

Q *What happens in this part of the story?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What do Jacob and the boy do outside of Yankee Stadium?*

Q *What does the boy do with the baby carriage?*

Explain that someone who is *unemployed* does not have a job. Ask the students to reread page 23 quietly to themselves. Then ask and briefly discuss:

Q *What does the father say about selling apples? What does the boy say about selling apples?*

3 Introduce Building on One Another's Thinking

Remind the students that readers discuss their own thinking about what happens in books and what the characters do and say. Tell them that readers may have different thoughts and opinions about the same story, and that is fine. The important thing is that they explain their thinking. Ask and discuss:

Q *What are you thinking about this part of the story?*

After a few students have shared their thinking, explain that readers build on one another's thinking. Tell the students that they can build on one another's thinking by sharing ideas that connect to other readers' ideas. Ask them to listen as you build on something a student shared with the group.

> **You might say:**
>
> "I heard [Kiyoshi] talking about how surprised he was that the boy didn't tell his mother the truth about his dad not having a job. I thought that the boy would tell his mother, too. I think that his mom might know that something is wrong because she says, 'Don't say anything to your father about the newspapers. It might embarrass him to know you're helping out.'"

ELL Note

Consider explaining to the students that if you *connect* two things, you notice what is alike about them or think about how one reminds you of the other.

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Teacher Note

If the students struggle, you may want to share your own thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

Ask:

Q *What can you say to build on [Kiyoshi's] and my thinking?*

Support the students in building on one another's thinking by asking follow-up questions such as:

Q *[Esteban] says that [he thinks the boy was smart to look for some way to bring more newspapers to the stadium]. What else can you say about the boy?*

> **Students might say:**
>
> "I was surprised, too. I think the boy should have said something about seeing his dad selling apples when his dad says, 'I was really busy at the office today.'"
>
> "I disagree with [Adriana]. I think the boy understands his dad's feelings and knows that it's important to keep his secret. The boy doesn't want to embarrass his dad."

4 Reflect on Building on One Another's Thinking

Remind the students that they can build on one another's thinking by sharing ideas that connect to other readers' ideas. Ask and discuss:

Q *What is something interesting you heard someone else share today? What did that make you think about?*

Explain that in the next lesson, the students will read more of *The Babe & I* and discuss their thinking. Collect *The Babe & I*, keeping the self-stick notes in the books.

Day 3

The Babe & I

Participating in Book Discussions

Materials

- Teacher and student copies of *The Babe & I* (pages 24–32)
- "Group Progress Assessment" sheet (GA8)

In this lesson, the students:

- Generate and discuss their own ideas about a story
- Read and discuss part of a book
- Build on one another's thinking
- Listen respectfully and share their thinking

1 Gather and Review *The Babe & I*

Remind the students that in the last lesson, they read and discussed the second part of *The Babe & I*. Ask:

Q *What do you remember about* The Babe & I*?*

Tell the students that today they will finish reading the book.

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2 Read and Discuss the Last Part of the Book

Distribute *The Babe & I*. Have the students open their books to page 24 and finish reading the book quietly to themselves.

When all the students have read pages 24–32 at least once, ask:

Q *What happens in this part of the story?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What do Jacob and his dad talk about?*

Q *What happens when Jacob sells his newspapers?*

Q *What happens at the baseball game?*

3 Build on One Another's Thinking

Review that readers discuss their own thinking about stories and build on one another's thinking by sharing ideas that connect to other readers' ideas. Ask and discuss:

Q *What are you thinking about what you read?*

As the students share, follow up by asking:

Q *What can you say to build on someone else's thinking?*

> **Students might say:**
>
> "I was wondering why the father was crying. I think he cries because he's sad about not having another job."
>
> "In addition to what [Simon] says, maybe the dad also cries because he's embarrassed that someone in his family knows the truth. He probably hoped his son would not find out."
>
> "I disagree with [Olivia]. I think the father sees that he can trust his son to keep a secret."

Observe the students as they share, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to generate and discuss their own thinking about the book?
- Are they able to build on one another's thinking?
- Do they listen respectfully to the thinking of others?

(continues)

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GROUP PROGRESS ASSESSMENT NOTE *(continued)*

Record your observations on the "Group Progress Assessment" sheet (GA8); see page 255 of the *Assessment Resource Book*.

Support any student who struggles to build on others' thinking by paraphrasing what another student says and asking questions such as:

- Q *What can you say to build on that?*
- Q *What are you wondering?*
- Q *What can you share that connects to that?*
- Q *What do you think about that?*

4 Discuss *The Babe & I*

Ask and discuss:

Q *Now that you have finished reading* The Babe & I, *what else would you like to say about the book?*

Ask the students to listen as you read page 32 aloud. Then use "Think, Pair, Share" to have partners first think about and then discuss:

Q *When have you helped your family? What did you do to help?* [pause] *Turn to your partner.*

Have a few students share their thinking.

Ask the students to put *The Babe & I* into their toolboxes and encourage them to reread the book independently.

MORE STRATEGY PRACTICE

TEKS 6.G.ii
TEKS 7.C.i
Student/Teacher Activity
More Strategy Practice

Understand Character, Problem, and Solution

Review that the students discussed their own thinking about what happens in *The Babe & I* and what the characters do and say. Distribute *The Babe & I* if they do not already have the book in their toolboxes. Ask:

Q *What happens to the boy and his father in* The Babe & I?

Tell the students that characters in stories usually have problems they need to solve. Ask them to open their books to page 19 and follow along as you read the page aloud. Then ask and briefly discuss:

Q *What is the boy's problem in the part I just read?*

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Explain that having problems can make characters feel sad, disappointed, lonely, mad, or worried. Ask:

Q *How do you think this problem makes the boy feel? What in the book makes you think that?*

Encourage the students to refer to both the text and the illustrations to explain their thinking.

Have the students turn to page 27 and follow along as you read the page aloud. Then have them turn to page 32 and follow along as you read the page aloud. Ask and briefly discuss:

Q *How is the boy's problem solved?*

Q *Is this how you thought his problem would be solved? Why or why not?*

Encourage the students to refer to both the text and the illustrations to explain their thinking. Explain that characters' feelings often change as they solve their problems. Tell the students that solving problems can make characters feel happy, glad, or excited. Ask:

Q *How do you think solving this problem makes the boy feel? What in the book makes you think that?*

Encourage the students to pay attention to characters, their problems, and how they solve their problems when they read independently.

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
The Tree Lady (page 4) Biography ▪ F&P: N ▪ Lexile®: 760 ▪ DRA®: 30	**Comprehension:** Understanding Character and Setting Understanding Problem and Solution ELL Support	**Day 1:** Reading a Biography and Discussing Character	**Day 2:** Reading a Biography and Discussing Setting and Problem and Solution	**Day 3:** Discussing Problem and Solution in a Biography More Strategy Practice: "Make Text-to-text Connections"
My Name Is María Isabel (page 16) Fiction: chapter book ▪ F&P: N ▪ Lexile®: 860 ▪ DRA®: 30	**Comprehension:** Making Text-to-self Connections	**Day 1:** Reading a Chapter in a Fiction Book Independent reading	**Day 2:** Making Text-to-self Connections Independent reading	**Day 3:** Making Text-to-self Connections Independent reading and writing
		Day 4: Making Text-to-self Connections Independent reading and writing	**Day 5:** Making Text-to-self Connections Independent reading and writing	**Day 6:** Making Text-to-self Connections
Ice Bear (page 36) Narrative nonfiction ▪ F&P: N ▪ Lexile®: 950 ▪ DRA®: 30	**Comprehension:** Determining Topic ELL Support	**Day 1:** Reading a Nonfiction Book	**Day 2:** Determining Topic	**Day 3:** Determining Topic
"Story" (page 50) Poetry ▪ F&P: N ▪ Lexile®: N/A ▪ DRA®: 30	**Fluency**: Reading for Listeners **Comprehension:** Determining Theme ELL Support	**Day 1:** Reading a Poem and Discussing Theme	**Day 2:** Visualizing and Exploring Interesting Words in a Poem	**Day 3:** Rehearsing and Performing a Dramatic Reading of a Poem More Strategy Practice: "Perform a Dramatic Reading for the Class"

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(continued)

Text	Strategy	Lesson		
The Key Collection (page 62) Fiction: chapter book ▪ F&P: N ▪ Lexile®: 590 ▪ DRA®: 30	**Self-monitoring and Self-correcting**	**Day 1:** Reading a Chapter in a Fiction Book Independent reading and writing	**Day 2:** Self-monitoring Independent reading and writing	**Day 3:** Self-monitoring Independent reading and writing
		Day 4: Self-monitoring and Self-correcting Independent reading and writing	**Day 5:** Self-monitoring and Self-correcting Independent reading and writing	**Day 6:** Self-monitoring and Self-correcting
The Babe & I (page 82) Historical fiction ▪ F&P: N ▪ Lexile®: 330 ▪ DRA®: 30	**Generating Independent Thinking:** Responding to Literature ELL Support	**Day 1:** Responding to Literature	**Day 2:** Participating in Book Discussions	**Day 3:** Participating in Book Discussions More Strategy Practice: "Understand Character, Problem, and Solution"

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **Independent reading (and writing):** The students read parts of the text (and record their thinking) during independent work time, at another time of day, or as homework before the group meets again.
- **More Strategy Practice:** This lesson includes optional additional instruction on a strategy taught in this set of lessons or covered elsewhere in Small-group Reading. You may want to plan for an extended session or schedule an additional meeting with the group.

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Being a Reader™

Set 11 Overview

	Strategy	Book or Poem
Fluency	• Reading for listeners	"Story"
Comprehension	• Understanding character and setting • Understanding problem and solution	*The Tree Lady*
	• Making text-to-self connections	*My Name Is María Isabel*
	• Determining topic	*Ice Bear*
	• Determining theme	"Story"
Self-monitoring and Self-correcting	• Self-monitoring and self-correcting	*The Key Collection*
Generating Independent Thinking	• Responding to literature	*The Babe & I*

Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501-1042
800.666.7270
collaborativeclassroom.org

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Small-group Teacher's Manual

CCC Collaborative Literacy

Being a Reader™



SET 12

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Being a Reader™

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Center for the Collaborative Classroom
1250 53rd Street, Suite 3
Emeryville, CA 94608-2965
(800) 666-7270; fax: (510) 464-3670
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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading and an understanding of their ability to interact with texts.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1. The optional CCC Handwriting™ app can be used on an electronic tablet device to support instruction.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7–12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6–12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)		□		■	■	■ □	
Understanding problem and solution				■		■ □	
Making text-to-self connections	■	■			■ □	■	
Making text-to-text connections				■ □	■ □	□	■
Determining topic		■		■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■		□			
Determining theme					■	■	
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions			■		■		■
Responding to literature			■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

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Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

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Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

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Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between five and nine texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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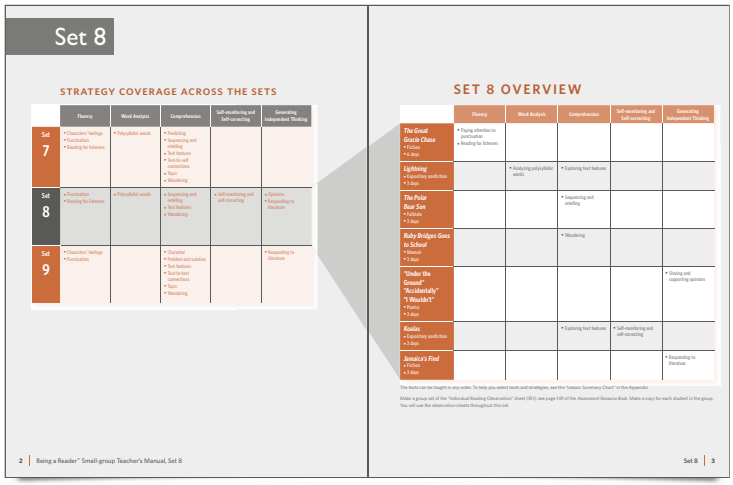
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so.


Set 8

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 7	• Characters' feelings • Punctuation • Reading for listeners	• Polysyllabic words	• Predicting • Sequencing and retelling • Text features • Text-to-self connections • Topic • Wondering		
Set 8	• Punctuation • Reading for listeners	• Polysyllabic words	• Sequencing and retelling • Text features • Wondering	• Self-monitoring and self-correcting	• Opinions • Responding to literature
Set 9	• Characters' feelings • Punctuation		• Character • Problem and solution • Text features • Text-to-text connections • Topic • Wondering		• Responding to literature

SET 8 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Great Gracie Chase • Fiction • 6 days	• Paying attention to punctuation • Reading for listeners				
Lightning • Expository nonfiction • 3 days		• Analyzing polysyllabic words	• Exploring text features		
The Polar Bear Son • Folktale • 3 days			• Sequencing and retelling		
Ruby Bridges Goes to School • Memoir • 3 days			• Wondering		
"Under the Ground" "Accidentally" "I Wouldn't" • Poetry • 3 days					• Sharing and supporting opinions
Koalas • Expository nonfiction • 3 days			• Exploring text features	• Self-monitoring and self-correcting	
Jamaica's Find • Fiction • 3 days					• Responding to literature

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary Chart" in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the Assessment Resource Book. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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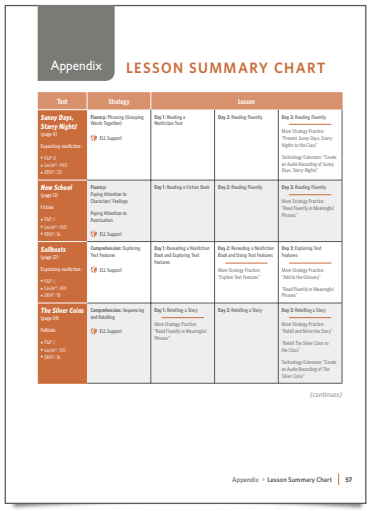
Set 8 | 3

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Sunny Days, Starry Nights (page 4) Expository nonfiction • F&P: K • Lexile®: 440 • DRA®: 10	**Fluency:** Phrasing (Grouping Words Together) ELL Support	Day 1: Reading a Nonfiction Text	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Present *Sunny Days, Starry Nights* to the Class" Technology Extension: "Create an Audio Recording of *Sunny Days, Starry Nights*"
New School (page 12) Fiction • F&P: I • Lexile®: 450 • DRA®: 16	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ELL Support	Day 1: Reading a Fiction Book	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"
Sailboats (page 22) Expository nonfiction • F&P: J • Lexile®: 650 • DRA®: 18	**Comprehension:** Exploring Text Features ELL Support	Day 1: Rereading a Nonfiction Book and Exploring Text Features	Day 2: Rereading a Nonfiction Book and Using Text Features More Strategy Practice: "Explore Text Features"	Day 3: Exploring Text Features More Strategy Practice: "Add to the Glossary" "Read Fluently in Meaningful Phrases"
The Silver Coins (page 34) Folktale • F&P: I • Lexile®: 550 • DRA®: 16	**Comprehension:** Sequencing and Retelling ELL Support	Day 1: Retelling a Story More Strategy Practice: "Read Fluently in Meaningful Phrases"	Day 2: Retelling a Story	Day 3: Retelling a Story More Strategy Practice: "Retell and Mime the Story" "Retell *The Silver Coins* to the Class" Technology Extension: "Create an Audio Recording of *The Silver Coins*"

(continues)

Appendix • Lesson Summary Chart | 57

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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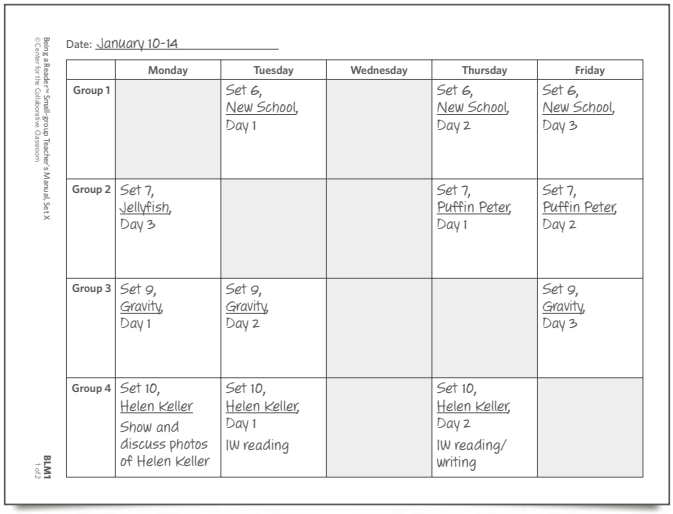

Being a Reader™ Small-group Teacher's Manual, Set X
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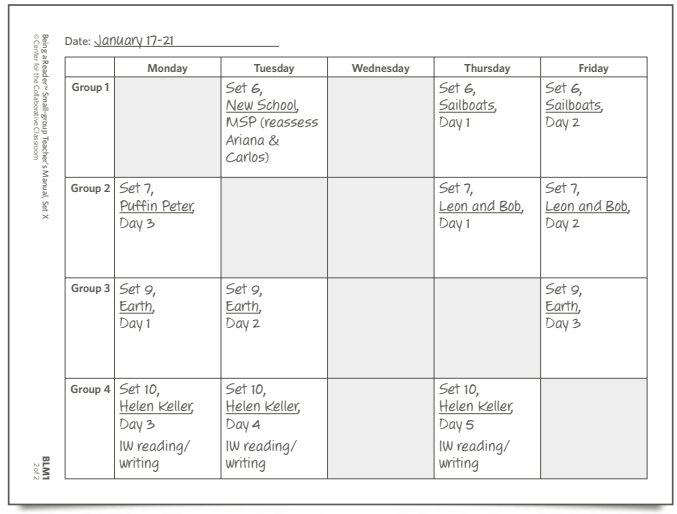
Date: January 10–14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 17–21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
2 of 2

PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will plan to teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9-12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to identify the students' reading levels for Small-group Reading, Sets 6-12 instruction. You may also want to use the assessment during the year to help you reevaluate placement decisions and to help you decide whether a student is ready to move to the next reading level.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Set 12

Set 12 readers make essential inferences to understand more subtly constructed texts, which they read during small-group reading time and independently. In the fiction texts in this set, the students encounter complex characters and plot and explore story elements. Nonfiction texts provide readers with in-depth information and may include new vocabulary and text features that require interpretation.

In discussions and in their reading journals, the students connect, compare, and contrast texts and use evidence to support their thinking. They are expected to sustain conversations by expressing their opinions and building on one another's thinking.



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Set 12

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 11	▪ Reading for listeners		▪ Character and setting ▪ Problem and solution ▪ Text-to-self connections ▪ Theme ▪ Topic	▪ Self-monitoring and self-correcting	▪ Responding to literature
Set 12			▪ Text features ▪ Text-to-text connections		▪ Opinions ▪ Responding to literature

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SET 12 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Shark Lady ▪ Biography ▪ 6 days					▪ Responding to literature
Bee ▪ Expository nonfiction ▪ 6 days			▪ Exploring text features		▪ Sharing and supporting opinions
Pop's Bridge ▪ Historical fiction ***Fly Away Home*** ▪ Fiction ▪ 6 days					▪ Sharing and supporting opinions ▪ Responding to literature
Family Reminders ▪ Historical fiction ▪ 9 days			▪ Making text-to-text connections		

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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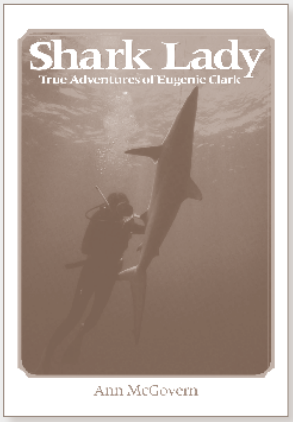
Generating Independent Thinking

Responding to Literature

RESOURCES



Shark Lady: True Adventures of Eugenie Clark

by Ann McGovern

This biography recounts the life of Eugenie Clark, a scientist who devoted her career to studying sharks.

Assessment Resource Book

- Set 12 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week and the next.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheets (GA1–GA2)

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OVERVIEW

Academic Focus

- Students generate, discuss, and write their own ideas about a biography.
- Students read and discuss a biography.

Social Development Focus

- Students listen respectfully and share their thinking.
- Students build on one another's thinking.

DO AHEAD

✓ Prior to Days 2–6, check in with individual students to make sure they have done the reading (and writing). If necessary, provide them with additional structured reading (and writing) time.

✓ Prior to Day 2, gather and introduce reading journals to the students if you have not done so already. For more information, see "Reading Journals" in the Introduction.

✓ Prior to Day 2, record your own thinking about the fourth chapter, "Danger in the Deep," in your reading journal as a model for the students (see Step 5). You might write: *I think it must have been pretty amazing to walk on the bottom of the ocean and be so close to all those fish! But Eugenie must have been really scared when she discovered she couldn't breathe. She wanted to tug on the line four times to signal that she was in danger, but she could only give the line one tug, which meant she was okay. That made me wonder if one tug should mean "Danger!" and four tugs should mean "I'm okay!"*

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA1); see page 258 of the *Assessment Resource Book*.

✓ Prior to Day 6, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA2); see page 259 of the *Assessment Resource Book*.

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Day 1

Shark Lady

Responding to Literature

Materials

- Teacher and student copies of *Shark Lady: True Adventures of Eugenie Clark* (pages 7–23)
- Two self-stick notes for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

You may want to explain that true stories like biographies are similar to fiction stories in many ways and that both true stories and fiction stories are about characters and what happens to them.

Teacher Note

If necessary, explain that chapter books often have a *table of contents* that tells readers the names of the chapters and the page on which each chapter begins.

In this lesson, the students:

- Generate and discuss their own ideas about a biography
- Read and discuss chapters in a biography
- Listen respectfully and share their thinking

1 Gather and Introduce *Shark Lady*

Show the cover of *Shark Lady: True Adventures of Eugenie Clark* and read the title and the name of the author aloud. Explain that this book is a type of nonfiction called a *biography* and that a biography is a true story about a real person.

Distribute *Shark Lady*. Ask the students to look at the photograph on the front cover. Then have them read the back cover and look at the photograph. After a few moments, ask and briefly discuss:

Q *What did you read about Eugenie Clark?*

Tell the students that Eugenie Clark was born over 90 years ago and died in 2015.

2 Read and Discuss "A Very Special Saturday"

Tell the students that today they will read the first chapter, "A Very Special Saturday." Explain that Eugenie spent the day at the *aquarium*, a building that people can visit to see fish.

Distribute one self-stick note to each student. Ask the students to open their books to page 12 and mark the page with the self-stick note so they know where to stop reading.

Direct the students' attention to the table of contents in your copy of *Shark Lady* and have them find the page in their books.

Have the students use the table of contents to turn to the first page of "A Very Special Saturday," and ask them to read the chapter quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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When all the students have read the chapter at least once, ask:

Q *What happened in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, encourage them to refer back to the book. Consider asking additional questions such as:

Q *What did Eugenie do at the aquarium?*

Q *What did Eugenie decide she wanted to do someday?*

3 Discuss the Students' Thinking

Explain that readers discuss their own thinking about what happens in stories and what the characters think, say, feel, and do. Tell the students that discussing their thinking is important because it helps them understand and enjoy what they read.

Ask the students to listen as you share your thinking about the chapter.

> **You might say:**
>
> "I noticed that Eugenie wasn't happy about going to her mom's job. I think she understood why her mom had to work on Saturdays. But, I think Eugenie was happy that she got to spend the day at the aquarium instead."

Then use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What are you thinking about what you read?* [pause] *Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I thought it was pretty funny that Eugenie went back to the aquarium again and again and again. I like visiting my cousins, but I don't visit them every weekend!"
>
> "In addition to what [Aisha] said, I wonder if Eugenie ever got lonely going to the aquarium by herself."
>
> "At the end of the chapter, Eugenie says, 'Someday I'll swim with the sharks.' I guess she does since the title of the book is *Shark Lady*."

Discussion Support

If you notice the students retelling what happens in the story rather than sharing their own ideas, support them in generating their own thinking by asking follow-up questions such as:

Q *What are you thinking about that?*

Q *What does that make you wonder?*

Teacher Note

While the terms *story* and *character* are generally used to describe fiction texts, these terms are also used in lessons about narrative nonfiction texts. The students' work with narrative nonfiction supports their work with fiction texts.

Teacher Note

Some students may share their thinking while others may tell parts of the story. These variations in the depth of thinking are normal.

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4 Reflect on Discussing Thinking

Tell the students that talking about books with others can help them think about things they would not have thought of on their own. Ask and briefly discuss:

Q *What is something interesting you heard someone else share today?*

5 Introduce "Three Fish, Four Fish—More and More Fish" and "Trouble with Grandma" for Independent Reading

Explain that the students will read the next two chapters, "Three Fish, Four Fish—More and More Fish" and "Trouble with Grandma," during independent reading, before they read other books in their toolboxes. Explain that when the group meets again, they will discuss what they read independently.

Tell the students that it is important for the group discussion that they complete the assigned reading and do not read ahead. Distribute another self-stick note to each student. Have them use the table of contents and a self-stick note to find and mark the first page of "Three Fish, Four Fish—More and More Fish." Then have them turn to page 23 and mark the page with another self-stick note so they know where to stop reading.

ELL Note

Sustaining comprehension through a longer text may be challenging for your students. Consider checking in with your students as they read the assigned chapters independently.

6 Wrap Up

Tell the group when their next lesson will be and remind the students that they will complete their independent reading before that lesson. Have them put *Shark Lady* into their toolboxes.

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In this lesson, the students:

- Generate, discuss, and write their own ideas about a biography
- Read and discuss chapters in a biography
- Listen respectfully and share their thinking

1 Gather and Discuss "Three Fish, Four Fish—More and More Fish" and "Trouble with Grandma"

Remind the students that they read "Three Fish, Four Fish—More and More Fish" and "Trouble with Grandma" independently. Ask:

Q *What happened in the chapters you read independently?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did Eugenie and her mom buy at the pet shop?*

Q *What did Eugenie do that upset Grandma?*

2 Discuss the Students' Thinking

Review that readers discuss their own thinking about what happens in stories and what the characters think, say, feel, and do. Remind them that talking about books with others can help them think about things they would not have thought of on their own. Ask and discuss:

Q *What are you thinking about what you read?*

Students might say:

"I think it was a little weird for the men to call Genie 'teacher.' She was just a kid!"

"I disagree with [Ollie]. I think kids can be teachers, especially when they know a lot about something."

"I am thinking about how much trouble I'd get in if I put a dead animal in the refrigerator!"

Discussion Support

If you notice the students retelling what happens in the chapters rather than sharing their own ideas, support them in generating their own thinking by asking follow-up questions such as:

Q *What are you thinking about that?*

Q *What does that make you wonder?*

Materials

- Teacher and student copies of *Shark Lady: True Adventures of Eugenie Clark* (pages 13–36)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1
- Model reading journal entry, prepared ahead
- Student reading journals

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading. If necessary, provide them with additional structured reading time.

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If the students do not mention the fact that Mr. Walker called Eugenie's friends "good-for-nothing bums," ask them to listen as you read a section of the chapter aloud. Open your book to page 13, and begin reading aloud. Stop after:

p. 14 ". . . her favorite teacher in all the world."

Then ask and discuss:

Q *What do you think about Mr. Walker calling Genie's friends "good-for-nothing bums"?*

3 Read and Discuss "Danger in the Deep"

Tell the students that today they will read the fourth chapter, "Danger in the Deep." Have them open their books to page 30 and mark the page so they know where to stop reading.

Ask the students to use the table of contents to turn to the first page of "Danger in the Deep," and have them read the chapter quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What happened in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did Eugenie have to learn before she went into the water?*

Q *What happened when Eugenie was underwater?*

4 Discuss the Students' Thinking

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What are you thinking about what you read?* [pause] *Turn to your partner.*

Have a few students share their thinking.

Teacher Note

If the students struggle, you may want to share your own thinking or refer to the "Students might say" note on the next page for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

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Students might say:

"I am thinking that it must have been scary for Eugenie to be underwater and to not be able to breathe! I was surprised she even remembered to tug on the line to let them know she was in trouble."

"In addition to what [Sam] said, tugging on the line didn't even help because she only tugged once. And one tug means 'I'm okay.'"

"I'm wondering why Eugenie went underwater again. I don't think I would have."

Discussion Support

If you notice the students retelling what happens in the story rather than sharing their own ideas, support them in generating their own thinking by asking follow-up questions such as:

Q *What are you thinking about that?*

Q *What does that make you wonder?*

Turn to page 30 in your book and have the students listen as you read the first paragraph aloud. Then ask and discuss:

Q *What do you think about what the sailor said to Eugenie?*

Teacher Note

You may want to explain that at the time, many people thought that women could not do things as well as men.

5 Introduce "Adventures in the South Seas" for Independent Reading

Tell the students that they will read the fifth chapter, "Adventures in the South Seas," during independent reading, before they read other books in their toolboxes. Explain that they will record their thinking about the story in their reading journals. Tell them that writing in their reading journals helps them think more deeply about what they have read.

Teacher Note

You may want to tell the students to include the chapter title in their journal entries.

Tell the students that you wrote your thinking about "Danger in the Deep" in your reading journal. Ask them to listen as you read your journal entry aloud.

You might say:

"I think it must have been pretty amazing to walk on the bottom of the ocean and be so close to all those fish! But Eugenie must have been really scared when she discovered she couldn't breathe. She wanted to tug on the line four times to signal that she was in danger, but she could only give the line one tug, which meant she was okay. That made me wonder if one tug should mean 'Danger!' and four tugs should mean 'I'm okay!'"

Ask and briefly discuss:

Q *What do you notice about what I wrote?*

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Students might say:

"I notice that you wrote about what happened in the chapter, like how Eugenie only tugged on the line once."

"In addition to what [Erika] said, you also wrote about your thinking, like how Eugenie must have felt when she couldn't breathe."

"I notice you wrote about something you're wondering about."

Explain that when the group meets again, they will discuss what they read and wrote independently.

Tell the students that it is important for the group discussion that they complete the assigned reading and do not read ahead. Have them use the table of contents and a self-stick note to find and mark the start of "Adventures in the South Seas." Then have them turn to page 36 and mark it with another self-stick note so they know where to stop reading.

6 Wrap Up

Tell the group when their next lesson will be and remind the students that they will complete their reading and writing before that lesson. Distribute the reading journals. Have the students put *Shark Lady* and their reading journals into their toolboxes.

Day 3

Shark Lady

Responding to Literature

Materials

- Teacher and student copies of *Shark Lady: True Adventures of Eugenie Clark* (pages 31–56)
- Student reading journals
- "Group Progress Assessment" sheet (GA1)
- (Optional) Map of the United States

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

In this lesson, the students:

- Generate, discuss, and write their own ideas about a biography
- Read and discuss chapters in a biography
- Listen respectfully and share their thinking

1 Gather and Discuss "Adventures in the South Seas"

Remind the students that they read and wrote about "Adventures in the South Seas" independently. Give them a few moments to read their journal entries to their partners.

When all the students have finished sharing their journal entries with their partners, ask:

Q *What happened in "Adventures in the South Seas"?*

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Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did Eugenie do in the South Seas?*

Q *What happened when the shark swam toward Eugenie?*

2 Read and Discuss "Fishing for Sharks"

Explain that today the students will read the sixth chapter, "Fishing for Sharks." Tell them that Eugenie started a *marine laboratory*, a place to study sea creatures, in the state of Florida.

Have the students open their books to page 44 and mark the page so they know where to stop reading. Then ask them to use the table of contents to turn to the first page of "Fishing for Sharks," and have them read the chapter quietly to themselves.

When all the students have read the chapter at least once, ask:

Q *What happened in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did Eugenie do in Florida?*

Q *How did Eugenie and Beryl catch sharks?*

3 Discuss the Students' Thinking

Review that readers discuss their own thinking about what happens in stories and what the characters think, say, feel, and do. Review that talking with others can help them think about things they would not have thought of on their own.

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What are you thinking about what you read?* [pause] *Turn to your partner.*

Observe the students as they talk with their partners, offering support as needed.

Teacher Note

You may want to point out Florida on a map of the United States and ask:

Q *Why might Florida be a good place to study animals that live in the water?*

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to generate and discuss their own thinking about the story?
- Do they listen respectfully to the thinking of others?

Record your observations on the "Group Progress Assessment" sheet (GA1); see page 258 of the *Assessment Resource Book*.

Support any student who struggles to share her thinking by having the student reread page 41, starting at "First thing the next morning . . . ," through page 43 and tell you about what happens. Then ask questions such as:

Q *What are you thinking about that part?*

Q *What does that part make you wonder?*

Have a few students share their thinking.

Explain that Eugenie wanted to study sharks in *captivity*, or places where people can care for them, and remind the students that the sharks were kept in a large *pen*, or cage, in the water. Ask:

Q *What do you think about keeping sharks in captivity?*

4 Introduce "Children Everywhere" and "Who Said Sharks Are Stupid?" for Independent Reading

Tell the students that they will read the next two chapters, "Children Everywhere" and "Who Said Sharks Are Stupid?" during independent reading, before they read other books in their toolboxes. Explain that they will record their thinking about the story in their reading journals. Tell the students that when the group meets again, they will discuss what they read and wrote independently.

Remind the students that it is important that they complete the assigned reading and do not read ahead. Have them use the table of contents and a self-stick note to find and mark the start of "Children Everywhere." Then have them turn to page 56 and mark it with another self-stick note so they know where to stop reading.

5 Wrap Up

Tell the group when their next lesson will be and remind the students that they will complete their reading and writing before that lesson. Have them put *Shark Lady* and their reading journals into their toolboxes.

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Reading Journal Review

Consider when you will read the students' reading journal entries. As you read, ask yourself:

- Do the students describe what happens in the story and what the characters think, say, feel, and do?
- Are they able to generate and write their own thinking about the book?

Shark Lady
Participating in Book Discussions

Day 4

In this lesson, the students:

- Generate, discuss, and write their own ideas about a biography
- Read and discuss chapters in a biography
- Build on one another's thinking
- Listen respectfully and share their thinking

Materials

- Teacher and student copies of *Shark Lady: True Adventures of Eugenie Clark* (pages 45–73)
- Student reading journals
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 2

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

1 Gather and Discuss "Children Everywhere" and "Who Said Sharks Are Stupid?"

Remind the students that they read and wrote about "Children Everywhere" and "Who Said Sharks Are Stupid?" independently. Give them a few moments to read their journal entries to their partners.

When all the students have finished reading their journal entries with their partners, ask:

Q *What happened in the chapters you read independently?*

Discussion Support

If the students have difficulty answering the question, ask additional questions such as:

Q *What happened with Beryl and Rosy the shark?*

Q *What problems were there at the lab?*

Q *What did Eugenie do to find out how sharks learn? What did she find out?*

2 Read and Discuss "A Visit to the Palace"

Explain that today the students will read the ninth chapter, "A Visit to the Palace." Have them open their books to page 65 and mark the page so they know where to stop reading.

Teacher Note

Note that page 65 is unnumbered.

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ELL Note

Consider telling the students that in this chapter, a shark is taught how to *perform*, or show others what it can do.

Ask the students to use the table of contents to turn to the first page of "A Visit to the Palace," and have them read the chapter quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What happened in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did Freddie teach the shark to do?*

Q *What did Eugenie do to make sure the shark arrived safely in Japan?*

Q *What happened at the palace?*

Q *What did Eugenie and the Crown Prince do when he visited her in Florida?*

3 Introduce Building on One Another's Thinking

Review that readers discuss their own thinking about what happens in stories and what the characters think, say, feel, and do. Remind the students that talking about books with others can help them think about things they would not have thought of on their own. Ask and discuss:

Q *What are you thinking about what you read?*

After a few students have shared, explain that an important part of talking about books is building on one another's thinking. Tell the students that they can build on one another's thinking by sharing ideas that connect to other readers' ideas.

Ask the students to listen as you build on something a student shared with the group.

> **You might say:**
>
> "[Anthony] said [he] thought it was pretty cool that Eugenie was allowed to bring the shark on the plane. I was surprised that the shark was okay in that small box with so little water for such a long time!"

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Ask:

Q *What can you say to build on [Anthony's] and my thinking?*

> **Students might say:**
>
> "I bet that if Eugenie tried to bring a shark on a plane today, she wouldn't be allowed to."
>
> "I disagree with [Janel] because I saw a lady bring her dog on a plane once. So I think Eugenie might be allowed to bring a shark on a plane."
>
> "After spending so long in that little box, I think the shark must have been really excited to swim in a big aquarium when he got to Japan!"

Support the students in building on one another's thinking by asking follow-up questions such as:

Q *[Janel] thinks that [Eugenie wouldn't be allowed to bring a shark on a plane today]. What do you think about what [Janel] said?*

Explain that building on one another's thinking is important because it helps readers think more deeply about what they read.

4 Introduce "Into the Caves of the Sleeping Sharks" for Independent Reading

Tell the students that they will read the tenth chapter, "Into the Caves of the Sleeping Sharks," during independent reading, before they read any other books in their toolboxes. Explain that they will record their thinking about the chapter in their reading journals. Explain that when the group meets again, they will discuss what they read and wrote independently.

Remind the students that it is important for the group discussion that they complete the assigned reading and do not read ahead.

Have the students use the table of contents to find the start of "Into the Caves of the Sleeping Sharks," and ask them to mark the page with a self-stick note so they know where to start reading. Then have them turn to page 73 and mark it with another self-stick note so they know where to stop reading.

Teacher Note

Note that pages 72–73 are unnumbered.

5 Wrap Up

Tell the group when their next lesson will be and remind the students that they will complete their reading and writing before that lesson. Have them put *Shark Lady* and their reading journals into their toolboxes.

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Day 5

Shark Lady

Participating in Book Discussions

Materials

- Teacher and student copies of *Shark Lady: True Adventures of Eugenie Clark* (pages 66–87)
- Student reading journals
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 4

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

In this lesson, the students:

- Generate, discuss, and write their own ideas about a biography
- Read and discuss chapters in a biography
- Build on one another's thinking
- Listen respectfully and share their thinking

1 Gather and Discuss "Into the Caves of the Sleeping Sharks"

Remind the students that they read and wrote about "Into the Caves of the Sleeping Sharks" independently. Give them a few moments to read their journal entries to their partners.

When all the students have finished sharing their journal entries with their partners, ask:

Q *What happened in "Into the Caves of the Sleeping Sharks"?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did Eugenie see in the caves?*

Q *What did Eugenie want to learn about the sleeping sharks?*

2 Read and Discuss "The Puzzle of the Sleeping Sharks"

Explain that today the students will read the eleventh chapter, "The Puzzle of the Sleeping Sharks." Have them open their books to page 79 and mark the page so they know where to stop reading.

Ask the students to use the table of contents to turn to the first page of "The Puzzle of the Sleeping Sharks," and have them read the chapter quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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When all the students have read the chapter at least once, ask:

Q *What happened in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did Eugenie wonder about the sleeping sharks?*

Q *What did Eugenie do in Japan?*

3 Build on One Another's Thinking

Remind the students that readers discuss their thinking about what they read and build on one another's thinking. Remind them that they can build on one another's thinking by sharing ideas that connect to other readers' ideas. Ask and discuss:



Q *What are you thinking about what you read? Turn to your partner.*

As the students share, follow up by asking:

Q *What can you say to build on [Skyler's] thinking?*

Support the students in building on one another's thinking by asking follow-up questions such as:

Q *[Jaden] says that [he doesn't think the sharks were really sleeping because their eyes moved]. What can you say to build on [his] thinking?*

Q *[Zoe] thinks that [it was unfair for the scientist to make Eugenie promise to never tell where the cave is]. What do you think about that?*

4 Reflect on Discussing Thinking

Remind the students that talking about books and building on one another's thinking helps readers think about things they would not have thought of on their own. Ask and briefly discuss:

Q *What is something interesting you heard someone else share today? What did that make you think about?*

5 Introduce "A Mighty Shark and a Little Fish" for Independent Reading

Tell the students that they will read the twelfth chapter, "A Mighty Shark and a Little Fish," during independent reading, before they read any other books in their toolboxes. Explain that they will record their thinking about the chapter in their reading journals. Tell the students that when the group meets again, they will discuss what they read and wrote independently.

Remind the students that it is important for the group discussion that they complete the assigned reading and do not read ahead. Have them

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use the table of contents and a self-stick note to find and mark the start of "A Mighty Shark and a Little Fish." Then have them turn to page 87 and mark it with another self-stick note so they know where to stop reading.

6 Wrap Up

Tell the group when their next lesson will be and remind the students to complete their reading and writing before that lesson. Have them put *Shark Lady* and their reading journals into their toolboxes.

Reading Journal Review

Consider when you will read the students' reading journal entries. As you read, ask yourself:

- Do the students describe what happens in the story and what the characters think, say, feel, and do?
- Are they able to generate and write their own thinking about the book?

Day 6

Shark Lady

Participating in Book Discussions

Materials

- Teacher and student copies of *Shark Lady: True Adventures of Eugenie Clark* (pages 80–91)
- Student reading journals
- "Group Progress Assessment" sheet (GA2)

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

In this lesson, the students:

- Generate and discuss their own ideas about a biography
- Read and discuss chapters in a biography
- Build on one another's thinking
- Listen respectfully and share their thinking

1 Gather and Discuss "A Mighty Shark and a Little Fish"

Remind the students that they read and wrote about "A Mighty Shark and a Little Fish" independently. Give them a few moments to read their journal entries to their partners.

When all the students have finished reading their journal entries with their partners, ask:

Q *What happened in the chapters you read independently?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did Eugenie do to study the Moses sole?*

Q *What did Eugenie learn about the Moses sole?*

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2 Read and Discuss "A Shark Lady's Dream"

Explain that today the students will read the last chapter, "A Shark Lady's Dream." Have them open their books to page 91 and mark the page so they know where to stop reading.

Ask the students to use the table of contents to turn to the first page of the last chapter, "A Shark Lady's Dream," and have them read the chapter quietly to themselves.

When all the students have read the chapter at least once, ask:

Q *What happened in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What happened the one time Eugenie was attacked by a shark?*

Q *What did Eugenie say she wanted to do when she got old?*

3 Build on One Another's Thinking

Remind the students that readers discuss their thinking about what they read and build on one another's thinking. Review that readers build on one another's thinking by sharing ideas that connect to other readers' ideas. Ask and discuss:

Q *Now that you have read* Shark Lady, *what are you thinking about Eugenie Clark and her work?*

As the students share, follow up by asking:

Q *What can you say to build on someone else's thinking?*

Observe the students as they share, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to generate and discuss their own thinking about the book?
- Are they able to build on one another's thinking?
- Do they listen respectfully to the thinking of others?

Record your observations on the "Group Progress Assessment" sheet (GA2); see page 259 of the *Assessment Resource Book*.

Support any student who struggles to build on the thinking of others by paraphrasing what another reader says and asking questions such as:

Q *What can you say to build on that?*

Q *What can you share that connects to that?*

Teacher Note

You may want to explain that Jacques Cousteau, one of Eugenie's friends, was an explorer who studied oceans and the creatures that live in them.

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4 Read and Discuss "A Letter from Eugenie Clark"

Have the students open their books to "A Letter from Eugenie Clark" (which appears, along with a photograph, on the unnumbered pages after page 91), and ask them to read it quietly to themselves.

Then ask:

Q *What did Eugenie say in her letter?*

Q *What are you thinking after reading Eugenie's letter?*

As the students share, follow up by asking:

Q *What can you say to build on [Mariana's] thinking?*

Support the students in building on one another's thinking by asking follow-up questions such as:

Q *[Mattias] says that [Eugenie told kids to do what they like most and that he likes to write stories]. What can you say to build on [his] thinking?*

Q *[Gracie] thinks that [she would like to be a ichthyologist like Eugenie because she loves fish]. What do you think about that?*

Teacher Note

You may want to explain that *marine biologists* study animals that live in the water and that *oceanographers* study the ocean.

5 Wrap Up

Have the students put *Shark Lady* into their toolboxes and encourage them to reread the book independently.

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Generating Independent Thinking	Sharing and Supporting Opinions
Comprehension	Exploring Text Features

RESOURCES



Bee

by Kate Riggs

This nonfiction text provides information about the life cycle and behavior of bees.

Assessment Resource Book

- Set 12 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week and the next.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheets (GA3–GA4)

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OVERVIEW

Academic Focus

- Students share and support opinions about a nonfiction text.
- Students explore and use text features.
- Students read and discuss a nonfiction text.

Social Development Focus

- Students listen respectfully and share their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA3); see page 260 of the *Assessment Resource Book*.

✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA4); see page 261 of the *Assessment Resource Book*.

✓ Prior to Day 6, decide how you will divide the 12 pages listed in the index next to the topic "worker bees" among the pairs in the group. Make sure that each pair, and each student within the pair, has about the same amount of text to read. For more information and suggested page assignments, see the Teacher Note on Day 6, Step 2.

✓ Prior to Day 6, title a sheet of chart paper "Things Worker Bees Do to Help the Hive" (see Day 6, Step 3).

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Day 1

Bee

Reading a Nonfiction Book and Exploring Text Features

Materials

- Teacher and student copies of *Bee* (pages 3–9)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Explore text features such as table of contents, captions, and diagrams
- Share their opinions
- Read and discuss chapters of a book

1 Gather and Introduce *Bee*

Show the cover of *Bee* and read the title and the name of the author aloud. Tell the students that this is a nonfiction book that gives true information about bees. Point out that the title of this book is also the *topic*, or what the whole book is about. Ask:

Q *How do you feel about bees? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I don't like bees because they sting people, and getting stung hurts a lot."
>
> "I like bees because they make honey and I like to eat honey on bread for breakfast."
>
> "In addition to what [Reuben] said, I like bees because they help flowers by moving pollen from flower to flower."

Explain that today the students will read part of *Bee* and discuss it with the group. Tell the students that you will ask them how they feel about bees again after they have read more about them.

2 Introduce the Table of Contents and Chapter Titles

Distribute *Bee*. Direct the students' attention to the "Table of Contents" page in your copy of *Bee* and ask the students to find that page in their own books. When all the students have found it, tell them that this is the table of contents. If necessary, explain that the table of contents is a list at the front of the book that tells readers the chapter titles and the page where each chapter begins.

Have the students read the table of contents quietly to themselves. Ask and briefly discuss:

Q *After looking at the table of contents, what do you think you will read about bees?*

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Ask the students to use the table of contents to turn to the first page of the chapter, "Honeybees." Have the students look at the chapter title at the top of the page. Point out that the chapter titles appear at the beginning of each chapter and that they let readers know what the part of the book they are reading is about.

3 Read and Discuss "Honeybees"

Tell the students they will now read the first chapter, "Honeybees." Encourage them to notice words in bold type and to use the glossary to find out what the words mean as they read. Have the students read pages 4–5 quietly to themselves.

Teacher Note

If necessary, explain that when a word in a nonfiction book is in *bold type*, or has thicker letters than the rest of the text, readers can find more information about the word in the glossary at the back of the book.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the pages at least once, ask:

Q *What did you read about honeybees?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did you read about bees' bodies?*

Q *What did you read about where bees live?*

4 Explore Diagrams and Captions

Have the students look at the picture of a bee on page 4. Tell the students that this is a special kind of picture called a diagram, and explain that a *diagram* is a drawing or photograph that shows the parts of something. Tell the students that diagrams often include *labels*, or words that point to and name the parts. Ask and briefly discuss:

Q *What do you notice about the diagram?*

Students might say:

"The diagram shows what the parts of a bee look like."

"I see that the thorax is in the middle of the bee's body."

"The diagram shows how their wings and legs are connected to their thorax."

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Have the students look at the caption in the middle of page 5. Explain that many nonfiction books have *captions*, or words or sentences that give readers more information about the photographs. Ask and discuss:

Q *How does this caption help you?*

Explain how captions give readers information.

> **You might say:**
>
> "This caption helps me because when I look at the photograph, it's a little hard to tell what I'm seeing. The caption lets me know for sure that I'm looking at a hive, so now I know something about how hives are shaped and how big they are. It's also hard to tell where this hive is just from looking at the picture. The caption tells me the hive is in a tree. Otherwise, I might think the bees built this hive between rocks.
>
> Some captions describe what is happening in a picture or tell why a picture is important. Other captions provide helpful information that is nowhere else in the text. Reading and thinking about captions help readers understand books."

Tell the students that nonfiction books often include *text features* like tables of contents, chapter titles, captions, and diagrams to help readers learn more about a topic, like bees.

5 Read and Discuss "Queens and Workers" and "Laying Eggs"

Tell the students that they will now read the next two chapters, "Queens and Workers" and "Laying Eggs."

Distribute the self-stick notes and have the students turn to page 9 and mark the page so they know where to stop reading.

Remind them to use the text features, such as captions, as they read and encourage them to look up words in bold type in the glossary. Have them turn back to page 6 and read pages 6–9 quietly to themselves.

When all the students have read the chapters at least once, ask and discuss:

Q *What did you read about the different kinds of bees?*

6 Wrap Up

Tell the students that in the next lesson they will read more about bees and discuss what they read with their partners and the group.

Collect *Bee*, keeping the self-stick notes in the books.

Teacher Note

You may want to have the students look at the photograph on page 8. Explain that the photograph of a bee's stinger is set inside a picture of a *magnifying glass*, a scientific instrument that makes things look bigger and closer than they really are. You may want to explain that many photographs in this book make things look bigger so readers can see them better.

Teacher Note

If the students need support remembering what they read, encourage them to refer back to the book.

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Bee
Reading and Discussing a Nonfiction Book

Day 2

In this lesson, the students:

- Read and discuss chapters of a book
- Use text features

1 Gather and Review *Bee*

Remind the students that in the last lesson, they read three chapters in the nonfiction book *Bee* and used text features such as the table of contents, captions, and diagrams to help them learn more about bees. Ask and discuss:

Q *What do you remember reading about bees?*

> **Students might say:**
>
> "I remember that there was a diagram of a bee's body."
>
> "I remember reading that there are three different kinds of bees in a colony: drones, worker bees, and one queen bee."
>
> "Queen bees lay all the eggs and worker bees have to keep her warm."

Tell the students that today they will continue to read the book and use text features to help them understand what they read.

2 Read and Discuss "Life Cycle"

Distribute *Bee* and tell the students that they will now read about a bee's *life cycle*, or the parts of a bee's life as it grows from an egg into an adult.

Tell the students to use the table of contents to turn to the "Life Cycle" chapter. Have the students read the page quietly to themselves.

When all the students have read the page at least once, ask:

Q *What did you learn about the bee's life cycle? Turn to your partner.*

Have a few students share their thinking.

3 Read and Discuss "A Larva Grows," "Royal Jelly," and "Feeding and Growing"

Explain that the students will now read and discuss three chapters that describe the larva stage of a bee's life.

Have the students turn to page 15 and mark the page so they know where to stop reading. Remind them to use text features, such as captions, as they read and encourage them to look up the meanings of words in bold type in the glossary.

Materials

- Teacher and student copies of *Bee* (pages 10–15)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

ELL Note

You may want to explain that the larva *sheds*, or loses, its skin.

Teacher Note

You may want to have the students find the word *larva* in the glossary and read the definition before reading these chapters. You may also want to explain that the word *larva* means "one larva" and the word *larvae* means "more than one larva."

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Have the students turn back to page 10 and read the chapters quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapters at least once, ask:

Q *What did you read about the larva stage? Turn to your partner.*

Have a few students share their thinking.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does a larva look like?*

Q *How do the worker bees help the larvae?*

Q *What do the larvae eat?*

4 Reflect on Text Features

Ask and discuss:

Q *Which text feature is your favorite one to use? Why? Turn to your partner.*

Have a few students share their thinking.

Tell the students that in the next lesson they will read about the next stages of a bee's life and discuss what they think about bees.

Encourage the students to continue to notice text features in other nonfiction books they read both during and outside of Small-group Reading.

Collect *Bee*, keeping the self-stick notes in the books.

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In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Use text features
- Read and discuss chapters of a book
- Listen respectfully and share their thinking

1 Gather and Review *Bee*

Remind the students that in the last lesson, they read about the larva stage of a bee's life. Ask and briefly discuss:

Q *What do you remember about the larva stage?*

2 Read and Discuss "Life Cycle" and "Fully Grown Larva"

Distribute *Bee*. Ask the students to open their books to "Life Cycle" on page 30. Have them find and point to the sentence that begins "At 8 days old . . ." and reread the rest of the life-cycle page quietly to themselves.

Tell the students that today they will read about the pupa and new worker-bee stages of a bee's life cycle. Have the students turn to page 21 and mark the page so they know where to stop reading. Ask them to use the table of contents to turn to the chapter, "Fully Grown Larva."

Remind them to read all the text on the page, including any labels and captions, and encourage them to look up the definitions of words in bold type in the glossary. Have the students read the chapters quietly to themselves.

When all the students have read pages 16–21 at least once, ask and discuss:

Q *What did you read about how a larva becomes a pupa?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does the pupa look like?*

Q *What does a new worker bee look like?*

Materials

- Teacher and student copies of *Bee* (pages 16–21)
- "Group Progress Assessment" sheet (GA3)

Teacher Note

You may want explain that a bee turns from a larva into a pupa the last time it sheds its skin, and that the body of a pupa is more like the body of an adult bee. You may also want to explain that the word *pupa* means "one pupa" and the word *pupae* means "more than one pupa."

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students using the text features to understand what they read?
- Are they able to talk about the information they read?

Record your observations on the "Group Progress Assessment" sheet (GA3); see page 260 of the *Assessment Resource Book*.

Support any student who struggles to talk about the information she read by having her reread the relevant part of the book and look closely at the text features; then ask:

Q *What did you read about [the larva stage]?*

3 Introduce Sharing Opinions

Explain that when the students share what they think or how they feel about something, they are sharing their opinions. Tell them that readers may have different thoughts and opinions about the same book, and that is fine. What is important is that they give reasons for their opinions. Ask and briefly discuss:

Q *What would you like your partner to do if he or she disagrees with you?*

> **Students might say:**
>
> "I would like my partner to wait until I'm done sharing before he shares his opinion."
>
> "I would like my partner to think about my opinion and my reasons even if she has a different opinion."

4 Share and Discuss Opinions in Pairs

Tell the students that partners will share and discuss their opinions about bees and give reasons for their opinions. Ask:

Q *What is your opinion about bees now? Has your opinion changed? Why or why not? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I liked bees at first, but now that I have seen the larvae and read about royal jelly, I think they're kind of icky."
>
> "I disagree with [Raquel's] opinion. I don't think they are icky; I think they are really interesting because they all work together so well."
>
> "In addition to what [Elliott] said, I still really like bees, but now I especially like worker bees because they do so much to help the larvae."

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Tell the students that when readers share their opinions, they help each other think more deeply about what they read. Explain that sharing different opinions can lead to interesting conversations.

5 Reflect on the Reading

Ask and briefly discuss:

Q *What parts of the bee's life cycle do you find especially interesting? Why?*

Explain that in the next lesson, the students will read more of *Bee* and continue to discuss their opinions.

Collect *Bee*, keeping the self-stick notes in the books.

Bee
Sharing and Supporting Opinions

Day 4

In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Read and discuss chapters of a book
- Listen respectfully and share their thinking

Materials

- Teacher and student copies of *Bee* (pages 22–29)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 2

1 Gather and Review *Bee*

Remind the students that in the last lesson, they read and discussed part of *Bee*. Ask:

Q *What do you remember reading about bees? Turn to your partner.*

Have a few students share their thinking. Review that the students shared their opinions and gave reasons for their opinions. Tell them that today they will finish reading *Bee* and continue to share their opinions.

2 Read and Discuss the Last Four Chapters of the Book

Distribute *Bee* and explain to the students that in the last part of the book, they will read about what worker bees do when they leave the hive.

Have the students open their books to page 29 and mark the page so they know where to stop reading. Then ask them to turn back to page 22.

Remind the students to read all the text on the pages, including any labels and captions. Have them read pages 22–29 quietly to themselves.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 22–29 at least once, ask and discuss:

Q *What did you read about bees?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What do worker bees do in the hive?*

Q *What do worker bees do when they leave the hive?*

Q *How do they know where to find food?*

Q *What does the queen do as she gets older?*

3 Share and Discuss Opinions in Pairs

Remind the students that when they share what they think or how they feel about something, they are sharing their opinions. Tell them that now that they have finished the book, partners will share and discuss their opinions about bees. Remind the students that they may have different opinions, and that is fine. What is important is that they give reasons their opinions. Ask:

Q *What kind of bee would you like to be? Why? Turn to your partner.*

Have a few students share their thinking.

Support the students in discussing their opinions by asking follow-up questions such as:

Q *[Kevin would like to be a worker bee because worker bees get to make and eat honey.] Do you have the same opinion? Why or why not?*

Q *[Lupita would like to be a queen bee because the queen bee gets to be fed and taken care of.] Do you have the same opinion? Why or why not?*

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4 Reflect on Sharing Opinions

Remind the students that when readers share and discuss their opinions, they help each other think more deeply about what they read and have interesting conversations. Ask and briefly discuss:

Q *What went well when you discussed your opinions with your partner today?*

Explain that in the next lesson, the students will reread part of *Bee* and continue to discuss their opinions. Ask the students to put *Bee* into their toolboxes and encourage them to reread the book independently.

Bee
Sharing and Supporting Opinions

Day 5

In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Reread and discuss chapters of a book
- Listen respectfully and share their thinking

Materials

- Teacher and student copies of *Bee*
- "Group Progress Assessment" sheet (GA4)

1 Gather and Review Sharing Opinions

Remind the students that in the last lesson they shared their opinions about what kind of bee they would each like to be. Review that when readers share and discuss their opinions, they help each other think more deeply about what they read.

Explain that today they will reread part of *Bee* and then share their opinions about which kind of bee is more important to the hive.

2 Reread and Discuss "Queens and Workers," "Laying Eggs," and "Death of a Queen"

Tell the students that they will reread parts of the book that will help them decide which bee is more important to the hive, the worker bee or the queen bee. Explain that first they will read about the queen bee and discuss what they read.

Have the students open their books to page 9 and mark the page so they know where to stop reading. Then ask them to turn back to page 6 and read pages 6–9 quietly to themselves.

When all the students have read pages 6–9 at least once, ask them to turn to page 28 and read pages 28–29 quietly to themselves.

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When all the students have read the pages at least once, ask and discuss:

Q *What did you read about the queen bee?*

> **Students might say:**
>
> "There is only one queen bee in the hive."
>
> "She is the only bee that can lay eggs, and she lays a lot of them."
>
> "The queen bee needs the worker bees to warm up the hive so she can lay her eggs."
>
> "She lives longer than the other kinds of bees; the book says she lives up to five years."

Explain to the students that they will now read about worker bees and discuss what they read. Have the students turn to page 15 and mark the page so they know where to stop reading. Then ask them to turn back to page 12 and read pages 12–15 quietly to themselves.

When all the students have read pages 12–15 at least once, ask them to turn to page 22 and read pages 22–23 quietly to themselves.

When all the students have read the pages at least once, ask and discuss:

Q *What did you read about worker bees?*

> **Students might say:**
>
> "I read that worker bees feed the larvae royal jelly, pollen, and honey."
>
> "The book says that the hive needs many worker bees."
>
> "Worker bees do lots of things to help the hive, like cleaning the honeycombs and feeding the queen bee."

3 Share and Discuss Opinions in Pairs

Explain that partners will share their opinions about which kind of bee is more important to the hive and give reasons for their opinions. Remind the students that people might have different opinions about something, and that is fine. What is important is that they explain their thinking and give reasons for their opinions. Ask:



Q *Do you think the queen bee or the worker bees are more important to the hive? Why? Turn to your partner.*

Have a few students share their thinking.

Support the students in sharing and discussing their opinions by asking follow-up questions such as:

Q *[Jackson's] opinion is that [worker bees are more important because they feed all the other bees and the queen]. Do you also think that [the worker bees are more important than the queen bee]? Why or why not?*

Q *[Ava's] opinion is that [the queen bee is more important because she lays all the eggs, so there wouldn't be any worker bees without the queen]. Do you also think that [the queen bee is more important than worker bees]? Why or why not?*

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to express their opinions about queen bees and worker bees?
- Do they give reasons that support their opinions?
- Are they discussing their opinions respectfully?

Record your observations on the "Group Progress Assessment" sheet (GA4); see page 261 of the *Assessment Resource Book*.

Support any student who struggles to share or support an opinion by having him review pages 6–9 and 12–15 and then asking questions such as:

Q *What is something that the queen bee does to help the hive?*

Q *What is something worker bees do to help the hive?*

Q *Why is [warming up the hive] important?*

Then ask again:

Q *Do you think the queen bee or the worker bees are more important to the hive? Why?*

4 Reflect on Supporting Opinions

Ask and discuss:

Q *Why do you think it is important to give reasons for your opinions?*

Explain that in the next lesson, the students will reread more of *Bee* and continue to discuss and give reasons for their opinions. Ask the students to put *Bee* into their toolboxes and encourage them to reread the book independently.

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Day 6

Bee
Sharing and Supporting Opinions

Materials

- Teacher and student copies of *Bee*
- "Things Worker Bees Do to Help the Hive" chart, prepared ahead
- Pencil for each pair

In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Use an index
- Reread and discuss chapters of a book
- Listen respectfully and share their thinking
- Work responsibly in pairs

1 Gather and Review *Bee*

Remind the students that in the last lesson, they reread parts of *Bee* and discussed their opinions about the worker bees and the queen bee. Ask and briefly discuss:

Q *What do you remember about the queen bee and worker bees?*

Tell the students that today they will reread parts of the book about worker bees and discuss their opinions.

2 Get Ready to Read in Pairs

Tell the students that they will use the *index*, a text feature that tells readers where to look in the book for information on topics like honey, larvae, and worker bees.

Ask the students to open their books to page 32 and point to the words *worker bees*. Explain that readers can find information about worker bees on the pages listed after these words. Tell the students that they will read some of these pages with their partners to find out more about the things worker bees do to help the hive. For more information, see "Reading in Pairs" in the Introduction.

Display the "Things Worker Bees Do to Help the Hive" chart where everyone can see it, and read the chart title aloud. Write the students' names and the pages you have assigned to each pair where everyone can see them. Explain that you will record some of the information the students read about worker bees on the chart.

If necessary, model reading pages 7–8 with a partner using a student volunteer; remind the students to follow along and listen respectfully as their partners read.

Tell the students that after reading the assigned pages, they will discuss what they read with their partners.

Teacher Note

You may want to point out that the topics are listed in alphabetical order and that the numbers next to each topic are the pages in the book where the topic is explained.

Teacher Note

The division of the 12 pages the index lists for the topic "worker bees" will depend on the number of students in your group. If you have six students, consider dividing the pages among pairs as follows:

- Pair 1 will read the first four pages listed: 7, 8, 12, and 13.
- Pair 2 will read the second four pages listed: 14, 17, 18, and 20.
- Pair 3 will read the last four pages listed: 22, 25, 27, and 28.

This allotment will give each pair approximately the same amount of text to read. Make any necessary adjustments to accommodate the number of students in your group.

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3 Read and Discuss "Things Worker Bees Do to Help the Hive" in Pairs

Have partners read the assigned pages aloud in soft voices. Then ask:

Q *What do worker bees do to help the hive? Turn to your partner.*

Invite all the students to share their thinking with the group. As they share, record their ideas on the "Things Worker Bees Do to Help the Hive" chart.

Things Worker Bees Do to Help the Hive

- Collect nectar and pollen to make honey
- Build honeycombs out of wax
- Feed the larvae and the queen
- Keep the honeycombs clean

4 Share and Discuss Opinions

Remind the students that when they share what they think or how they feel about something, they are sharing their opinions. Have the students follow along as you read the chart aloud. Then ask:

Q *Which of these things do you think is most helpful to the hive? Why?*

Support the students in sharing and discussing their opinions by asking follow-up questions such as:

Q *[Jaylen's] opinion is that [collecting nectar and pollen is the most helpful thing worker bees do because the worker bees bring it back to the hive to feed the larvae and make honey]. Do you have the same opinion? Why or why not?*

Q *[Zoe's] opinion is that [building the honeycombs out of wax is the most helpful thing because the bees need the honeycombs to make and keep honey]. Do you have the same opinion? Why or why not?*

Review that when readers share their opinions, they help each other think more deeply about what they read and have interesting discussions.

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5 Reflect on *Bee*

Ask:

Q *What is your favorite part of the book? Why? Turn to your partner.*

Have a few students share their thinking.

Ask the students to put *Bee* into their toolboxes and encourage them to reread the book independently.

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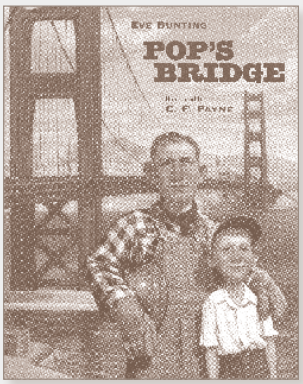
Generating Independent Thinking

Sharing and Supporting Opinions Responding to Literature

RESOURCES



Pop's Bridge

by Eve Bunting, illustrated by C. F. Payne

In this historical fiction text, the son of a construction worker on the Golden Gate Bridge comes to understand the importance of teamwork.



Fly Away Home

by Eve Bunting, illustrated by Ronald Himler

This fiction text portrays the life of a homeless boy and his father who stay off the streets by living in an airport.

Assessment Resource Book

- Set 12 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week and the next.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheets (GA5–GA6)

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OVERVIEW

Academic Focus

- Students share and support opinions about a fiction text.
- Students generate and discuss their own ideas about a fiction text.
- Students read and discuss a fiction text.

Social Development Focus

- Students listen respectfully and share their thinking.
- Students build on one another's thinking.

DO AHEAD

✓ Prior to Day 1, read the "Author's Note" in *Pop's Bridge* on pages 30–31, which gives background information about the building of the bridge.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA5); see page 262 of the *Assessment Resource Book*.

✓ Prior to Day 6, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA6); see page 263 of the *Assessment Resource Book*.

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ELL SUPPORT

- **Build Background Knowledge (*Pop's Bridge*):** To help the students understand the construction of the Golden Gate Bridge, show them photographs or drawings of the bridge and use vocabulary from the book to point out parts of the bridge and explain how workers built it. Clarify vocabulary:

  cables: the metal ropes that "suspend" or hang the bridge (p. 4)

  girders: large metal bars or beams used to build bridges (p. 6)

  high-iron men or skywalkers: workers who make the cables for the bridge (p. 4)

  painters: workers who paint parts of the bridge that are already built (p. 4)

  span: the part of a bridge between the two towers, where the cars drive (p. 12)

  scaffolding: the wooden platforms workers stand on while building or painting above the ground (p. 14)

  Jacob's ladder: a ladder that is hung like a swing for workers to sit on while they work up high (p. 16)

  bosun's chair: straps and belts workers wear to keep them safe and help them hang and work as if they are sitting down (p. 16)

  laborers: workers (p. 29)

  carpenters: workers who build the scaffolding for workers to stand on (p. 30)

  riveters: workers who use *rivets*, or very large screws, to join parts of the bridge together (p. 30)

  You may choose to use images from the nonfiction text *Golden Gate Bridge* (Set 9), or from an Internet search using keywords such as "suspension bridge parts," "construction of the Golden Gate," or "Golden Gate Bridge scaffolding" to help the students identify parts of the bridge.

- **Build Background Knowledge (*Fly Away Home*):** To help the students understand the airport terms used in the book, clarify vocabulary:

  airlines: companies that have many planes (p. 6)

  security: people whose job it is to make sure others follow the rules (p. 10; point to the illustration of the security guards on p. 11)

  terminal: a building where people wait for planes to come and go (p. 12; point to the illustration of the airport terminal on p. 13)

  pilots and flight attendants: people who work on planes (p. 14)

  flight was delayed: plane was late (p. 19)

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Pop's Bridge
Sharing and Supporting Opinions

Day 1

In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Read and discuss part of a book
- Listen respectfully and share their thinking

1 Gather and Introduce *Pop's Bridge*

Show the cover of *Pop's Bridge* and read the title and the names of the author and illustrator aloud. Tell the students that this book is *historical fiction*, a made-up story that contains true information about the past.

Explain that *Pop's Bridge* is about a boy named Robert whose father is one of the many workers who built the Golden Gate Bridge in the 1930s, over eighty years ago. Point out Robert and his father on the front cover.

2 Introduce the Golden Gate Bridge

Use a map to show the students the location of the Golden Gate Bridge and provide background knowledge.

> **You might say:**
>
> "The Golden Gate Bridge connects the city of San Francisco to Marin County, the land north of the Golden Gate Strait. The bridge is famous because of its bright orange color and because it was the longest bridge of its kind for many years. People still come from all over the world to see the Golden Gate Bridge and thousands of people drive, walk, and bicycle across the bridge every day."

3 Read Aloud and Discuss Part of *Pop's Bridge*

Show pages 2–3 and explain that Robert is the narrator of the story. Tell the students that Robert is sitting next to his friend, Charlie, and point out Robert and Charlie on page 3.

Read page 3 aloud. Ask and briefly discuss:

Q *What did you hear so far about the bridge?*

Read page 4 aloud, defining words as you encounter them in the book.

Materials

- Teacher and student copies of *Pop's Bridge* (pages 3–11)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- Map of California or of the San Francisco Bay Area

ELL Note

You might consider telling the students that "Pop" is another word for *father* or *dad*.

Teacher Note

Consider building additional background knowledge by using the information in "ELL Support: Build Background Knowledge," on the previous page.

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Suggested Vocabulary

fog rolls in: very low, thick clouds move over the ocean towards the land (p. 4)

the bridge would rust away: the metal parts of the bridge would be worn down by the water in the ocean and the air (p. 4)

Ask and discuss:

Q *Why does Robert think Pop's job is the most important job on the bridge?*

Q *What does Robert think about the work Charlie's dad does? What makes you think that?*

4 Read and Discuss Part of the Book

Explain that the students will read the next part of the book quietly to themselves. Distribute *Pop's Bridge* and the self-stick notes. Have the students open their books to page 11 and mark the page so they know where to stop reading.

Have the students turn back to page 6 and read pages 6–11 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read through page 11 at least once, have the students reread page 6 quietly to themselves. Ask:

Q *How does Robert feel when he is watching Pop work on the bridge? What makes you think that? Turn to your partner.*

Have a few students share their thinking. Have the students look at the illustration on pages 8–9. Ask and discuss:

Q *What happens when Robert and Charlie are working on the puzzle?*

Then ask:

Q *Why do you think Robert takes the puzzle piece? Turn to your partner.*

Have a few students share their thinking.

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Students might say:

"He wants his pop to put the last piece in."

"Robert takes the puzzle piece because his pop built the bridge. It's kind of like a present for Pop."

"Also, he thinks his dad should put it in instead of Charlie's dad."

5 Introduce Sharing Opinions

Explain that when the students share what they think or how they feel about something, they are sharing their opinions. Tell them that readers may have different thoughts and opinions about the same story, and that is fine. What is important is that they give reasons for their opinions. Ask and briefly discuss:

Q *What would you like your partner to do if he or she disagrees with your opinion?*

Have a few students share their thinking.

Students might say:

"I would like my partner to wait until I'm done sharing my opinion before he talks."

"I would like my partner to think about my opinion before disagreeing."

"I would like [Misha] to say that she disagrees with my opinion, not that she thinks I'm wrong."

6 Share and Discuss Opinions in Pairs

Tell the students that partners will share their opinions about the story and give reasons for their thinking.

Tell the students that sharing their opinions helps readers think more deeply about what they read. Explain that sharing different opinions can lead to interesting conversations. Ask:



Q *Do you think that Robert is stealing when he takes the puzzle piece? Why or why not? Turn to your partner.*

Have a few students share their thinking.

Discussion Support

If all the students share the opinion that Robert was stealing when he took the puzzle piece, consider asking:

Q *Some people might have the opinion that it is not stealing because the puzzle belongs to Robert. What do you think about that?*

Teacher Note

Consider explaining that a *harp* is a musical instrument with a long row of strings that looks like the cables on the Golden Gate Bridge. When Pop says the bridge is like "a harp for the angels to play," it means he thinks the bridge is beautiful and amazing.

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Support the students in discussing their opinions by asking follow-up questions such as:

Q *[Brayden's] opinion is that [it is stealing for Robert to take the puzzle piece because he was being sneaky and didn't want Charlie to know he was taking it]. Do you have the same opinion? Why or why not?*

Q *[Lucia's] opinion is that [it is not stealing because he is saving the puzzle piece for his pop and that's a really nice thing to do]. Do you have the same opinion? Why or why not?*

7 Wrap Up

Explain that in the next lesson, the students will read more of *Pop's Bridge* and continue to discuss their opinions about the book.

Collect *Pop's Bridge*, keeping the self-stick notes in the book.

Day 2

Pop's Bridge

Sharing and Supporting Opinions

Materials

- Teacher and student copies of *Pop's Bridge* (pages 12–21)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

Teacher Note

If the students need support remembering the story, encourage them to refer back to the book.

In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Read and discuss part of a book
- Listen respectfully and share their thinking

1 Gather and Review the First Part of *Pop's Bridge*

Remind the students that in the last lesson, they read and discussed the first part of *Pop's Bridge*. Distribute *Pop's Bridge*. Ask:

Q *What do you remember about the first part of* Pop's Bridge*?*

Tell them that today they will read more of *Pop's Bridge* and continue to share their opinions about the story.

2 Read and Discuss the Second Part of the Book

Have the students open their books to page 21 and mark the page with the self-stick note so they know where to stop reading.

Tell the students to turn back to page 12 and read pages 12–21 quietly to themselves.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the pages at least once, ask and briefly discuss:

Q *What happens in the part you just read? Turn to your partner.*

Have a few students share their thinking.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What do Robert and Charlie do when the accident happens on the bridge? How do they feel?*

Ask and briefly discuss:

Q *How does Robert feel when he thinks about the accident later?*

3 Share and Discuss Opinions in Pairs

Explain that partners will share their opinions about the second part of the story and give reasons for their thinking.

Remind the students that when they share what they think or how they feel about something they are sharing their opinions. Review that readers might have different thoughts and opinions about the same story, and that is fine. What is important is that they give reasons for their opinions.

Remind the students that when Robert thinks back on the accident, he feels ashamed. Explain that a person who feels *ashamed* feels bad or embarrassed about something they did, said, or thought.

Have the students reread page 18. Ask:

Q *Why do you think Robert feels ashamed? Turn to your partner.*

Have a few students share their thinking. Facilitate a discussion by prompting the students to respond to each other's opinions.

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Students might say:

"I think he feels ashamed because he thought his dad was more important than Charlie's dad."

"Robert feels ashamed because his pop or Charlie's dad both could have gotten hurt. It is dangerous for all the workers."

"I think Robert feels ashamed because he stole the puzzle piece."

4 Reflect on Sharing and Discussing Opinions

Remind the students that when readers share and discuss their opinions they help others think more deeply about what they read. Ask and briefly discuss:

Q *What went well when you discussed your opinions with your partner today?*

Explain that in the next lesson, the students will finish reading *Pop's Bridge* and continue to discuss their opinions about the book. Collect *Pop's Bridge*, keeping the self-stick notes in the book.

Day 3

Pop's Bridge

Sharing and Supporting Opinions

Materials

- Teacher and student copies of *Pop's Bridge* (pages 22–28)
- "Group Progress Assessment" sheet (GA5)

In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Read and discuss part of a book
- Listen respectfully and share their thinking

1 Gather and Review the Second Part of *Pop's Bridge*

Remind the students that in the last lesson, they read and discussed the second part of *Pop's Bridge*. Ask and discuss:

Q *What do you remember about* Pop's Bridge*?*

Tell them that today they will finish reading *Pop's Bridge* and continue to share their opinions about the story.

2 Read and Discuss the Last Part of the Book

Tell the students that the last part of *Pop's Bridge* is about the day the Golden Gate Bridge opens.

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Distribute *Pop's Bridge*. Have the students open their books to page 28 and mark the page so they know where to stop reading.

Tell the students to turn back to page 22 and read pages 22–28 quietly to themselves.

When all the students have read through page 28 at least once, ask:

Q *What happens in the part you just read? Turn to your partner.*

Have a few students share their thinking.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What is opening day on the bridge like?*

Q *What happens to the last puzzle piece?*

Ask and briefly discuss:

Q *Why do you think Robert cuts the last puzzle piece in half?*

3 Share and Discuss Opinions

Explain that partners will now share their opinions about the book and give reasons for their thinking. Remind the students that people might have different opinions about something and may sometimes disagree with one another. Ask:

Q *Why is it important that you speak respectfully to one another about your opinions, even if you disagree?*

> **Students might say:**
>
> "It's important to be respectful because everyone is allowed to have their own opinions."
>
> "It's okay if we disagree. We're not all going to think the same thing all the time."

Ask:

Q *Think about what Robert says and does in the book. Would you want to be friends with Robert? Why or why not? Turn to your partner.*

Have a few students share their thinking.

Ask:

Q *Do you think that* Pop's Bridge *is a good title for this book? Why or why not? Turn to your partner.*

Have a few students share their thinking.

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Support the students in sharing and discussing their opinions by asking follow-up questions such as:

Q *[Tanya's] opinion is that* Pop's Bridge *[is a good title because Robert thinks that his dad is the most important person building the bridge]. Do you have the same opinion? Why or why not?*

Q *[Marco's] opinion is that* Pop's Bridge *[is not a good title because the bridge was built by lots of workers and the bridge doesn't belong to Robert's dad]. Do you have the same opinion? Why or why not?*



GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to express their opinions about being friends with Robert and about the title?
- Do they give reasons that support their opinions?
- Are they sharing their opinions respectfully?

Record your observations on the "Group Progress Assessment" sheet (GA5); see page 262 of the *Assessment Resource Book*.

Support any student who struggles to voice an opinion by asking questions such as:

Q *What do you like about Robert?*

Q *What don't you like about Robert?*

Then ask the student her opinion again.

4 Reflect on Sharing Opinions

Remind the students that when readers share their opinions they help each other think more deeply about what they read and have interesting discussions. Ask and briefly discuss:

Q *What did you like about sharing your opinions today?*

> **Students might say:**
>
> "I like discussing our opinions because I learned that someone can disagree with my opinion and not make me feel bad about it."
>
> "I like discussing my opinion with my partner because she helped me think of things I hadn't thought of before."
>
> "I like discussing our opinions because I like to hear everyone's different ideas."

Ask the students to put *Pop's Bridge* into their toolboxes and encourage them to reread the book independently.

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Pop's Bridge and *Fly Away Home*
Responding to Literature

Day 4

In this lesson, the students:

- Generate and discuss their own ideas about a story
- Read and discuss part of a book
- Listen respectfully and share their thinking

1 Gather and Introduce *Fly Away Home*

Show the cover of *Pop's Bridge*. Remind the students that last week they read the historical fiction book *Pop's Bridge* and discussed their opinions about the book. Explain that this week the students will read another fiction book and continue to discuss their thoughts and opinions about what they read.

Show the cover of *Fly Away Home* and read the names of the author and illustrator aloud; then show the covers of *Pop's Bridge* and *Fly Away Home* side by side. Ask and briefly discuss:

Q *What do you notice about the covers of these two books?*

> **Students might say:**
>
> "I notice that both pictures have a man and a boy next to each other. I wonder if *Fly Away Home* is about a boy and his father, too."
>
> "I notice that *Fly Away Home* has an airplane in the illustration. I wonder if the boy and the man go somewhere."
>
> "The boy and the dad look happy on the cover of *Pop's Bridge*, but the characters on the cover of *Fly Away Home* look sad. I wonder why they are sad."

If necessary, point out that both books are by the author Eve Bunting. Explain that *Fly Away Home* is about a boy named Andrew and his dad who are *homeless*, or without a home. Andrew and his dad live in an airport because they don't have enough money to pay for a place to live.

2 Read Aloud and Discuss Part of the Book

Show pages 4–5 and read page 5 aloud. Ask and briefly discuss:

Q *What does Andrew mean when he says, "the airport is better than the streets"?*

Read pages 6–9 aloud, showing the illustrations and defining vocabulary as you encounter it in the book.

Materials

- Teacher copy of *Pop's Bridge*
- Teacher and student copies of *Fly Away Home* (pages 5–17)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 2

Teacher Note

Consider building additional background knowledge about airports by using the information in "ELL Support: Build Background Knowledge" on page 44 before you begin the lesson.

Teacher Note

Consider explaining that this book was written more than 25 years ago, when the rules at airports were different and a person without a plane ticket could go in all the waiting areas in an airport.

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Suggested Vocabulary

bellowing: yelling in a low voice (p. 6)
Delta, TWA, Northwest: the names of different airline companies (p. 8)

Ask and briefly discuss:

Q *Why do Andrew and his dad not want to get noticed?*

3 Read and Discuss Part of the Book

Explain that the students will read the next part of the book quietly to themselves. Distribute *Fly Away Home* and the self-stick notes. Ask the students to open their books to page 17 and mark the page so they know where to stop reading.

Have them turn back to page 10 and read pages 10–17 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the pages at least once, ask and discuss:

Q *What did you read about Andrew's life in the airport?*

Show the illustration on page 17 and ask:

Q *What story does Andrew tell about the bird?*

4 Discuss the Students' Thinking

Explain that readers often discuss their own thinking about what happens in books and about what the characters think, say, feel, and do. Tell the students that sharing and discussing their thinking is important because it helps them understand and enjoy what they read.

Show pages 6–7 and reread page 6 aloud. Ask the students to listen as you share your thinking about this part of the story.

> **You might say:**
>
> "As I read this page and looked at the illustration, I was thinking that Andrew and his dad might feel scared when they see security guards in the airport. They are staring when they see Mr. Slocum and Mr. Vail getting in trouble and I wonder if they are imagining getting in trouble themselves."

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Show pages 12–13 and read page 12 aloud, explaining that *airport regulars* are "people who live at the airport." Ask and discuss:

Q *What were you thinking as you listened to this part of the story?*

Discussion Support

If you notice the students retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *What do you think about that?*

Q *What does that make you wonder?*

5 Reflect on Discussing Thinking

Point out that talking about books with others can help readers think about things they would not have thought of on their own. Ask and briefly discuss:

Q *What is something interesting you heard someone else share today?*

Explain that in the next lesson, the students will read more of *Fly Away Home* and continue to discuss their thinking about the story.

Collect *Fly Away Home*, keeping the self-stick notes in the books.

Teacher Note

If the students struggle, you may want to share your thinking. If you do share, remember to let the students' thinking drive the conversation.

Fly Away Home
Participating in Book Discussions

Day 5

In this lesson, the students:

- Generate and discuss their own ideas about a story
- Read and discuss part of a book
- Build on one another's thinking

Materials

- Teacher and student copies of *Fly Away Home* (pages 16–27)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 4

1 Gather and Review the First Part of *Fly Away Home*

Review that in the last lesson, the students read and discussed the first part of *Fly Away Home*. Ask and briefly discuss:

Q *What do you remember about the first part of* Fly Away Home*?*

Tell the students that today they will read more of *Fly Away Home* and continue to share and discuss their thinking about the book.

Teacher Note

If the students have difficulty remembering what they read, review the first part of the book.

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Remind the students that in the last lesson, they read about a bird that was trapped in the airport.

Distribute *Fly Away Home*. Have the students open their books to page 16 and reread the page quietly to themselves. Ask and briefly discuss:

Q *Why is the bird trying so hard to get out?*

2 Read the Second Part of the Book

Have the students turn to page 27 and mark the page with the self-stick note so they know where to stop reading. Tell them to turn back to page 18 and read pages 18–27 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the pages at least once, ask and briefly discuss:

Q *What more did you read about Andrew's life in the airport?*

Q *Why do you think Andrew stops buying pie with his money?*

If necessary, explain that Andrew starts keeping the money he earns because he wants to help his dad save enough to move out of the airport.

3 Introduce Building on One Another's Thinking

Review that readers often discuss their own thinking about what happens in books and about what the characters think, say, feel, and do. Remind the students that talking about books with others can help them think about things they would not have thought of on their own. Ask and discuss:

Q *What are you thinking about what you just read?*

Discussion Support

If you notice the students retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *What do you think about that?*

Q *What does that make you wonder?*

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Explain that an important part of talking about books is building on one another's thinking. Explain that one way to build on someone else's thinking is to tell how what they said reminds you of something you thought about.

Ask the students to listen as you build on something a student shared with the group.

> **You might say:**
>
> "I heard Carla wondering about why homeless families like Andrew and his dad and the Medinas live at the airport instead of on the streets. That reminded me of something I thought. I thought about how living at the airport may be warmer and more comfortable than the streets but it is not what Andrew and his dad and the Medinas really want."

Ask:

Q *What can you say to build on [Carla's] and my thinking?*

> **Students might say:**
>
> "I think that living at the airport may be better than living on the streets but it is still very hard. Andrew doesn't have a real home that belongs to him."
>
> "I agree with [Sasha] because living at the airport means that Andrew and his dad have to always be careful not to get caught by security."
>
> "In addition to what [Sasha] and [Alex] said, I think that Andrew and his dad are both not very happy living at the airport and are working hard to save money for an apartment. I hope they can get one."

Support the students in building on one another's thinking by asking questions such as:

Q *[Sasha] said she thinks [living at the airport is very hard for Andrew]. What do you think about that?*

4 Reflect on Discussing Thinking

Remind the students that discussing their thinking with others can help readers think more deeply about what they read. Ask and briefly discuss:

Q *What did you like about discussing* Fly Away Home*?*

Explain that in the next lesson, the students will finish reading *Fly Away Home* and continue to discuss their thinking about the book. Collect *Fly Away Home*, keeping the self-stick notes in the books.

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Day 6

Fly Away Home

Participating in Book Discussions

Materials

- Teacher and student copies of *Fly Away Home* (pages 28–32)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 5
- "Group Progress Assessment" sheet (GA6)

In this lesson, the students:

- Generate and discuss their own ideas about a book
- Read and discuss part of a book
- Build on one another's thinking

1 Gather and Review the Second Part of *Fly Away Home*

Remind the students that in the last lesson, they read and discussed the second part of *Fly Away Home*. Ask and discuss:

Q *What do you remember about* Fly Away Home*?*

Tell the students that today they will finish reading the book and continue to discuss their thinking.

2 Read and Discuss the Last Part of the Book

Distribute *Fly Away Home*. Have the students open their books to page 28 and finish reading the book quietly to themselves.

When all the students have read the pages at least once, ask:

Q *What happens in the last part of* Fly Away Home*?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What agreement do Andrew and Denny make?*

Q *What does Andrew feel mad about?*

Q *What does Andrew remember about the bird?*

3 Build on One Another's Thinking

Remind the students that an important part of talking about books is building on one another's thinking. Review that readers build on one another's thinking by sharing ideas that connect to other readers' ideas. Ask:

Q *What are you thinking about the story? Turn to your partner.*

Have a few students share their thinking. As the students share their thinking, follow up by asking:

Q *What can you say to build on [Loretta's] thinking?*

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Support the students in building on one another's thinking by asking follow-up questions such as:

Q *I heard [Owen] talking about [how he hopes that Andrew can be like the bird and fly to a real home instead of living at the airport]. What can you say to build on his thinking?*



GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to share and discuss their own thinking about the book?
- Are they able to build on one another's thinking?
- Do both partners get a chance to talk?

Record your observations on the "Group Progress Assessment" sheet (GA6); see page 263 of the *Assessment Resource Book*.

Support any student who struggles to share her thinking by asking:

Q *What did your partner share? What do you think about that?*

4 Wrap Up

Remind the students that when readers share their thoughts and opinions they help each other think more deeply about what they read and have interesting conversations.

Ask the students to put *Fly Away Home* into their toolboxes and encourage them to reread the book independently. Invite them to talk with their classmates about *Fly Away Home* and about other books they read.

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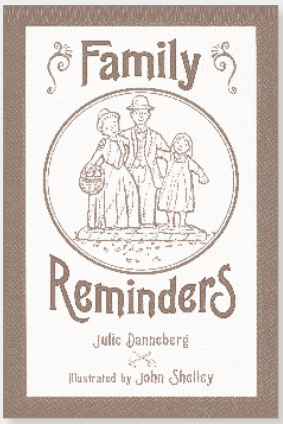
RESOURCES



Family Reminders

by Julie Danneberg, illustrated by John Shelley

In this fiction text, Mary's family learns to adjust after her father loses his leg in a mining accident.

Extensions

- "Figurative Language: Personification"
- "Figurative Language: Simile"

Assessment Resource Book

- Set 12 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week and the next two.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheets (GA7–GA9)

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OVERVIEW

Academic Focus

- Students make, discuss, and write text-to-text connections.
- Students read, discuss, and write about a fiction text.

Social Development Focus

- Students share and explain their thinking.

DO AHEAD

✓ Prior to Day 1, teach the lessons that accompany the books *Pop's Bridge* and *Fly Away Home* in Set 12 if you have not done so already. The students will make text-to-text connections between the books *Pop's Bridge, Fly Away Home*, and *Family Reminders*.

✓ Prior to Day 1, gather any additional resources you may want to have available as you introduce the book (see Step 1). You might consider sharing the results of an Internet image search for keywords, such as "Cripple Creek history," "hard-rock mining," or "Cripple Creek mine 1890."

✓ Prior to Day 1, read pages 1-10 to familiarize yourself with the text. You will read these pages aloud to the students, defining words the students might not know as you encounter them in the text by reading the word, defining it concisely, rereading the sentence, and continuing.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA7); see page 264 of the *Assessment Resource Book*.

✓ Prior to Day 4, gather and introduce reading journals to the students if you have not done so already. For more information, see "Reading Journals" in the Introduction.

✓ Prior to Days 5-9, check in with individual students to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA8); see page 265 of the *Assessment Resource Book*.
- ✓ Prior to Day 9, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA9); see page 266 of the *Assessment Resource Book*.

ELL SUPPORT

- **Build Background Knowledge:** This historical fiction text has many figures of speech and uses synonyms (e.g. "curtains" and "drapes") that may make understanding the text difficult for the students. Prior to Days 5-9, you may choose to meet with the students to have them summarize what they read independently and to review parts that may have been challenging.

  When possible, support the students' comprehension by showing photographs or drawings of key concepts, such as hard-rock mining, carved wooden figurines, and whittling. You may also choose to show the students pictures of the time and place the story is set to help them better imagine Cripple Creek, Colorado in the 1890s.

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Family Reminders
Reading a Fiction Book

Day 1

In this lesson, the students:

- Hear and discuss a chapter of a book
- Share their thinking

Materials

- Teacher and student copies of *Family Reminders* (pages 1–10)
- (Optional) Map of the United States

1 Gather and Introduce *Family Reminders*

Show the cover of *Family Reminders* and read the title and the names of the author and illustrator aloud. Tell the students that this book is *historical fiction*, a made-up story that contains true information and can help readers understand what life was like in the past.

Provide an introduction to *Family Reminders* and mining.

> **You might say:**
>
> "*Family Reminders* is set in the late 1890s (over 125 years ago) in Cripple Creek, Colorado, a famous mining town. 'Mining' means digging rocks, coal, or metal out of *mines*, deep holes or tunnels in the ground. In Cripple Creek, the *miners*, or workers in the mines, would dig *ore*—rocks with metal such as gold—out of the mountains. Mining in Cripple Creek was very dangerous because the miners used *dynamite*, an explosive, to blast holes in the mountain. The miners would then pull the rocks from these holes to make tunnels deep into the mountains. The miners went inside the tunnels and pulled out ore, which they then crushed to get the gold out."

Teacher Note

Consider using a map to point out the location of Cripple Creek, Colorado, which is 44 miles southwest of Colorado Springs.

Tell the students that mining accidents were common, and ask:

Q *How might workers have been hurt while mining?*

Explain that workers were sometimes hurt when tunnels fell or collapsed or by the dynamite or machinery they used to mine. Tell the students that a *disaster siren* made a very loud sound to tell people when an accident happened in the mines.

2 Read Aloud and Discuss the Prologue

Distribute *Family Reminders* and have the students open their books to the Prologue. Tell the students that the *prologue* describes what happened to the characters before the rest of the story begins.

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Have the students open their books to pages 4–5. Point out that page 4 is written in a different kind of print than page 5. Explain that pages 1–4 are written in italics while page 5 is written in regular print.

Tell the students that most of the prologue is written in italics to let the reader know that this part of the book happened earlier than the rest of the story. Explain that several parts of the book are written in italics and that many of these sections are memories of the past.

Have the students follow along in their own books as you read the prologue aloud, defining words as you encounter them in the text.

Suggested Vocabulary

fripperies: things for a house that look nice, but are not necessary (p. 2)

ornery: grumpy (p. 4)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

unclouded: clear, not cloudy (p. 2)

get a glimpse of: quickly see (p. 4)

uncomplicated: not difficult (p. 5)

disaster: an accident or something bad that happens (p. 5)

After you have read the prologue, have the students turn back to page 2. Ask them to follow along in their own books as you reread the third paragraph aloud, beginning with "Have a good day."

Ask:

Q *How do you think Mary is feeling? Why do you think that? Turn to your partner.*

Have a few students share their thinking. Then have the students follow along as you reread page 5. Ask and briefly discuss:

Q *Why does Mary call that day "the last perfect day"?*

3 Read Aloud and Discuss Chapter 1

Have the students follow along as you read chapter 1 aloud, defining words as you encounter them in the book.

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Suggested Vocabulary

ceased: stopped (p. 6)

telltale pile of orange-gold tailings: leftover rocks that show there was mining (p. 6)

lurched: moved suddenly (p. 7)

loomed threatening and angry: stood in a big and scary way (p. 7)

went obediently through the motions: did what we were told to do (p. 9)

deliberately: with careful thought (p. 10)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

fatherless: without a father (p. 7)

When you have finished reading the chapter, ask and discuss:

Q *What happens in the chapter you just heard?*

Discussion Support

If the students have difficulty remembering what they heard, ask additional questions such as:

Q *Why is Mary worried when she hears the siren?*

Q *What does Mary do when she leaves school?*

Q *What do you think might happen next? What makes you think that?*

4 Wrap Up

Explain that in the next lesson, the students will read and discuss more of *Family Reminders*.

Collect *Family Reminders*.

EXTENSION

Figurative Language: Personification

Read aloud the description of the mountain on page 7: "But that day the mountain didn't seem friendly and forgiving: it loomed threatening and angry against the skyline." Point out that the author wrote about the

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mountain as if it were a person who was unfriendly and angry. Explain that when an author writes a about a thing—like a mountain—as if it is human, it is called *personification*.

Ask:

Q *Why do the miners need this mountain to be "forgiving"?*

Q *Why might a mountain seem threatening or scary?*

Q *What might an angry mountain do?*

Q *How do you think Mary feels as she looks at the mountain?*

Day 2 *Family Reminders*

Reading a Fiction Book

Materials

- Teacher and student copies of *Family Reminders* (pages 11–18)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

If the students need support remembering the story, encourage them to refer back to the book.

In this lesson, the students:

- Read and discuss chapters of a book
- Share their thinking

1 Gather and Review Chapter 1

Remind the students that in the last lesson, they heard and discussed the prologue and the first chapter of *Family Reminders*. Distribute *Family Reminders*. Ask:

Q *What do you remember about* Family Reminders*?*

Explain that talking about books and sharing their thinking helps readers understand and enjoy what they read. Tell them that today they will read and discuss more of *Family Reminders*.

2 Read Chapter 2

Explain that the students will now read the next chapter. Introduce chapter 2 to the students.

> **You might say:**
>
> "In chapter 2, you will read about what happens when Mary comes home. You will also learn more about Mary's father, who carves *figurines*, or tiny wooden statues, of his family. Each figurine is a *likeness of*, or looks the same as, someone in his family. As you read, think about why the father makes these figurines, which he calls 'family reminders.'"

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Distribute the self-stick notes. Have the students open their books to page 18 and mark the page so they will know where to stop reading.

Ask them to turn back to page 11 and read chapter 2 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

3 Discuss Chapter 2

When all the students have read the chapter at least once, ask and briefly discuss:

Q *What happens when Mary comes home?*

Discussion Support

Understanding the words "white-knuckled" and "red-rimmed" on page 11 may allow students to make inferences about how Mary's mother is feeling. Consider reading the page aloud, defining the terms, and asking:

Q *Why are Mama's knuckles white? What might she be doing?*

Q *Why are Mama's eyes* red-rimmed, *or red around the edges? How is Mama feeling?*

Ask and discuss:

Q *Why does Mary's father carve family reminders? Turn to your partner.*

Have a few students share their thinking.

Discussion Support

If the students have difficulty answering this question, have them reread page 18. Then ask:

Q *What does the father mean when he says, ". . . they remind me of good times. It's like having a memory you can touch . . . or tickle!"?*

Ask:

Q *What happened to Mary's father?*

Teacher Note

If the students have difficulty answering this question, read the first two paragraphs on page 12 aloud. If necessary, explain that a *boulder* is a large rock and that the *blasting*, the explosions that make holes in the mountains, shook the ground so the boulder fell and landed on Mary's father.

4 Wrap Up

Explain that in the next lesson, the students will read and discuss more of the story. Collect *Family Reminders*, keeping the self-stick notes in the books.

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Day 3

Family Reminders

Reading a Fiction Book

Materials

- Teacher and student copies of *Family Reminders* (pages 19–23)
- "Group Progress Assessment" sheet (GA7)

In this lesson, the students:

- Read and discuss chapters of a book
- Share their thinking

1 Gather and Review Chapter 2

Remind the students that in the last lesson they read and discussed the second chapter of *Family Reminders*. Distribute *Family Reminders*.

Have the students open their books to page 15 and follow along as you read the last sentence of the second paragraph aloud, "Standing in the warm puddle of sunshine, I felt a cold knowing grow inside me." Ask and discuss:

Q *What do you think Mary means when she says, "I felt a cold knowing grow inside me"?*

If necessary, explain that Mary is starting to realize that her father is hurt very badly and that her family may never be as happy as it was before.

Tell them that today they will read and discuss more of *Family Reminders*.

ELL Note

You may want to explain that, in this chapter, Mary sits in the *parlor*, or a room that is used for family evenings or spending time with guests.

2 Read Chapter 3

Explain that the students will now read chapter 3. Tell them that Mary receives a *telegram*, or a short message, from her mother.

Tell the students that parts of this chapter are written in italics, and review that these sections are memories of the past.

Have the students turn to page 23 and mark the page so they know where to stop reading.

Ask them to turn back to page 19 and read chapter 3 quietly to themselves.

3 Discuss Chapter 3

When all the students have read the chapter at least once, ask:

Q *What happens in the part you just read? Turn to your partner.*

Have a few students share their thinking.

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Tell the students that Mary's mother had to pay for each word of the telegram she sent. Have the students reread the telegram at the bottom of page 20.

Then read aloud what Aunt Hattie says about the telegram, the first full paragraph on page 20. Ask and briefly discuss:

Q *What do you think Aunt Hattie means by, "Seems to me she better start counting each and every penny, considering the news . . . ."?*

Q *Why might the family be worried about money after Daddy's accident?*

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to discuss the questions?
- Do they listen respectfully and share their thinking?

Record your observations on the "Group Progress Assessment" sheet (GA7); see page 264 of the *Assessment Resource Book*.

Support any student who struggles to discuss what happens in the chapter by asking questions such as:

Q *What does Mary do when her parents are gone?*

Q *What does Mary remember as she sits in the parlor?*

If necessary, explain that the hospital may be very expensive and that it may be a long time before Mary's father is able to work again.

4 Wrap Up

Explain that in the next lesson, the students will read and discuss more of the story. Collect *Family Reminders*, keeping the self-stick notes in the books.

ELL Note

The abbreviation "DRS" and the phrase "could not save his leg" may pose a challenge for the students. They may benefit from having you clarify the message, explaining that the doctors could not fix his leg, so they had to cut it off.

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Day 4

Family Reminders and *Pop's Bridge*

Making Text-to-text Connections

Materials

- Teacher and student copies of *Family Reminders* (pages 24–42)
- Teacher and student copies of *Pop's Bridge*
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 2
- Student reading journals

In this lesson, the students:

- Make, discuss, and write text-to-text connections
- Read and discuss chapters of a book
- Explain their thinking

1 Gather and Get Ready to Read

Remind the students that in the last few lessons, they read and discussed the first three chapters of *Family Reminders*. Ask and briefly discuss:

Q *What has happened in* Family Reminders *so far?*

Tell them that today they will read and discuss more of *Family Reminders*.

2 Read Chapter 4

Explain that the students will now read chapter 4. Tell them that Mary's father does not want people to *pity* him, or feel sorry for him, because they think he is *crippled*, or unable to walk well on his own.

Distribute *Family Reminders*. Have the students open their books to page 29 and mark the page so they will know where to stop reading.

Have them turn back to page 24 and read chapter 4 quietly to themselves.

Teacher Note

You may want to explain that in the 1890s, the word *cripple* was used to refer to a person who could not walk on their own. Tell the students that today, the word *disabled* is used to refer to people who cannot walk on their own.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

3 Discuss Chapter 4

When all the students have read the chapter at least once, ask:

Q *How are things different after the accident?*

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If necessary, provide some examples of how things changed, such as Mary's father not whistling or not eating dinner with his family, and Mary describing the house as "emptier."

4 Read and Discuss Chapter 5

Have the students follow along in their own books as you read the first part of chapter 5 aloud, pages 30 and 31, defining words as you encounter them in the text.

Suggested Vocabulary

tussle: struggle against (p. 30)
revert: go back (p. 30)
listlessly: without wanting to do anything (p. 31)

Ask and discuss:

Q *Why do you think Daddy feels angry?*

Q *Why might Mary feel angry? What makes you think that?*

Encourage the students to refer back to the book as they share their thinking about the characters' feelings.

Explain that in the next part of the chapter, Mary's mother and Aunt Hattie talk about *charity*, money given to people who need help.

Have the students turn to page 36 and mark the page so they know where to stop reading. Ask them to turn back to page 31 and finish reading chapter 5 quietly to themselves.

When all the students have read the chapter at least once, ask and briefly discuss:

Q *What happens in the part you just read?*

Then ask:

Q *Why do you think Mary's parents do not take money from Aunt Hattie? Turn to your partner.*

Have a few students share their thinking.

5 Introduce Text-to-text Connections

TEKS 6.E.ii
Student/Teacher Activity
Step 5

Tell the students that when reading one story, a reader may remember part of another story. Tell them that when you read part of *Family Reminders*, you thought of a part in *Pop's Bridge* that was similar. Show them the cover of *Pop's Bridge* and read aloud pages 14–16.

Have the students reread pages 6–9 in *Family Reminders* quietly to themselves. When all the students have finished reading, think aloud about a connection you made between the two stories.

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You might say:

"When I read about how Mary's dad does a very dangerous job, I thought about how Robert's dad also does a dangerous job. Then I remembered both Mary and Robert have a scary moment when an accident happens while their fathers are working."

Ask and discuss:

Q *In these two parts, both Mary and Robert are far away, looking at the place where an accident has happened. What else makes these parts alike?*

Discussion Support

If the students have difficulty making connections, help them make comparisons between the passages by asking questions such as:

Q *What happens in this part of* Family Reminders*? How is that connected to* Pop's Bridge*?*

Q *Robert and Mary are both worried as they watch. What are they worried about?*

Q *Neither Robert nor Mary is alone when the accident happens. Does it help to have someone next to them as they watch? What makes you think that?*

Tell the students that when readers think about how parts of two stories are similar, they are making *text-to-text connections*. Explain that making text-to-text connections between two stories can help readers think more deeply about both stories.

6 Introduce Chapter 6 for Independent Reading

Tell the students that they will read chapter 6 during independent reading, before they read any other books in their toolboxes. Explain that they will record their thinking about the chapter in their reading journals.

Explain that the students will make text-to-text connections by writing about the accidents that happen in *Pop's Bridge* and *Family Reminders*. Tell the students to describe the accident in *Family Reminders* and then write about how it is similar to the accident in *Pop's Bridge*.

Explain that when the group meets again, they will discuss what they read and wrote independently.

Tell the students that it is important for the group discussion that they complete the assigned reading and do not read ahead. Have them place self-stick notes on pages 37 and 42 so they know where to start and stop reading.

ELL Note

Sustaining comprehension through a longer text may be challenging for the students. Consider checking in with the students as they read the assigned chapters independently.

Teacher Note

You may want to have the students write the relevant chapter titles in their journal entries.

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7 Wrap Up

Tell the group when their next lesson will be and remind the students that they will complete their independent reading and writing before that lesson. Distribute the reading journals. If the students do not have *Pop's Bridge* in their toolboxes, distribute it at this time. Have them put *Family Reminders*, *Pop's Bridge*, and their journals into their toolboxes.

Reading Journal Review

Consider when you will read the students' journals. As you read the journals, ask yourself:

- Are the students able to describe the accidents and how they are similar?
- Do they explain their thinking?

Family Reminders and *Fly Away Home*

Making Text-to-text Connections

Day 5

In this lesson, the students:

- Make, discuss, and write text-to-text connections
- Read and discuss chapters of a book
- Explain their thinking

Materials

- Teacher and student copies of *Family Reminders* (pages 43–54)
- Teacher and student copies of *Fly Away Home*
- Student reading journals
- "Group Progress Assessment" sheet (GA8)

Teacher Note

Check in with individual students before teaching this lesson to make sure they have read the chapter and written about the accidents in *Family Reminders* and *Pop's Bridge*. If necessary, provide them with additional structured reading and writing time.

1 Gather and Discuss Chapter 6

Remind the students that they read chapter 6 of *Family Reminders* and wrote text-to-text connections in their reading journals independently.

Remind the students that in chapter 6, Mary asks her father to carve something, and he says that he can't. Ask and briefly discuss:

Q *Why do you think Mary's father says he can't carve anything?*

If necessary, explain that Mary's father is feeling *defeated*, or unable to believe he can do anything well, because he is upset by only having one leg. Ask and discuss:

Q *Why do you think Mary's father begins to carve again? Do you think Mary helps him? If so, how?*

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2 Share Text-to-text Connections in Pairs

Remind the students that they wrote text-to-text connections between *Family Reminders* and *Pop's Bridge*. Give the students a few minutes to review the text-to-text connections they wrote in their journals. Have partners take turns reading aloud their text-to-text connections to each other. Do not have the students share their journal entries with the group.

Remind the students that sharing their thinking with their partners, by talking or writing, helps readers understand and enjoy what they read.

3 Read and Discuss Chapter 7

Tell the students that they will now read chapter 7. Have them open their books to page 47 and mark the page so they will know where to stop reading.

Have them turn back to page 43 and read chapter 7 quietly to themselves.

When all the students have read the chapter at least once, remind the students that Mary hears her parents arguing. They are arguing about Mary's mother doing other people's laundry to earn money for the family.

Have the students follow along in their own books as you read aloud from the bottom of page 45 (beginning with "Daniel, you listen to me . . .") through the middle of page 47 ("... she dished up the oatmeal into my bowl").

Ask and discuss:

Q *Why is Mary's father so upset?*

ELL Note

The students may benefit from having you explain that "back on your feet" is an idiom that means "feeling better and more able to do things."

4 Make Text-to-text Connections

Remind the students that when reading one story, readers may remember part of another story. Tell them that when you read part of *Family Reminders*, you thought about a part in *Fly Away Home* that was similar.

Show the cover of *Fly Away Home* and read aloud page 30.

Have the students reread page 34 in *Family Reminders* quietly to themselves. When all the students have finished reading, think aloud about a connection you made between the two texts.

> **You might say:**
>
> "I made a text-to-text connection between *Family Reminders* and *Fly Away Home*. When I read the part in *Family Reminders* about how Mary has things she wants to say but decides not to say them, it made me think about how Andrew wants to say things but he also stays quiet."

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Ask and discuss:

Q *Both Mary and Andrew want to speak but they don't. What else makes these parts alike?*

GROUP PROGRESS ASSESSMENT NOTE

As the students discuss their text-to-text connections, ask yourself:

- Do the students' connections make sense?
- Do they explain their thinking?
- Do they listen respectfully?

Record your observations on the "Group Progress Assessment" sheet (GA8); see page 265 of the *Assessment Resource Book*.

Support any student who struggles by reading the pages again and asking questions such as:

Q *What questions do Mary and Andrew ask in their minds?*

Q *How do you think Mary is feeling? What about Andrew? How are their feelings similar?*

Q *Mary and Andrew both think things in their lives are unfair. What do they think is unfair?*

Q *Both Mary and Andrew stay quiet because they don't want to cause problems. What problems might each of them cause?*

5 Reflect on Making Text-to-text Connections

Remind the students that when they discussed how parts of two stories seem similar, they made text-to-text connections. Ask:

Q *What do you like about making text-to-text connections?*

Review that making text-to-text connections between two books helps readers think more deeply about both books.

6 Introduce Chapter 8 for Independent Reading

Tell the students that they will read chapter 8 during independent reading, before they read any other books in their toolboxes. Explain that they will write in their reading journals about the connections between *Fly Away Home* and *Family Reminders* that they discussed in class.

Explain to the students that when the group meets again, they will discuss their reading and writing.

Tell the students that it is important for the group discussion that they complete the assigned reading and do not read ahead. Have them place self-stick notes on pages 48 and 54 so they know where to start and stop reading.

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Remind the students that this historical fiction story is set over 125 years ago, and explain that at that time there were no washing machines. Tell them that washing clothes was a big job and that they will learn what it was like to do laundry in the 1890s when they read chapter 8.

7 Wrap Up

Tell the group when their next lesson will be and remind the students that they will complete their independent reading and writing before that lesson.

If the students do not have *Fly Away Home* in their toolboxes, distribute it at this time. Have the students put *Family Reminders*, *Fly Away Home*, and their reading journals into their toolboxes.

Day 6

Family Reminders

Making Text-to-text Connections

Materials

- Teacher and student copies of *Family Reminders* (pages 55–69)
- Student reading journals
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 4
- Pencil for each student

Teacher Note

Check in with individual students before teaching this lesson to make sure they have read the chapter and written text-to-text connections. If necessary, provide them with additional structured reading and writing time.

In this lesson, the students:

- Make, discuss, and write text-to-text connections
- Read and discuss chapters of a book
- Explain their thinking

1 Gather and Discuss Chapter 8

Remind the students that they read chapter 8 of *Family Reminders* and wrote text-to-text connections independently. Ask and discuss:

Q *What happens in chapter 8?*

Q *Why is Mary's mother happy about the laundry?*

Tell the students that when this story is set, over 125 years ago, one dollar was a lot of money; it could buy about as much as $26 can buy today.

2 Share Text-to-text Connections in Pairs



Give the students a few minutes to review the text-to-text connections they wrote in their journals. Have partners take turns reading aloud their text-to-text connections to each other. Do not have the students share their journal entries with the group.

3 Read and Discuss Chapters 9 and 10

Tell the students that they will now read chapters 9 and 10 in *Family Reminders* and then talk about the reading with the group. Have them

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open their books to page 64 and mark the page so they know where to stop reading.

Explain that in chapter 10, Mary goes to Brown's Emporium, a store that sells things like tobacco and *trinkets*, or small, pretty objects.

Have the students turn back to page 55 and read the assigned pages quietly to themselves.

Remind them to notice any text-to-text connections they make as they read. Tell them that they can make text-to-text connections between *Family Reminders* and *Fly Away Home* or *Pop's Bridge*, or any other book they have read. If any student finishes early, have her record a text-to-text connection in her reading journal.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapters at least once, ask and discuss:

- Q *What happens in the chapters you just read?*
- Q *What does Mr. Brown think of the Raspberry Reminder?*
- Q *What text-to-text connections did you make?*

4 Introduce Chapter 11 for Independent Reading

Tell the students that they will read chapter 11 during independent reading, before they read any other books in their toolboxes. Explain that they will write in their reading journals about connections between *Family Reminders* and *Pop's Bridge*, *Fly Away Home*, or another book they have read. Explain that when the group meets again, they will discuss what they read and wrote independently.

Remind the students that it is important that they complete the assigned pages and do not read ahead. Have them place self-stick notes on pages 65 and 69 so they know where to start and stop reading.

5 Wrap Up

Tell the group when their next lesson will be and remind the students that they will complete their independent reading and write text-to-text connections before that lesson. Have the students put *Family Reminders* and their journals into their toolboxes.

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Day 7

Family Reminders and *Fly Away Home*

Making Text-to-text Connections

Materials

- Teacher and student copies of *Family Reminders* (pages 70–86)
- Teacher and student copies of *Fly Away Home*
- Student reading journals
- Pencil for each student
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 6

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

In this lesson, the students:

- Make, discuss, and write text-to-text connections
- Read and discuss chapters of a book
- Explain their thinking

1 Gather and Discuss Chapter 11

Remind the students that they read chapter 11 of *Family Reminders* and wrote text-to-text connections independently. Ask:

Q *What happens in chapter 11?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Mary say to Daddy about his carving?*

Have the students follow along in their own books as you read aloud page 68 (beginning at "I thought about Daddy's piano dancing . . .") through page 69. Then ask and discuss:

Q *Why do you think Daddy keeps the Piano Reminder for himself?*

2 Share Text-to-text Connections

Give the students a few minutes to review their writing in their reading journals. Have partners take turns reading aloud their text-to-text connections to each other. Then ask the students to share the text-to-text connections they made with the group.

Tell the students that they will continue thinking about text-to-text connections today.

3 Read and Discuss Chapters 12 and 13

Tell the students that they will now read chapters 12 and 13 and then talk about the reading with the group.

Have the students turn to page 80 and mark the page so they know where to stop reading. Ask them to turn back to page 70 and read the assigned pages quietly to themselves.

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Remind the students to notice any text-to-text connections they make as they read. If any student finishes early, have him record a text-to-text connection he made in his reading journal.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

- Q *What happens in the chapters you just read?*
- Q *How is Daddy feeling? What words in the book tell you that?*
- Q *How is Mary feeling? What makes you think that?*
- Q *What text-to-text connections did you make?*

4 Introduce Chapter 14 and *Fly Away Home* for Independent Reading

Tell the students that they will read chapter 14 during independent reading, before they read any other books in their toolboxes. Explain that before the next lesson, they will write a text-to-text connection they made between any part of *Family Reminders* and any part of *Fly Away Home* in their reading journals.

Read pages 22–23 of *Fly Away Home* aloud. Write the following prompt where the group can see it and have the students copy it into their journals: "*In* Fly Away Home*, Andrew makes money to help his dad. This connects to* Family Reminders *because . . . .*" Tell the students that they will complete the second sentence of the prompt after they read chapter 14.

Explain to the students that when the group meets again, they will discuss what they read and wrote independently.

Remind the students that it is important that they complete the assigned reading and do not read ahead. Have them place self-stick notes on pages 81 and 86 so they know where to start and stop reading.

5 Wrap Up

Tell the group when their next lesson will be and remind the students that they will complete their independent reading and writing before that lesson.

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Have them put *Family Reminders* and their journals into their toolboxes. If they do not have *Fly Away Home* in their toolboxes, distribute it at this time.

Reading Journal Review

Consider when you will read the students' journals. As you read the journals, ask yourself:

- Are the students able to make text-to-text connections between *Family Reminders* and *Fly Away Home*?
- Do they explain their thinking?

EXTENSION

Figurative Language: Simile

Have the students follow along as you read page 78 of *Family Reminders* aloud. Draw the students' attention to the simile at the end of the paragraph, "Although late spring was warming up the valley, our house felt as cold as a winter snowstorm." Ask:

Q *What do you think Mary means when she says her house feels "as cold as a winter snowstorm"?*

Q *What made her house feel warm before her father's accident?*

Q *What makes a house feel warm (or cold) to you?*

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Family Reminders and *Fly Away Home*

Making Text-to-text Connections

Day 8

In this lesson, the students:

- Make, discuss, and write about text-to-text connections
- Read and discuss chapters of a book
- Explain their thinking

1 Gather and Discuss Chapter 14

Remind the students that they read chapter 14 of *Family Reminders* and wrote text-to-text connections independently. Ask:

Q *What happens in chapter 14?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Mary do with her Reminders?*

Remind the students that at the end of the chapter, Mr. Brown says he would love to work out a permanent *business arrangement*, or make an agreement to continue selling the Reminders at Brown's Emporium.

2 Share Text-to-text Connections

Give the students a few minutes to review the text-to-text connections they wrote in their journals. Have the students share the text-to-text connections they made with the group.

3 Read and Discuss Chapter 15

Tell the students that they will now read chapter 15 of *Family Reminders* and then talk about what they read with the group.

Have the students open their books to page 91 and mark the page so they know where to stop reading. Ask them to turn back to page 87 and read the assigned pages quietly to themselves.

Remind them to notice any text-to-text connections they make as they read. If any student finishes early, have her record a text-to-text connection in her reading journal.

Materials

- Teacher and student copies of *Family Reminders* (pages 87–96)
- Teacher copy of *Fly Away Home*
- Student reading journals
- Pencil for each student
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 7

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What do Mary's parents think about her selling the Reminders? Did that part surprise you? Why or why not? Turn to your partner.*

Have a few students share their thinking.

4 Make Text-to-text Connections

Remind the students that when reading one book, readers may remember part of another book. Ask:

Q *What text-to-text connections did you make when you read today?*

Tell them that when you read part of *Family Reminders*, you thought of another part in *Fly Away Home* that was similar.

Have the students reread pages 78–79 in *Family Reminders* quietly to themselves.

When all the students have finished reading, show them the cover of *Fly Away Home*. Have them listen as you read pages 26–27 of *Fly Away Home* aloud. Ask them to think about what is similar and what is different between the two parts. Ask:

Q *What connections can you make between these parts of the two books?*

Discussion Support

If the students have difficulty making connections, help them make comparisons between the passages by asking questions such as:

Q *How does Mary's dad feel? How does Andrew's dad feel?*

Q *How does Mary feel? What about Andrew?*

Q *What do the characters do when they are upset?*

Remind the students that making text-to-text connections between two stories can help readers think more deeply about both stories.

5 Introduce Chapter 16 for Independent Reading

Tell the students that they will read chapter 16 during independent reading, before they read any other books in their toolboxes. Explain that before the next lesson, the students will write a text-to-text connection between *Family Reminders* and any other book they have read.

Teacher Note

If the students struggle to write text-to-text connections after they have read chapter 16, ask them to think about another story in which a family had a problem and had to figure out how to be happy again, or a story in which music brought people together.

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Explain that when the group meets again, they will discuss what they read and wrote independently.

Remind the students that it is important that they complete the assigned reading and do not read ahead. Have them place self-stick notes on pages 92 and 96 so they know where to start and stop reading.

6 Wrap Up

Tell the group when their next lesson will be and remind the students that they will complete their independent reading and writing before that lesson. Have them put *Family Reminders* and their journals into their toolboxes.

Family Reminders and *Fly Away Home*

Making Text-to-text Connections

Day 9

In this lesson, the students:

- Make, discuss, and write about text-to-text connections
- Read and discuss chapters of a book
- Explain their thinking

1 Gather and Discuss Chapter 16

Remind the students that they read chapter 16 of *Family Reminders* and wrote text-to-text connections independently. Ask:

Q *What happens in chapter 16?*

Q *What do you think will happen at the end of the book?*

2 Share Text-to-text Connections

Give the students a few minutes to review the text-to-text connections they wrote in their journals. Have the students share the text-to-text connections they made with the group.

3 Make Text-to-text Connections

Tell the students that as you read *Family Reminders*, you often thought of the book *Fly Away Home*. Explain that you will now read aloud a part of *Fly Away Home* and ask the students to think about how the part they hear might connect to any part in *Family Reminders*.

Show the cover of *Fly Away Home* and have the students listen as you read pages 24–27 aloud.

Materials

- Teacher and student copies of *Family Reminders* (pages 97–102)
- Teacher copy of *Fly Away Home*
- Student reading journals
- Pencil for each student
- "Group Progress Assessment" sheet (GA9)

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading and writing. If necessary, provide them with additional structured reading and writing time.

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Remind the students that when readers notice what is similar and different about two stories, they are making text-to-text connections. Review that making text-to-text connections between two stories can help readers think more deeply about both stories. Ask:

Q *What connections can you make between the end of* Family Reminders *and the part of* Fly Away Home *you just heard? Turn to your partner.*

GROUP PROGRESS ASSESSMENT NOTE

As the students discuss their text-to-text connections, ask yourself:

- Are the students able to identify and discuss parts of both?
- Do their connections make sense?
- Are they able to describe the similarities and differences between the parts they choose?
- Do both partners participate in the discussion?

Record your observations on the "Group Progress Assessment" sheet (GA9); see page 266 of the *Assessment Resource Book*.

Support any student who struggles to make a connection by asking:

Q *What do Andrew and Mary do to help their families?*

Have a few students share their thinking.

> **Students might say:**
>
> "I connected how Andrew keeps money in his shoe with how Mary puts money in the jar because they are both saving money for their families."
>
> "I made a connection between Andrew's dad and Mary's dad because neither of them has enough money."
>
> "I made a connection between when Andrew tells his dad that he has money and when Mary asks her mom to take her birthday money because they both want to help."

4 Read and Discuss Chapter 17

Tell the students that they will now read chapter 17 and then talk about the reading with the group.

Have the students open their books to page 102 and mark the page so they know where to stop reading. Ask them to turn back to page 97 and read the assigned pages quietly to themselves.

Remind them to notice any text-to-text connections they make as they read. If any student finishes early, have him record a text-to-text connection in his reading journal.

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When all the students have read the chapters at least once, ask and discuss:

Q *How does the story end?*

Q *Did you like the ending? Why or why not?*

Q *What text-to-text connections did you make?*

5 Reflect on Sharing Text-to-text Connections

Ask and discuss:

Q *What did you like about sharing your connections?*

Encourage the students to continue to make text-to-text connections to help them think more deeply about books they read.

Ask the students to put *Family Reminders* into their toolboxes and encourage them to reread the book independently.

Reading Journal Review

Consider collecting the student reading journals to read at another time. You might write comments to the students and meet individually with students who struggled with making text-to-text connections.

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Shark Lady (page 4) Biography ▪ F&P: O ▪ Lexile®: 750L ▪ DRA®: 34	**Generating Independent Thinking:** Responding to Literature	**Day 1:** Responding to Literature Independent reading	**Day 2:** Responding to Literature Independent reading and writing	**Day 3:** Responding to Literature Independent reading and writing
		Day 4: Participating in Book Discussions Independent reading and writing	**Day 5:** Participating in Book Discussions Independent reading and writing	**Day 6:** Participating in Book Discussions
Bee (page 24) Expository nonfiction ▪ F&P: O ▪ Lexile®: 700L ▪ DRA®: 34	**Comprehension:** Exploring Text Features **Generating Independent Thinking:** Sharing and Supporting Opinions	**Day 1:** Reading a Nonfiction Book and Exploring Text Features	**Day 2:** Reading and Discussing a Nonfiction Book	**Day 3:** Sharing and Supporting Opinions
		Day 4: Sharing and Supporting Opinions	**Day 5:** Sharing and Supporting Opinions	**Day 6:** Sharing and Supporting Opinions
Pop's Bridge* (page 42) Historical fiction ▪ F&P: O ▪ Lexile®: AD630L ▪ DRA®: 34	**Generating Independent Thinking:** Sharing and Supporting Opinions ELL Support	**Day 1:** Sharing and Supporting Opinions	**Day 2:** Sharing and Supporting Opinions	**Day 3:** Sharing and Supporting Opinions
Fly Away Home* (page 42) Fiction ▪ F&P: O ▪ Lexile®: 450L ▪ DRA®: 34	**Generating Independent Thinking:** Responding to Literature ELL Support	**Day 4:** Responding to Literature	**Day 5:** Participating in Book Discussions	**Day 6:** Participating in Book Discussions

(continues)

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(continued)

Text	Strategy	Lesson		
Family Reminders** (page 60) Historical fiction ▪ F&P: O ▪ Lexile®: 780L ▪ DRA®: 34	**Comprehension:** Making Text-to-text Connections ELL Support	**Day 1:** Reading a Fiction Book Extension: "Figurative Language: Personification"	**Day 2:** Reading a Fiction Book	**Day 3:** Reading a Fiction Book
		Day 4: Making Text-to-text Connections Independent reading and writing	**Day 5:** Making Text-to-text Connections Independent reading and writing	**Day 6:** Making Text-to-text Connections Independent reading and writing
		Day 7: Making Text-to-text Connections Independent reading and writing Extension: "Figurative Language: Simile"	**Day 8:** Making Text-to-text Connections Independent reading and writing	**Day 9:** Making Text-to-text Connections

* *Pop's Bridge* and *Fly Away Home* are taught consecutively over six lessons.

** *Family Reminders* should be taught in sequence after *Pop's Bridge* and *Fly Away Home*.

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **Independent reading (and writing):** The students read parts of the text (and record their thinking) during independent work time, at another time of day, or as homework before the group meets again.
- **Extension:** This lesson includes an optional supplemental activity. You may want to plan for an extended session or schedule an additional meeting with the group.

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Being a Reader™

Set 12 Overview

	Strategy	Book
Comprehension	• Exploring text features	*Bee*
	• Making text-to-text connections	*Family Reminders*
Generating Independent Thinking	• Responding to literature	*Shark Lady* *Pop's Bridge* *Fly Away Home*
	• Sharing and supporting opinions	*Bee* *Pop's Bridge* *Fly Away Home*

Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501-1042
800.666.7270
collaborativeclassroom.org

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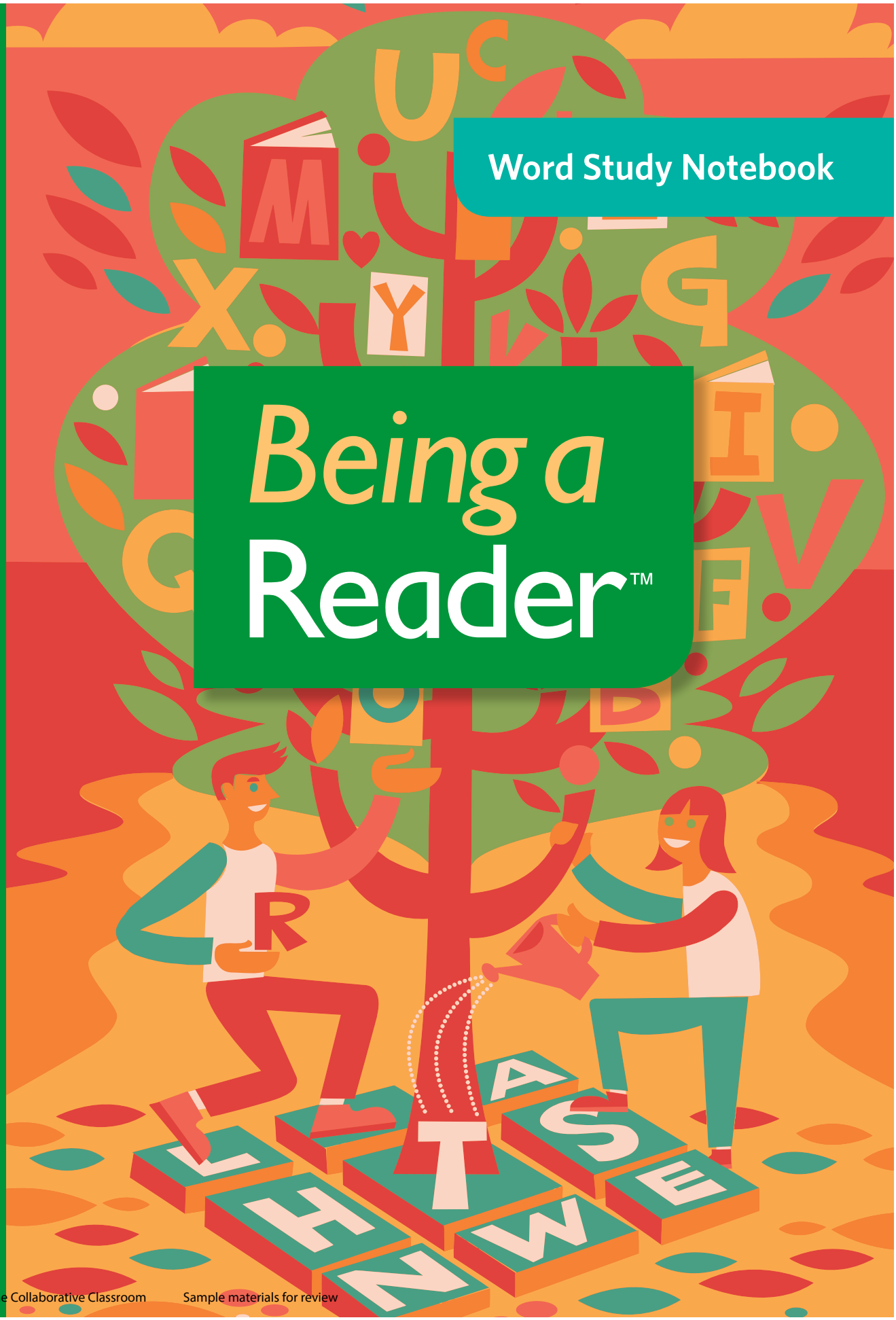
Word Study Notebook

Being a Reader™



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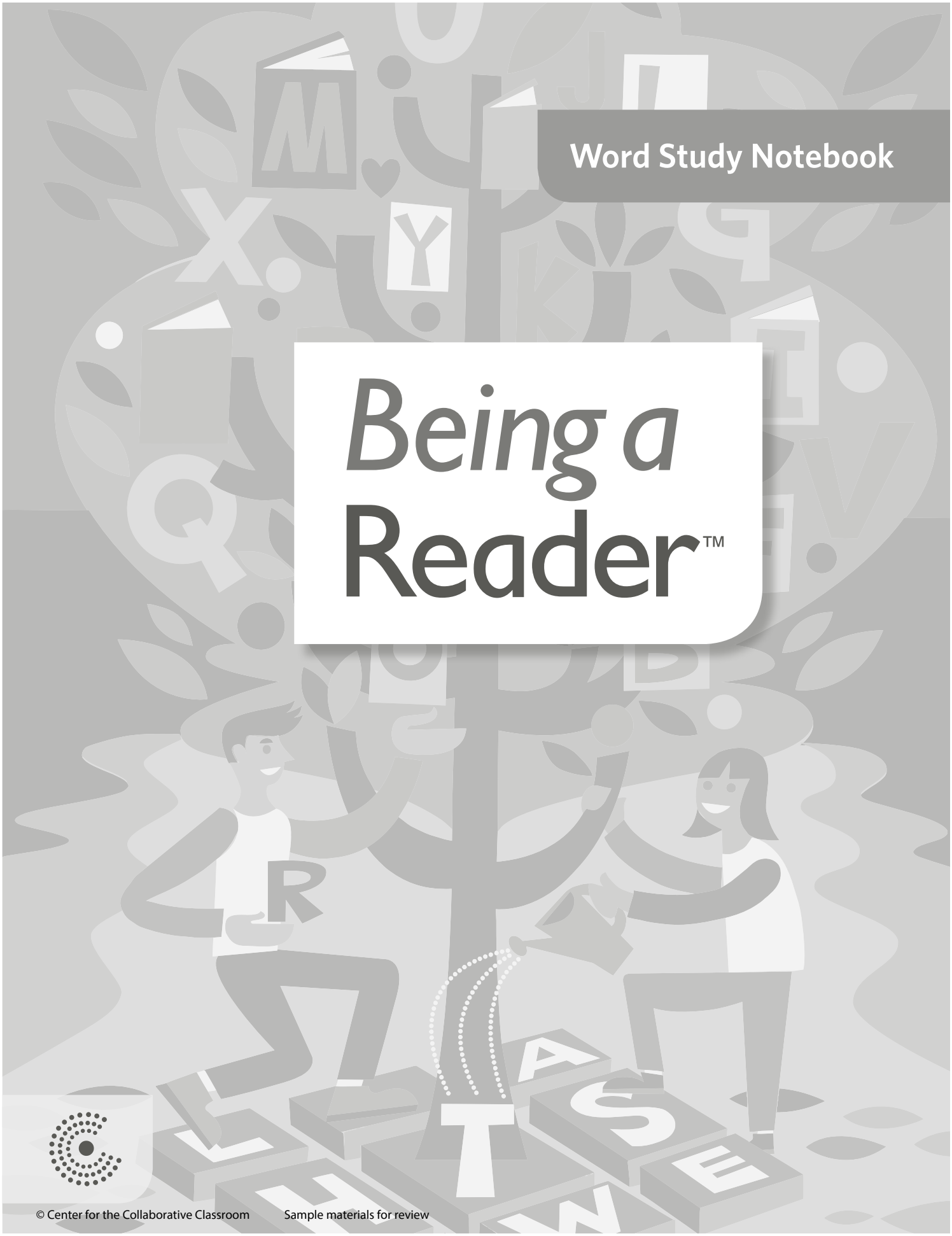

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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270, fax: (510) 464-3670
collaborativeclassroom.org

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Word Sorts



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Spelling Practice



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Spelling Practice Steps

1. Look at the word, say it, and spell it.
2. Cover the word, say it, and spell it.
3. Uncover and check.
4. Cover the word and write it.
5. Uncover, check, and correct.

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jumping _____ _____

stopped _____ _____

reading _____ _____

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Spelling

hill _____ _____

stream _____ _____

beach _____ _____

sand _____ _____

water _____ _____

sea _____ _____

lake _____ _____

earth _____ _____

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simple _____ _____

struggle _____ _____

apple _____ _____

rattle _____ _____

rumble _____ _____

handle _____ _____

settle _____ _____

turtle _____ _____

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Spelling

faster _____ _____

fastest _____ _____

deeper _____ _____

deepest _____ _____

loudest _____ _____

smarter _____ _____

strongest _____ _____

darker _____ _____

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sadly _____ _____

slowly _____ _____

friendly _____ _____

neatly _____ _____

softly _____ _____

kindly _____ _____

safely _____ _____

bravely _____ _____

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Spelling

darker _____ _____

helper _____ _____

teacher _____ _____

quicker _____ _____

hunter _____ _____

slower _____ _____

sailor _____ _____

artist _____ _____

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fearful _____ _____

fearless _____ _____

hopeful _____ _____

hopeless _____ _____

careful _____ _____

careless _____ _____

helpful _____ _____

helpless _____ _____

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Spelling

fairly _____ _____

needle _____ _____

purple _____ _____

friendless _____ _____

cheerful _____ _____

gladly _____ _____

playful _____ _____

worker _____ _____

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unzip _____ _____

unfair _____ _____

unlock _____ _____

unlocked _____ _____

unpack _____ _____

unpacking _____ _____

undo _____ _____

unsnap _____ _____

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Spelling

reheat _____ _____

remake _____ _____

repaint _____ _____

rename _____ _____

reload _____ _____

repack _____ _____

rethink _____ _____

reread _____ _____

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backpack _____ _____

farmland _____ _____

sunshine _____ _____

bedtime _____ _____

goldfish _____ _____

snowball _____ _____

hillside _____ _____

rainfall _____ _____

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Spelling

rescue _____ _____

reptile _____ _____

insect _____ _____

thirteen _____ _____

mistake _____ _____

escape _____ _____

absent _____ _____

problem _____ _____

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almost _____ _____

idea _____ _____

away _____ _____

ever _____ _____

never _____ _____

over _____ _____

under _____ _____

father _____ _____

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Spelling

because _____ _____

answer _____ _____

color _____ _____

better _____ _____

letter _____ _____

other _____ _____

mother _____ _____

brother _____ _____

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friend _____ _____

one _____ _____

done _____ _____

find _____ _____

kind _____ _____

mind _____ _____

climb _____ _____

comb _____ _____

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Spelling

some _____ _____

something _____ _____

sometimes _____ _____

someone _____ _____

come _____ _____

become _____ _____

does _____ _____

both _____ _____

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I'm _____ _____

I'll _____ _____

we'll _____ _____

can't _____ _____

won't _____ _____

don't _____ _____

isn't _____ _____

doesn't _____ _____

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Word Bank



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A

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

after	almost	animal	around
again	along	answer	away
all	always	any	

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be	began	between	brother
because	begin	big	brown
become	below	body	but
been	best	book	buy
before	better	both	by

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C

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

came
can't
carry
change
children
city
climb
close
cold
color
comb
come
could
country

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did	do	done	down
didn't	does	don't	during
different	doesn't	door	

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E

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

early
earth
easy
eat
enough
even
ever
every
eye

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family	feet	fly	four
far	few	food	friend
fast	find	for	from
father	first	found	funny

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G

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

gave	give	goes	green
get	giving	good	group
girl	go	great	grow

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hand	head	here	horse
happened	hear	hers	hour
hard	heard	high	house
has	help	his	how
have	her	home	however

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I

idea

I'll

I'm

important

into

is

isn't

it's

its

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J, K

jump keep knew

just kind know

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L

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

large
later
learn
leave
letter
life
light
like
little
live
look
low

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made
make
many
mark
may
might
mind
miss
most
mother
move
music
must
my

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N

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

near never next not

need new night now

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of	once	or	over
off	one	other	own
old	only	our	
on	open	out	

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P, Q

page	picture	play	pretty
paper	piece	please	pull
people	plant	point	put

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reached
read
really

red
remember
right

river
room
round

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S

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

said
saw
say
says
school
sea
second
see
seem
she
ship
short
should
since
sing
sleep
so
some
someone
something
sometimes
song
soon
start
still
stop
story
such
sure

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T

talk
tell
thank
that
their
them
then
there
these
they
they're
think
this
those
though
thought
three
to
today
together
told
too
took
toward
tree
try
turn
two

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U, V

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

under
until
upon
us
use
usually
very

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walk
want
was
wash
watch
water
waves
we'll
well
went
were
what
when
where
which
while
white
who
whole
why
will
wish
with
without
won't
word
work
would
write

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X,Y,Z

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

yellow
yes
you
young
your

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Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

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terror *noun*
1. Very great fear: *People ran out of the burning building in terror.*
2. A person or thing that causes very great fear: *My little brother can be a terror sometimes.*
ter·ror (**ter**-ur)

terrorist *noun* Someone who uses violence and threats in order to, for example, frighten people, obtain power, or force a government to do something. **ter·ror·ist** (**ter**-ur-ist) ▷ *noun* **terrorism** (**ter**-uh-**riz**-uhm)

terrorize *verb* To frighten someone a great deal: *Passengers were terrorized by the runaway train.* **ter·ror·ize** (**ter**-uh-*rize*) ▷ *verb* **terrorizing, terrorized**

terse *adjective* Brief and direct in a way that may be considered rude, as in *a terse response.* **terse** (turs) ▷ *adjective* **terser, tersest**

tessellate *verb* When shapes **tessellate,** they fit together exactly on a flat surface, without leaving gaps. **tes·sel·late** (**tes**-uh-*late*) ▷ *verb* **tessellating, tessellated** > *noun* **tessellation** > *adjective* **tessellated**

test *noun*
1. A set of questions, problems, or tasks used to measure your knowledge or skill: *I studied hard and passed the test.*
2. A way of studying something to find out what something is like, what it contains, or how good it is, as in *a road test, a blood test,* or *an eye test.*
3. An examination of a small amount of something to check if it works correctly or is finished, or to learn more information about it: *Sam tested the rice to find out if it was cooked.* ▷ *verb* **testing, tested**
test (test)

testament *noun*
1. Proof that something exists or is true: *The marriage license was a testament to their love.*
2. Testament Either of the two main divisions of the Christian Bible, the New Testament or the Old Testament.
tes·ta·ment (**tes**-tuh-muhnt)

testify *verb* To state what you have witnessed or what you know in a court of law: *You may be asked to testify in court about what you saw.* **tes·ti·fy** (**tes**-tuh-*fye*) ▷ *verb* **testifies, testifying, testified**

testimony *noun* A formal statement given by a witness or an expert in a court of law: *Her solid testimony was enough to convince the jury.* **tes·ti·mo·ny** (**tes**-tuh-*moh*-nee) ▷ *noun, plural* **testimonies**

test pilot *noun* A pilot who flies new airplanes in order to test them for safety and strength.

test tube *noun* A narrow glass tube that is closed at one end. Test tubes are used in laboratory tests and experiments.


test tube

tetanus *noun* A serious, sometimes fatal disease caused by bacteria getting into a cut or wound. Tetanus makes your muscles, especially those in your jaw, become very stiff. It is also called **lockjaw.** **tet·a·nus** (**tet**-uh-nuhs)

tether *noun*
1. A rope or chain that is used to tie up an animal so that it cannot move far. ▷ *verb* **tether**
2. If you are **at the end of your tether,** you have run out of patience or energy and can no longer deal with a difficult situation.
teth·er (**teTH**-ur)

Tex-Mex *adjective* Of or having to do with a style of cooking or music that originated in southern Texas and combines Mexican and American culture. **Tex-Mex** (**teks meks**)

text
1. *noun* The main section of writing in a book, not including the pictures, notes, or index.
2. *noun* The original or exact words of a speaker or writer: *The text of the president's speech was printed in today's paper.*
3. *noun* The topic or theme of a piece of writing or a speech.
4. *noun* A textbook: *Please open your text to page 352.*
5. *noun* In a computer word-processing program, words and sentences as opposed to things such as art or graphs.
6. *noun* A written message sent by using the keys of a cellular telephone to spell words that will appear on the display screen of the phone receiving it: *Did you get my text?*
7. *verb* To send a text message by cellular telephone: *Steve texted his friend during the movie.* ▷ *verb* **texting, texted**
text (tekst)

textbook *noun* A book used to teach and study a subject. **text·book** (**tekst**-*buk*)

text editor *noun* A computer program that you can use to create and edit documents that contain text.

textile *noun* A woven or knitted fabric or cloth. **tex·tile** (**tek**-stuhl *or* **tek**-stile)

texture *noun* The way something feels, especially how rough or smooth it is: *The hotel towel had a soft texture.* **tex·ture** (**teks**-chur)

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than *conjunction*
1. In comparison with: *She is taller than I am.*
2. Except; besides: *Can someone other than Ed offer to solve the equation?*
than (THan *or* THuhn)

thank
1. *verb* To tell someone that you are grateful for something: *The traveler thanked his host for the meal.*
2. *verb* To hold someone or something responsible for something, especially something bad or unpleasant: *We have her to thank for this terrible mess.*
3. **thanks** *interjection* An expression showing that you are grateful.
4. **thanks** *noun, plural* Gratitude: *We expressed our thanks.* ▷ *verb* **thanking, thanked**
thank (thangk)

thankful *adjective* Showing thanks; grateful: *Abby was thankful she didn't get caught in the rain.* **thank·ful** (**thangk**-fuhl) ▷ *adverb* **thankfully**

thankless *adjective*
1. Not appreciated: *Cleaning up after my dog is a thankless job.*
2. A **thankless** person is not likely to give thanks or show gratitude.
thank·less (**thangk**-lis)

Thanksgiving Day *noun*
1. A holiday observed in the United States on the fourth Thursday in November in order to remember the first Pilgrims' harvest feast, which was held in 1621.
2. A similar holiday observed in Canada on the second Monday in October.
Thanks·giv·ing Day (*thangks*-**giv**-ing)



Thanksgiving dinner

that
1. *pronoun* A person or thing mentioned or indicated: *That was a delicious cake.*
2. *pronoun* A thing farther away than or contrasted with another thing: *This is a chocolate cake, and that is a carrot cake.*
3. *pronoun* Used to introduce a clause defining which person or thing you are referring to. In the sentence *I took a bite of the cake that he baked,* "that he baked" defines which cake is meant.
4. *adjective* Used to indicate a person, place, or thing present or already mentioned: *He made that cake yesterday.*
5. *adjective* Used to indicate a person or thing farther away than or contrasted with another thing: *This cake is his, and that one is mine.*
6. *conjunction* Used to show reason or cause: *I'm sorry that you can't try the chocolate cake.*
7. *conjunction* Used to introduce a clause in a sentence: *She thinks that she will try every cake on the table.*
8. *conjunction* Used to indicate a result: *We ate so much cake that we couldn't think about dinner.*
9. *adverb* To the extent that is stated; so: *Was the cake really that good?* ▷ *pronoun, plural* **those** ▷ *adjective, plural* **those**
that (THat)

thatch *noun* Dried plants, such as straw or reeds, used to make a roof, or a roof made from these materials. **thatch** (thach) ▷ *noun, plural* **thatches** ▷ *verb* **thatch** ▷ *adjective* **thatched**

that's *contraction* A short form of *that is* or *that has.* **that's** (THats)

thaw
1. *verb* To melt: *Our boat was stuck until the ice on the river began to thaw.*
2. *verb* To become room temperature after being frozen: *Leave the turkey to thaw overnight.*
3. *noun* A time of year when snow and ice melt because the weather has become warmer, as in *January thaw.* ▷ *verb* **thawing, thawed**
thaw (thaw)

the
1. *definite article* Used before a noun or noun phrase that stands for a particular or previously mentioned person or thing: *The chair in the hall is an antique.*
2. *definite article* Used to show that a thing is the only one of it there is, as in *the Colosseum* or *the Mississippi River.*
3. *definite article* Used to show that a person or thing is thought of as the best, most important, or greatest, and therefore one of a kind: *It was the movie to see last year.*
4. *definite article* Used to make a singular noun general: *The hippopotamus lives in central and southern Africa.*
5. *adverb* To that degree; that much; by that much: *I'd like to see you—the sooner the better.*
the (THuh *or* THee)

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Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501-1042
800.666.7270
collaborativeclassroom.org

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Assessment Resource Book

CCC Collaborative Literacy

Being a Reader™



GRADES K–2

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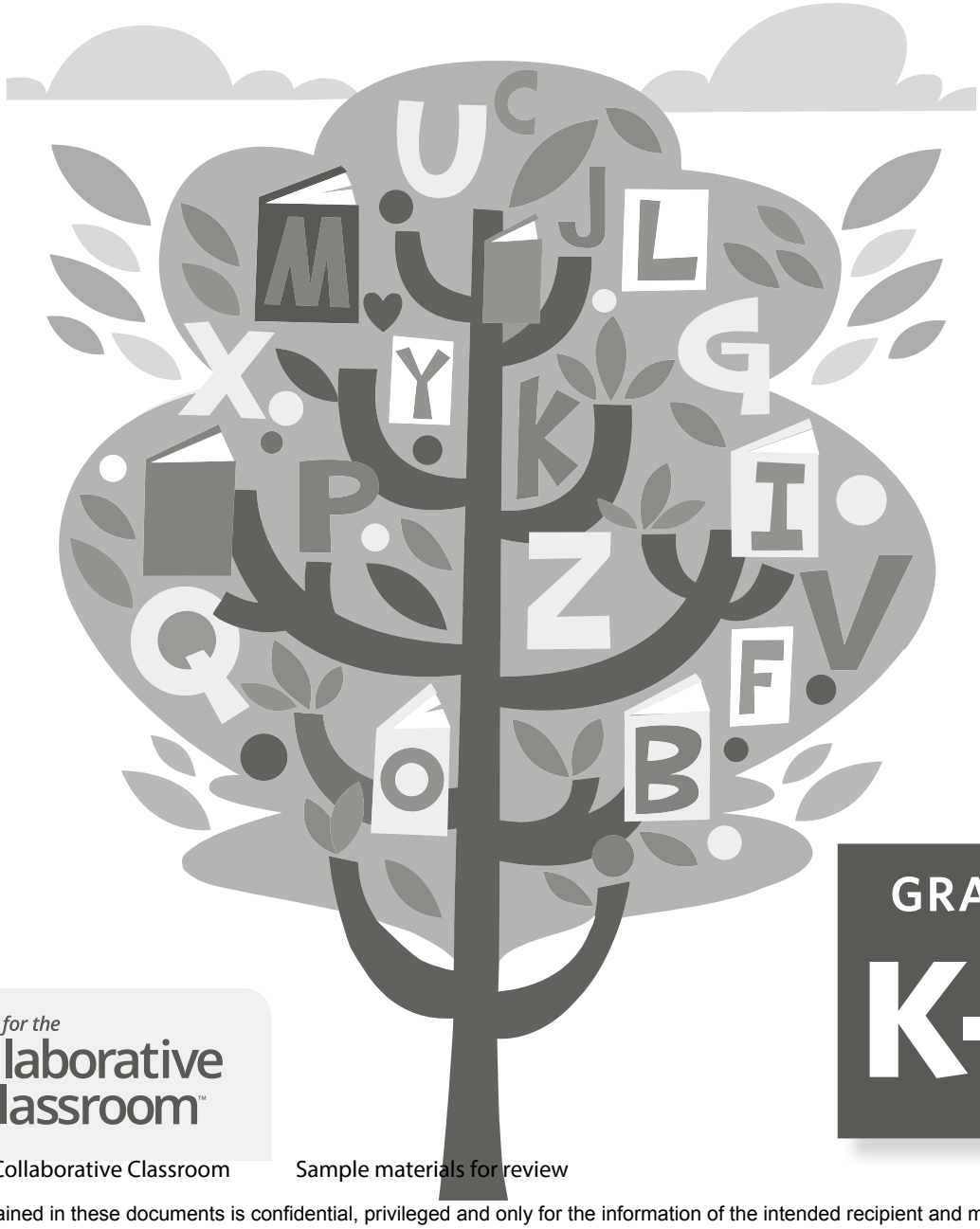
Assessment Resource Book

CCC Collaborative Literacy

Being a Reader™



GRADES
K–2

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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270; fax: (510) 464-3670
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Assessment Overview

The assessments that accompany the *Being a Reader*™ program are designed to help you (1) make informed instructional decisions as you teach the program, and (2) track and evaluate your students' academic growth and social development over time. The *Being a Reader* program provides a comprehensive and flexible set of formative, summative, and placement assessments that enable you to track and evaluate your students' progress and needs in both whole-class and small-group instruction. The table on the next page provides an overview of the assessments used across the program. For descriptions of these assessments, see "Grade-level *Teacher's Manual* Assessments" on page vii and "Small-group Reading Assessments" on page xi.

As you teach the lessons in your grade-level *Teacher's Manual* and the *Small-group Teacher's Manuals*, an assessment icon () will alert you whenever an assessment is suggested. If you are using the *Digital Teacher's Set*, you can select the assessment icon in the *Teacher's Manuals* to open the CCC ClassView™ assessment app.

Everything you need to conduct each assessment, including instructions and forms, can be found in this book or can be accessed through the CCC ClassView app (classview.org). Printable forms are also available on the CCC Learning Hub (ccclearninghub.org).

You may choose to record your students' progress using forms copied from this book or printed from the CCC Learning Hub, or you may choose to enter the information electronically using the CCC ClassView app. For more information, see "CCC ClassView App" on the next page.

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Assessments Across the Program

	Grade K	Grade 1	Grade 2
Grade-level Assessments			
Formative Assessments			
Class Assessments for Independent Work	■	■	■
Independent Work Observation	■	■	■
Independent Work Conferences	■	■	■
Class Assessments for Handwriting	■	■	
Class Assessments for Word Study			■
(Optional) Handwriting Samples	■	■	
Summative Assessments			
Social Skills Assessment	■	■	■
Letter Name Assessment	■		
Word Study Progress Assessments			■
Small-group Reading Assessments			
Placement Assessments			
Placement Assessment for Sets 1–5	■	■	
Placement Assessment for Sets 7–12		■	■
Formative Assessments			
Individual Reading Observation	■	■	■
Group Progress Assessments	■	■	■
Summative Assessments			
Mastery Tests for Sets 1–5	■	■	

■ Assessment provided in *Assessment Resource Book*.

CCC ClassView App

CCC ClassView is an online application that contains all of the same assessment forms and instructions that are included in this *Assessment Resource Book*. This tool enables you to electronically collect, sort, synthesize, and report assessment data for each student. When conducting the assessments, you can enter data directly into the CCC ClassView app and then generate reports on the progress of individual students and the class as a whole.

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You can access the CCC ClassView app by selecting the assessment icons or links in the *Digital Teacher's Set*, by going directly to the app (classview.org), or by clicking the ClassView button on the *Being a Reader* program resources page on the CCC Learning Hub (ccclearninghub.org). For more information about this assessment tool, view the "Using the CCC ClassView App" tutorial (AV22).

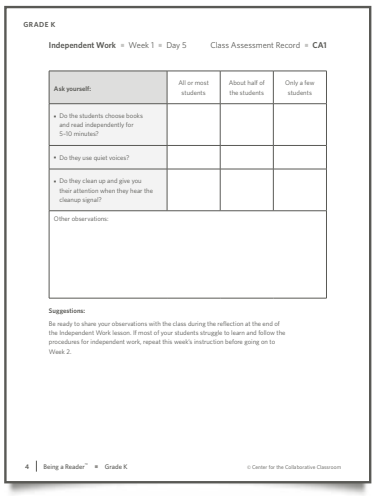
Grade-level *Teacher's Manual* Assessments

The assessments that accompany the grade-level *Teacher's Manuals* include both formative and summative assessments. These assessments enable you to track and evaluate your students' progress and needs across the year.

FORMATIVE ASSESSMENTS

Formative assessments through class observations and conferences with individual students help you reflect on your students' academic and social growth over time to make informed instructional decisions. Formative assessments in the grade-level *Teacher's Manuals* are included in the whole-class Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2) lessons.

Class Assessment (Grades K–2)


GRADE K

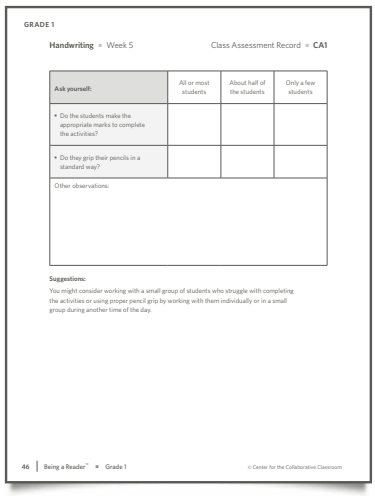
Independent Work ▪ Week 1 ▪ Day 5 Class Assessment Record ▪ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
• Do the students choose books and read independently for 5–10 minutes?			
• Do they use quiet voices?			
• Do they clean up and give you their attention when they hear the cleanup signal?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to learn and follow the procedures for independent work, repeat this week's instruction before going on to Week 2.

4 | Being a Reader™ ▪ Grade K © Center for the Collaborative Classroom


GRADE 1

Handwriting ▪ Week 5 Class Assessment Record ▪ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
• Do the students make the appropriate marks to complete the activities?			
• Do they grip their pencils in a standard way?			
Other observations:			

Suggestions:

You might consider working with a small group of students who struggle with completing the activities or using proper pencil grip by working with them individually or in a small group during another time of the day.

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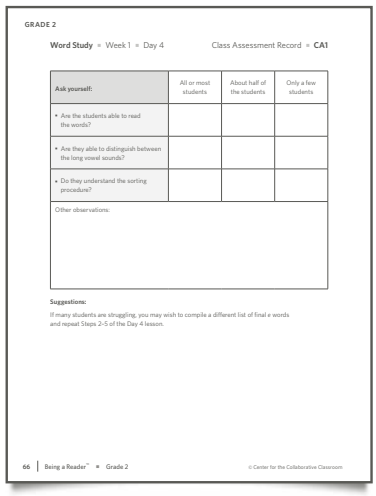
GRADE 2

Word Study ▪ Week 1 ▪ Day 4 Class Assessment Record ▪ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
• Are the students able to read the words?			
• Are they able to distinguish between the long vowel sounds?			
• Do they understand the sorting procedure?			
Other observations:			

Suggestions:

If many students are struggling, you may wish to compile a different list of final *e* words and repeat Steps 2–5 of the Day 4 lesson.

66 | Being a Reader™ ▪ Grade 2 © Center for the Collaborative Classroom

The Class Assessments are designed to help you assess the academic, and sometimes social, performance of the whole class. As you teach the lessons, a Class Assessment Note in the *Teacher's Manual* will alert you when an assessment is suggested. These notes occur about once per week in the Independent Work foundation-setting, Handwriting, and Word Study lessons.

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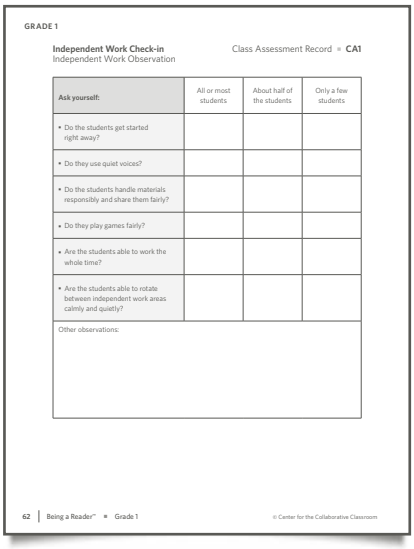
During the Class Assessment, you have the opportunity to randomly observe the students (select strong, average, and struggling students) as you ask yourself questions that focus your observations. Each Class Assessment Note in the *Teacher's Manual* has a corresponding "Class Assessment Record" sheet (CA) where you can record your observations. The record sheet reiterates the suggestions from the *Teacher's Manual* for how to proceed with the instruction based on your observations.

Independent Work Observation (Grades K–2)



GRADE 1

Independent Work Check-in
Independent Work Observation

Class Assessment Record ▪ **CA1**

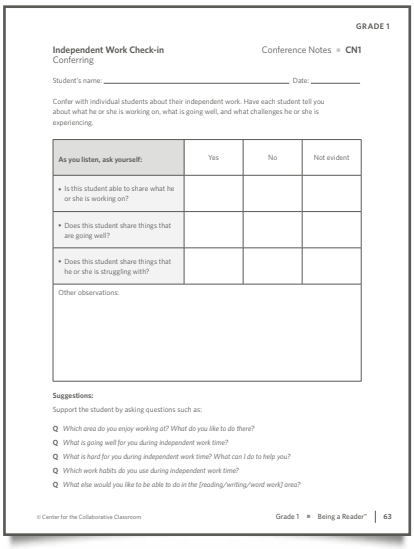
Ask yourself:	All or most students	About half of the students	Only a few students
• Do the students get started right away?			
• Do they use quiet voices?			
• Do the students handle materials responsibly and share them fairly?			
• Do they play games fairly?			
• Are the students able to work the whole time?			
• Are the students able to rotate between independent work areas calmly and quietly?			
Other observations:			

62 | Being a Reader™ ▪ Grade 1 © Center for the Collaborative Classroom

The Independent Work Observation is designed to be completed three times per year to help you assess how well the students are implementing independent work procedures and work habits. Your *Teacher's Manual* will suggest weeks in which to teach this Independent Work Observation check-in lesson.

You can record your observations on the "Independent Work Observation Class Assessment Record" sheet (CA1) associated with the Independent Work Observation check-in lesson (see Appendix B, "Independent Work Resources" in your *Teacher's Manual*). After you complete your observations, you will share them with the students and discuss how the students will continue to improve their work habits.

Independent Work Conference (Grades K–2)



GRADE 1

Independent Work Check-in
Conferring

Conference Notes ▪ **CN1**

Student's name: _____ Date: _____

Confer with individual students about their independent work. Have each student tell you about what he or she is working on, what is going well, and what challenges he or she is experiencing.

As you listen, ask yourself:	Yes	No	Not evident
• Is this student able to share what he or she is working on?			
• Does this student share things that are going well?			
• Does this student share things that he or she is struggling with?			
Other observations:			

Suggestions:

Support the student by asking questions such as:

Q *Which area do you enjoy working at? What do you like to do there?*
Q *What is going well for you during independent work time?*
Q *What is hard for you during independent work time? What can I do to help you?*
Q *Which work habits do you use during independent work time?*
Q *What else would you like to be able to do in the [reading/writing/word work] area?*

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Independent Work Conferences provide you with the opportunity to confer with individual students about their independent work rotations. Your *Teacher's Manual* will suggest times to teach a Conferring check-in lesson (four times per year). Because the Conferring check-in lesson suggests that you hold 5-minute conferences with six students in a 35-minute independent work block, you will likely need at least three consecutive weeks to confer with all the students.

You can document your observations on an "Independent Work Conference Notes" record sheet (CN1). The record sheet provides suggested questions to ask each student and space to record what you discussed.

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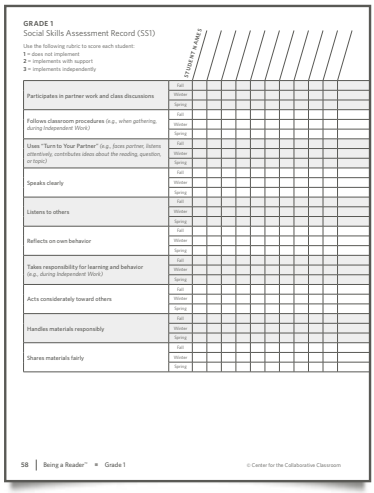
Handwriting Samples (Optional for Grades K–1)

You may decide to collect samples of writing that the students do outside of *Being a Reader* lessons in order to monitor and assess their handwriting. Examining students' authentic writing is one of the best ways to evaluate their handwriting progress. You might additionally keep a record of each student's handwriting progress by collecting the students' work on the review blackline masters (BLM) that are provided every few weeks in the Handwriting lesson sequence. These writing samples can be placed in the students' Individual Assessment folders (see page xviii).

SUMMATIVE ASSESSMENTS

Summative assessments enable you to evaluate and measure the academic or social development of each student. Summative assessments in the grade-level *Teacher's Manuals* include the Social Skills Assessment (grades K–2) and the Word Study Progress Assessments (grade 2).

Social Skills Assessment (Grades K–2)


GRADE 1
Social Skills Assessment Record (SS1)

Use the following rubric to score each student:
1 = does not implement
2 = implements with support
3 = implements independently

STUDENT'S NAMES

Participates in partner work and class discussions	Fall, Winter, Spring
Follows classroom procedures (e.g., when gathering, during Independent Work)	Fall, Winter, Spring
Uses "Turn to Your Partner" (e.g., faces partner, listens attentively, contributes ideas about the reading, question, or topic)	Fall, Winter, Spring
Speaks clearly	Fall, Winter, Spring
Listens to others	Fall, Winter, Spring
Reflects on own behavior	Fall, Winter, Spring
Takes responsibility for learning and behavior (e.g., during Independent Work)	Fall, Winter, Spring
Acts considerately toward others	Fall, Winter, Spring
Handles materials responsibly	Fall, Winter, Spring
Shares materials fairly	Fall, Winter, Spring

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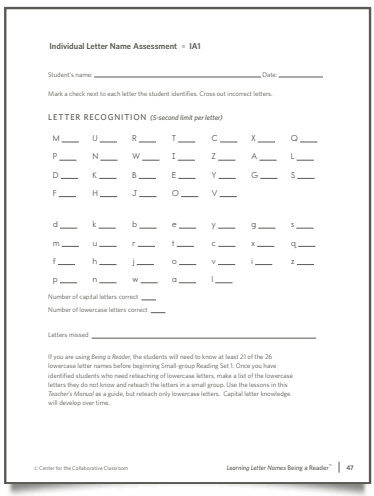
The Social Skills Assessment enables you to assess how well each student is learning and applying the social skills taught in the program. As you teach the Shared Reading or Word Study lessons (depending on your grade-level curriculum), your *Teacher's Manual* will alert you when a Social Skills Assessment is suggested (three times per year). The "Social Skills Assessment Record" sheet (SS1) allows you to track how individual students are doing with specific skills over the course of the year.

Individual Letter Name Assessment (Kindergarten)


Individual Letter Name Assessment • IA1

Student's name: _____ Date: _____

Mark a check next to each letter the student identifies. Cross out incorrect letters.

LETTER RECOGNITION *(5-second limit per letter)*

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

d ___ k ___ b ___ e ___ y ___ g ___ s ___
m ___ u ___ r ___ t ___ c ___ x ___ q ___
f ___ h ___ j ___ o ___ v ___ i ___ z ___
p ___ n ___ w ___ a ___ l ___

Number of capital letters correct ___
Number of lowercase letters correct ___

Letters missed _____

If you are using *Being a Reader*, the students will need to know at least 21 of the 26 lowercase letter names before beginning Small-group Reading Set 1. Once you have identified students who need reteaching of lowercase letters, make a list of the lowercase letters they do not know and reteach the letters in a small group. Use the lessons in this *Teacher's Manual* as a guide, but reteach only lowercase letters. Capital letter knowledge will develop over time.

© Center for the Collaborative Classroom *Learning Letter Names* Being a Reader™ | 47

The Letter Name Assessment is designed to help you decide whether each student is ready to begin Small-group Reading. It is administered after you have taught the Learning Letter Names lessons. (Students need to know 21 lowercase letter names to begin Small-group Reading.) The assessment can also be used in Grade 1 to identify students who need instruction in letter names.

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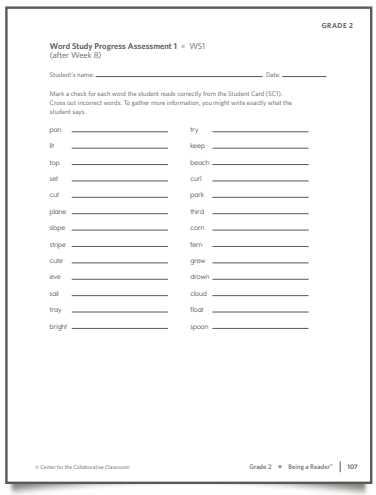
Word Study Progress Assessment (Grade 2)



GRADE 2

Word Study Progress Assessment 1 ▪ WS1
(after Week 8)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the Student Card (SC1). Cross out incorrect words. To gather more information, you might write exactly what the student says.

pan	_____	try	_____
lit	_____	keep	_____
top	_____	beach	_____
set	_____	curl	_____
cut	_____	park	_____
plane	_____	third	_____
slope	_____	corn	_____
stripe	_____	fern	_____
cute	_____	grew	_____
eve	_____	drown	_____
sail	_____	cloud	_____
tray	_____	float	_____
bright	_____	spoon	_____

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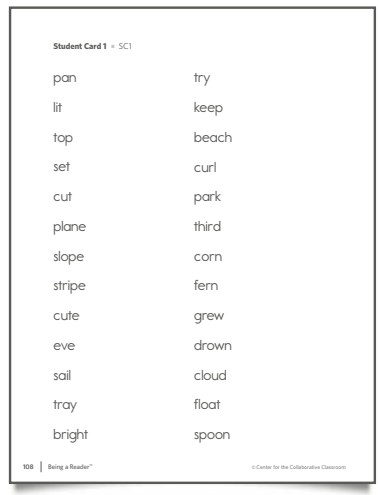

Student Card 1 ▪ SC1

pan	try
lit	keep
top	beach
set	curl
cut	park
plane	third
slope	corn
stripe	fern
cute	grew
eve	drown
sail	cloud
tray	float
bright	spoon

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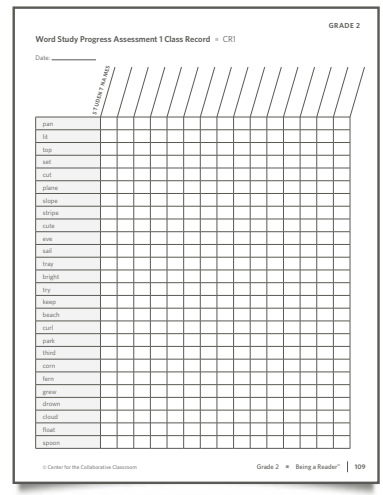

GRADE 2

Word Study Progress Assessment 1 Class Record ▪ CR1

Date: _____

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
pan																				
lit																				
top																				
set																				
cut																				
plane																				
slope																				
stripe																				
cute																				
eve																				
sail																				
tray																				
bright																				
try																				
keep																				
beach																				
curl																				
park																				
third																				
corn																				
fern																				
grew																				
drown																				
cloud																				
float																				
spoon																				

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The Word Study Progress Assessments are designed to help you assess how well each student is able to apply word study strategies to a list of words. As you teach the Word Study lessons, a Word Study Progress Assessment Note will alert you when the assessments are suggested (three times per year).

Each Word Study Progress Assessment Note in the grade 2 *Teacher's Manual* has a corresponding "Word Study Progress Assessment" record (WS) and "Word Study Progress Assessment Student Card" (SC). In this individual assessment, you record whether the student reads each word correctly or incorrectly. Compiling the class's results on the "Word Study Progess Assessment Class Record" sheet (CR) will help you monitor and evaluate how well the class as a whole is doing in applying word study strategies. The "Word Study Progress Assessment Class Record" sheet allows you to easily see whether the whole class, a smaller group, or individual students might benefit from reteaching.

Spelling Tests (Grade 2)

Spelling tests (in most weeks of Weeks 12-24 of Word Study) are made up of eight words selected from the previous week's instruction. The tests in Weeks 25-29 focus on irregular high-frequency words. The spelling tests allow you to monitor how well the students are applying what they learn in Word Study to their spelling. (For example, you may find that many students are having difficulty adding inflectional endings to words with final *e* spellings.) Record sheets are not provided, as these are not formal assessments. Keep in mind that students' spelling in their independent writing is the best indication of their spelling knowledge. If you decide to forgo the Word Study spelling test suggested on Day 4, do teach the guided spelling on Day 1 of each week as a review of the previous week's learning.

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Small-group Reading Assessments

PLACEMENT ASSESSMENTS

Placement assessments help you identify students' reading levels for small-group reading instruction. We suggest that you do not begin assessing students for small groups until the third or fourth week of the school year. This will give the students an opportunity to reactivate learning from the previous year and adjust to classroom routines, resulting in more accurate placement.

Placement Assessment for Small-group Reading Sets 1–5

The Placement Assessment for Small-group Reading Sets 1–5 measures (1) each student's use of spelling-sound correspondences to read decodable words, and (2) each student's knowledge of letters and high-frequency words. On the "Small-group Placement Assessment" record (PA), you can record whether the student reads each word, sound, or letter correctly or incorrectly and determine whether or not to continue on to the next section. Note that there are two versions of this assessment, because the guidance for placing students in grades K–1 is different from the guidance for grade 2.

If the student is placed in Set 3 or above, use the Individual Reading Observation to help guide placement (see "Individual Reading Observation [Grades K–2]" on page xvi). Keep in mind that day-to-day performance in an instructional setting is the best indicator of appropriate placement. After two or three weeks of instruction, you may want to reconsider the placement of some students, if necessary.

Placement Assessment for Small-group Reading Sets 7–12

The Placement Assessment for Small-group Reading Sets 7–12 is designed to help you group students for instruction in these Sets. You can also use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to identify the students' instructional reading level. See the chart on page xiii for guidance for placing students in *Being a Reader* Sets 6–12. You may want to use the assessment again during the year to help you reevaluate placement decisions and to determine whether a student is ready to move on to the next set.

You may want to use the Individual Reading Observation to help guide placement (see "Individual Reading Observation [Grades K–2]" on page xvi). Keep in mind that day-to-day performance in an instructional setting is the best indicator of appropriate placement. After two or three weeks of instruction, you may want to reconsider the placement of some students, if necessary.

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Administering Placement Assessments

Kindergarten

When you and the students are ready to begin Small-group Reading, administer the Placement Assessment for Small-group Reading Sets 1–5 to individual students to identify their reading levels. Sets 1–4 are provided with grade-level materials. If a student tests into Set 5, you will need to acquire the *Small-group Teacher's Manual* and texts for Set 5. Visit collaborativeclassroom.org/being-a-reader for more information.

Grade 1

When you and the students are ready to begin Small-group Reading, administer the Placement Assessment for Small-group Reading Sets 1–5 to individual students to identify their reading levels. If a student tests below Set 4, you will need to acquire the *Small-group Teacher's Manual* and texts for that level. For more information, visit collaborativeclassroom.org/being-a-reader.

If a student tests out of Sets 1–5 at the beginning of the year, use the Placement Assessment for Sets 7–12 or another assessment to identify the student's level for Small-group Reading Sets 6–12.

During the year, after the students have passed the Mastery Test at the end of Set 5, they will follow one of two pathways into Small-group Reading Sets 6–12:

- For those students who are ready, use the Placement Assessment for Small-group Reading Sets 7–12 or another assessment to identify their reading levels for Small-group Reading. (See the "Reading Levels Correlation" chart on page xiii.)
- For those students who are still struggling (particularly with fluency), place them into Set 6. When they have completed Set 6, use an assessment to identify their reading levels for Small-group Reading. If a student completes Set 6 and is not ready for Set 7 instruction, consider repeating Set 5 instruction or evaluating the student for intervention.

Grade 2

When you and the students are ready to begin Small-group Reading, use the Placement Assessment for Sets 7–12 or another assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* with individual students to identify their reading levels for Small-group Reading. (See the "Reading Levels Correlation" chart on the next page.)

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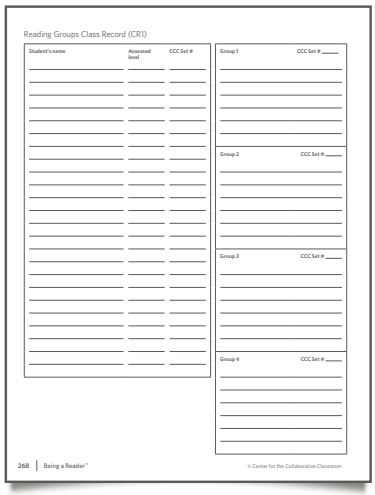
If a student tests below Set 6, administer the placement assessments for Small-group Reading Sets 1-5. You will then need to acquire the *Small-group Teacher's Manual* and texts for the student's level. Visit collaborativeclassroom.org/being-a-reader for more information.

Forming and Managing Small Groups


Reading Groups Class Record (CR1)

Student's name | Assessed level | CCC Set #

Group 1 CCC Set # _____

Group 2 CCC Set # _____

Group 3 CCC Set # _____

Group 4 CCC Set # _____

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After administering the placement assessments, record the students' names and reading levels from the lowest level to the highest level on the "Reading Groups Class Record" sheet (CR1; see page 326). If you have more than 24 students, you may need to use an additional sheet.

The Placement Assessment for Sets 1-5 will tell you where to place students in those sets. For Sets 6-12, refer to the "Reading Levels Correlation" chart below to identify your students' reading levels.

For *Being a Reader* Sets 6-12 small groups, we recommend that students be placed where they are able to read a text with 98-100 % accuracy. The rigorous instruction requires that they read with a high degree of accuracy and, starting in Set 9, that they read some sections of the text independently.

Reading Levels Correlation

Fountas & Pinnell Benchmark Assessment System	*Developmental Reading Assessment®*	Teachers College Reading and Writing Project's *Running Records Assessment*	CCC Small-group Reading Set
I	16	H	5
J	18	I	6
K	20	J	7
L	24	K	8
M	28	L	9
N	30	M	10
O	34	N	11
P	38	O	12

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We acknowledge that there is wide variation in the number of students in each class and the amount of time available for instruction. Small-group Reading lessons are designed for classrooms with four reading groups of six students each that meet three times a week. You will need to decide how many reading groups to have, how many students to place in each group, and how many times to meet with a group each week based on the needs of the students. Keep in mind the following considerations:

- While it may be tempting to form a group for each reading level, this will likely result in so many reading groups that you will be unable to meet with each group a sufficient number of times each week. Here are some tips for limiting the number of reading groups:
  - **If the number of reading levels in your class is greater than the number of reading groups you would like to have**, consider grouping students at two consecutive reading levels together, and instruct them at the lower of the two levels. This may seem counterintuitive, but there are almost always differences among students at the same reading level. While students' reading skills can be strengthened by reading and discussing texts below their reading level, it is less likely that students will benefit from attempting to read and discuss texts above their reading level.
  - **If a student's reading level falls somewhere between the levels of two reading groups**, place the student in the lower of the two groups.
  - **If a student's reading level is below the level of your lowest reading group**, consider asking another student, a teacher aide, or an adult volunteer to read the text for that group aloud to the student during or prior to the lesson. Then invite that student to participate in the discussion.
  - **If a student's reading level is far below the level of your lowest reading group**, this student may require intervention.
  - **If a student's reading level is far above the level of your highest reading group**, place the student in your highest reading group to give him opportunities to participate in group discussions and to enhance his fluency and comprehension skills. Have the student read texts at his reading level independently, and meet with him regularly to discuss the text and to assess his comprehension.

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- In addition to considering the number of reading groups in your classroom, consider the number of students in each group. If there are too many students in a group, you will not be able to regularly observe the students as they read and provide individualized support. Moreover, the discussions will be more challenging for you to facilitate and for the students to participate in. If there are too few students in a group, the discussions will not have the benefit of a wide range of thoughts and perspectives. Here are some tips for optimizing the number of students in each group:
  - If there are more than six students at a particular reading level, create two reading groups. One group can be composed of the students who will be ready to move on to the next leveled set relatively soon, and the other group can be made up of the students who will need to spend more time at this level.
  - If you have more than six students in a reading group, borrow additional copies of the book from another teacher or from your school or local library so that each student can have a copy, or have a pair of students share a single copy of the book.
- Students learn and progress at different rates, so you may find it necessary to move an individual student into a higher or lower reading group. Consider the following:
  - If you think a student is ready to move to a higher reading group, continue instructing the student at her current reading level until the next higher reading group moves on to the next leveled set. This will ensure that the student does not miss a lesson with her new reading group. You may want to use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to help you decide whether the student is indeed ready to move to a higher reading level.
  - If a student has completed all the lessons in a set and is not yet ready to move on, you might place the student in the next lower reading group. Alternatively, if another group is ready to begin instruction at the student's current level, you might move the student into that group and have him repeat the same lessons. If the student continues to struggle, you might consider evaluating him for intervention.

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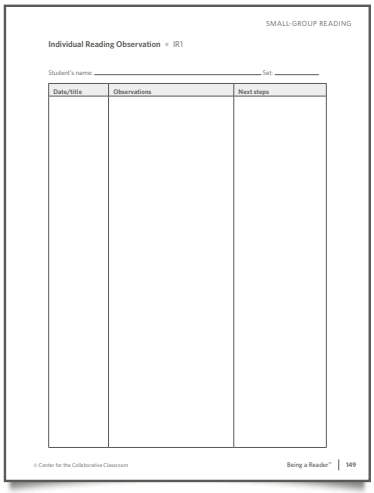
FORMATIVE ASSESSMENTS

Individual Reading Observation (Grades K–2)


SMALL-GROUP READING

Individual Reading Observation ▪ IR1

Student's name: _____ Set: _____

Date/title	Observations	Next steps

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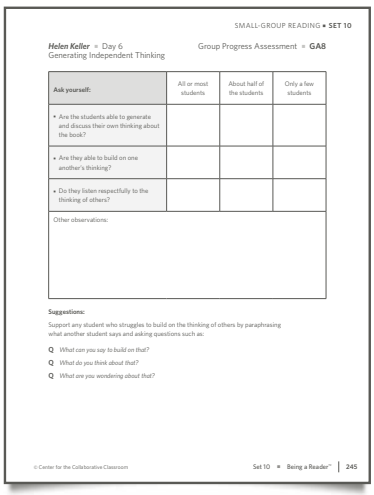
Individual Reading Observations provide you with the opportunity to listen to and observe individual students as they read quietly to themselves or with their partners. As you teach the Small-group Reading lessons, an Individual Reading Observation Note will alert you when an observation is suggested. These notes occur every other week in Sets 3–5 and once or twice during each three-day sequence of lessons in Sets 6–12, which should allow you to observe each student about once every two to three weeks.

For each set, you can record your observations and ideas about next steps on an "Individual Reading Observation" sheet (IR1) for each student. For more information, see "Completing the Individual Reading Observation" on page 194. For additional support, view "Listening to Students Read" (AV16).

Group Progress Assessment


SMALL-GROUP READING ▪ SET 10

Helen Keller ▪ Day 6
Generating Independent Thinking

Group Progress Assessment ▪ GA8

Ask yourself:	All or most students	About half of the students	Only a few students
• Are the students able to generate and discuss their own thinking about the book?			
• Are they able to build on one another's thinking?			
• Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to build on the thinking of others by paraphrasing what another student says and asking questions such as:

Q *What can you say to build on that?*
Q *What do you think about that?*
Q *What are you wondering about that?*

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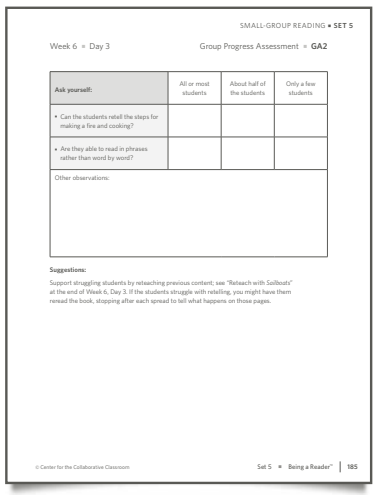
SMALL-GROUP READING ▪ SET 5

Week 6 ▪ Day 3

Group Progress Assessment ▪ GA2

Ask yourself:	All or most students	About half of the students	Only a few students
• Can the students retell the steps for making a fire and cooking?			
• Are they able to read in phrases rather than word by word?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with Sailboats" at the end of Week 6, Day 3. If the students struggle with retelling, you might have them reread the book, stopping after each spread to tell what happens on those pages.

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The Group Progress Assessment is designed to help you determine how well the group is applying the strategy or strategies being taught in the Small-group Reading lesson. As you teach the Small-group Reading lessons, a Group Progress Assessment Note will alert you when an assessment is suggested. These notes occur once every four weeks in Sets 1–5 and once or twice during each three-day sequence of lessons in Sets 6–12.

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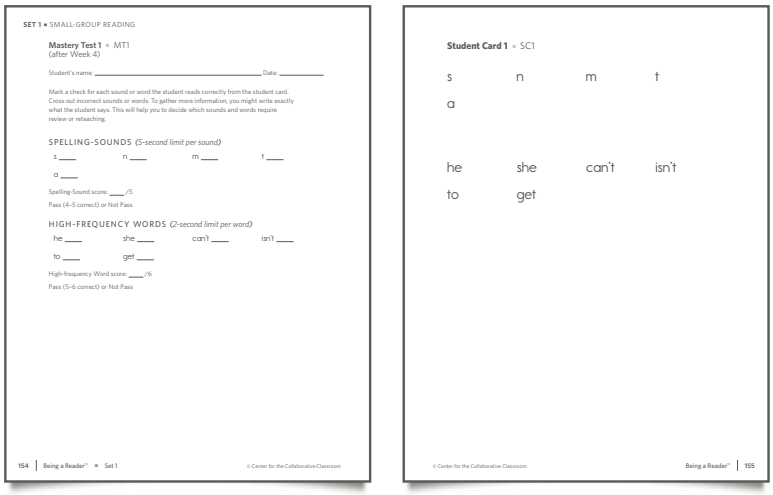
The Group Progress Assessment provides you with the opportunity to observe the group as you ask yourself questions that focus your observations. Each Group Progress Assessment Note in the *Small-group Teacher's Manual* has a corresponding "Group Progress Assessment" sheet (GA), where you can record your observations. The sheet reiterates the suggestions from the Group Progress Assessment Note for how to proceed with the instruction based on your observations.

SUMMATIVE ASSESSMENTS

Mastery Tests for Small-group Reading Sets 1–5



SET 1 • SMALL-GROUP READING

Mastery Test 1 ▪ MT1
(after Week 4)

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card. Cross out incorrect sounds or words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

SPELLING-SOUNDS *(5-second limit per sound)*

s ___ n ___ m ___ t ___
a ___

Spelling-Sound score: ___ /5
Pass (4–5 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

he ___ she ___ can't ___ isn't ___
to ___ get ___

High-frequency Word score: ___ /6
Pass (5–6 correct) or Not Pass

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Student Card 1 ▪ SC1

s n m t
a

he she can't isn't
to get

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The Mastery Tests are designed to assess how well individual students are learning the spelling-sounds, phonics patterns, and high-frequency words taught in Small-group Reading Sets 1–5. As you teach the Small-group Reading lessons, a Mastery Test Assessment Note will alert you when an assessment is suggested. These notes occur once every four weeks.

The Mastery Tests allow you to determine whether individual students have mastered the content of the preceding four weeks. The students can pass each mastery test by reading approximately 80 percent of the material on the "Mastery Test Student Card" (SC) correctly. Each Mastery Test Assessment Note has a corresponding "Mastery Test" record (MT), which will help you determine whether the student has achieved at least 80 percent on each portion of the test.

Summative Assessments for Small-group Reading Sets 6–12

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor each student's progress and to evaluate

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how the student's progress compares to grade-level expectations. See the "Grade-level Expectations for Reading" chart below for general guidelines for grade-level goals, which should be adjusted based on your judgment.

Grade-level Expectations for Reading

		Meets or Exceeds Expectations	Approaches Expectations	Does Not Meet Expectations
Grade K	Beginning of year	Set 1+	N/A	N/A
	Middle of year	Set 2+	Set 1	N/A
	End of year	Complete Set 3	Set 2	Set 1
Grade 1	Beginning of year	Set 3+	Set 2	Set 1
	Middle of year	Set 4	Set 4	Set 2
	End of year	Complete Set 5	Set 4+	Set 3
Grade 2	Beginning of year	Set 6, 7	Set 5	Set 3
	Middle of year	Set 8+	Set 7	Set 5
	End of year	Complete Set 10	Set 8	Set 6

Individual Assessment Folders

We recommend that you create a folder for each student in which to store the student's personalized assessment records. Periodically, you can use the materials in the folder to discuss the student's progress with the student, as well as with the student's parents and other adults in the school. The folders can travel to the next grade with the students.

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Grade-level *Teacher's Manual* Assessments

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Grade K

Week 1 Assessment 4
Week 2 Assessment 5
Week 3 Assessment 6
Week 4 Assessment 8
Week 5 Assessment 10
Week 6 Assessments 12
Week 7 Assessment 14
Week 8 Assessment 15
Week 9 Assessment 16
Week 11 Assessment 17
Week 12 Assessment 18
Week 13 Assessment 19
Week 15 Assessment 20
Week 16 Assessment 21
Week 18 Assessment 22
Week 19 Assessment 23
Week 20 Assessment 24
Week 22 Assessment 25
Week 23 Assessment 26
Week 24 Assessment 27
Week 26 Assessment 28
Week 27 Assessment 29
Social Skills Assessment 31
Independent Work Check-in Assessments 35

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Independent Work ■ Week 1 ■ Day 5 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students choose books and read independently for 5–10 minutes?			
▪ Do they use quiet voices?			
▪ Do they clean up and give you their attention when they hear the cleanup signal?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to learn and follow the procedures for Independent Work, repeat this week's instruction before going on to Week 2.

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Independent Work ■ Week 2 ■ Day 5 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students engage in word work for 5–10 minutes?			
▪ Do the students read independently for at least 10 minutes?			
▪ Do they handle the books and materials responsibly?			
▪ Do they share the books and materials fairly?			
▪ Do they need more support to develop any of the work habits on the "Ways We Work on Our Own" chart?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to learn the procedures for Independent Work or read and do word work independently for about 10 minutes, repeat this week's instruction before going on to Week 3.

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Independent Work ▪ Week 3 ▪ Day 4 Class Assessment Record ▪ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Is the student talk largely on task?			
▪ Do the students use their other independent work habits?			
Independent Writing			
▪ Do the students get started writing right away?			
▪ Do the students sit in their seats and draw/write for at least 5–10 minutes?			
Independent Word Work			
▪ Do the students get started working right away?			
▪ Do the students do word work for at least 10–15 minutes?			

(continues)

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Independent Work ■ Week 3 ■ Day 4 Class Assessment Record ■ **CA1**

(continued)

Ask yourself:	All or most students	About half of the students	Only a few students
Independent Reading			
▪ Do the students get started reading right away?			
▪ Do the students read for at least 10–15 minutes?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use the work habits consistently and sustain independent writing, reading, and word work for the full amount of time, repeat this week's instruction before going on to Week 4.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use their independent work habits consistently?			
▪ Is their talk largely on task and at a reasonable volume?			
Independent Writing			
▪ Do the students write independently in their seats for at least 10 minutes?			
Independent Reading			
▪ Do the students read independently in their seats for at least 15 minutes?			
▪ Do the students visit the reading area, exchange books, and read responsibly for the entire time?			

(continues)

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Independent Work ■ Week 4 ■ Day 5 Class Assessment Record ■ **CA1**

(continued)

Ask yourself:	All or most students	About half of the students	Only a few students
Independent Word Work			
▪ Do the students do word work independently in their seats for at least 15 minutes?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of the students struggle to use their work habits consistently and to work independently in each of the three areas for about 15 minutes, repeat this week's instruction before going on to Week 5.

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Independent Work ■ Week 5 ■ Day 5 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
Rotations			
▪ Do the students move from one work area to another calmly and responsibly?			
▪ Do they clean up the work areas on their own?			
Independent Writing			
▪ Do the students manage their own learning and behavior in the writing area?			
Independent Reading			
▪ Do the students manage their own learning and behavior in the reading area?			

(continues)

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Independent Work ■ Week 5 ■ Day 5 Class Assessment Record ■ **CA1**

(continued)

Ask yourself:	All or most students	About half of the students	Only a few students
Independent Word Work			
▪ Do the students manage their own learning and behavior in the word work area?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of the students struggle to use the work habits consistently and to work independently in each area for about 15 minutes, repeat this week's instruction before going on to Week 6.

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Independent Work ■ Week 6 ■ Day 5 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
Rotations			
▪ Do the students manage transitions smoothly each time they rotate?			
Independent Word Work			
▪ Do they manage their own learning and behavior in the word work area?			
Independent Writing			
▪ Do they manage their own learning and behavior in the writing area?			
Independent Reading			
▪ Do they manage their own learning and behavior in the reading area?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of the students struggle to use the work habits consistently and to rotate to and work independently in each area for about 15 minutes, repeat this week's instruction before continuing on.

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Handwriting ■ Week 6 Class Assessment Record ■ **CA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make the appropriate marks to complete the activities?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with completing the activities or using proper pencil grip by working with them individually or in a small group during another time of the day.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 8 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 9 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 11 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 13 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 16 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters and punctuation mark?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 19 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 22 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 24 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 27 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters and punctuation mark?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Social Skills Assessment

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GRADE K

Social Skills Assessment Record (SS1)

Use the following rubric to score each student:

1 = does not implement
2 = implements with support
3 = implements independently

		STUDENT NAMES										
Participates in partner work and class discussions	Fall											
	Winter											
	Spring											
Follows classroom procedures *(e.g., when gathering, during Independent Work)*	Fall											
	Winter											
	Spring											
Uses "Turn to Your Partner" *(e.g., faces partner, listens attentively, contributes ideas about the reading, question, or topic)*	Fall											
	Winter											
	Spring											
Speaks clearly	Fall											
	Winter											
	Spring											
Listens to others	Fall											
	Winter											
	Spring											
Reflects on own behavior	Fall											
	Winter											
	Spring											
Takes responsibility for learning and behavior *(e.g., during Independent Work)*	Fall											
	Winter											
	Spring											
Acts considerately toward others	Fall											
	Winter											
	Spring											
Handles materials responsibly	Fall											
	Winter											
	Spring											
Shares materials fairly	Fall											
	Winter											
	Spring											

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STUDENT NAMES																					
																					Fall
																					Winter
																					Spring
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Independent Work Check-in Assessments

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Independent Work Check-in
Independent Work Observation

Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students get started right away?			
▪ Do they use quiet voices?			
▪ Do the students handle materials responsibly and share them fairly?			
▪ Do they play games fairly?			
▪ Are the students able to work the whole time?			
▪ Are the students able to rotate between independent work areas calmly and quietly?			
Other observations:			

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Independent Work Check-in
Conferring

Conference Notes ■ **CN1**

Student's name: _____ Date: _____

Confer with individual students about their independent work. Have each student tell you about what he or she is working on, what is going well, and what challenges he or she is experiencing.

As you listen, ask yourself:	Yes	No	Not evident
▪ Is this student able to share what he or she is working on?			
▪ Does this student share things that are going well?			
▪ Does this student share things that he or she is struggling with?			
Other observations:			

Suggestions:

Support the student by asking questions such as:

Q *Which area do you enjoy working at? What do you like to do there?*

Q *What is going well for you during independent work time?*

Q *What is hard for you during independent work time? What can I do to help you?*

Q *Which work habits do you use during independent work time?*

Q *What else would you like to be able to do in the [reading/writing/word work] area?*

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Grade 1

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Independent Work ■ Week 1 ■ Day 5 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use their independent work habits consistently?			
▪ Do the students follow the cleanup procedures?			
Independent Word Work			
▪ Do the students engage in word work for the entire time?			
▪ Do the students handle the materials responsibly?			
▪ Do the students share the materials fairly?			

(continues)

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Independent Work ■ Week 1 ■ Day 5 Class Assessment Record ■ **CA1**

(continued)

Ask yourself:	All or most students	About half of the students	Only a few students
Independent Reading			
▪ Do the students read for the entire time?			
▪ Do the students handle the books responsibly?			
▪ Do the students share the books fairly?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently and to work independently for about 10 minutes, repeat this week's instruction before going on to Week 2.

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Independent Work ■ Week 2 ■ Day 5 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use quiet voices?			
▪ Do the students engage with the activities appropriately?			
▪ Is the overall noise level reasonable? Is the student talk largely on task?			
Independent Writing			
▪ Do the students get started right away?			
▪ Do the students choose and write/draw about a topic?			
▪ Do the students write for 10 minutes?			
Independent Reading			
▪ Do the students get started right away?			
▪ Do the students read for 15 minutes?			

(continues)

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Independent Work ■ Week 2 ■ Day 5 Class Assessment Record ■ **CA1**

(continued)

Ask yourself:	All or most students	About half of the students	Only a few students
Independent Word Work			
▪ Do the students get started right away?			
▪ Do the students do word work for 15 minutes?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently, to read and do word work independently for about 15 minutes, and to write independently for about 10 minutes, repeat this week's instruction before going on to Week 3.

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Independent Work ■ Week 3 ■ Day 5 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use their independent work habits consistently?			
▪ Is the student talk largely on task and at a reasonable volume?			
Independent Writing			
▪ Do the students write independently for the whole time?			
Independent Reading			
▪ Do the students read independently for the whole time?			
Independent Word Work			
▪ Do the students do word work independently for the whole time?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently or to work independently for about 15 minutes, repeat this week's instruction before going on to Week 4.

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Independent Work ■ Week 4 ■ Day 5 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
Rotations			
▪ Do the students manage the transitions each time they rotate?			
Independent Writing			
▪ Do the students manage their own learning and behavior in the writing area?			
Independent Reading			
▪ Do the students manage their own learning and behavior in the reading area?			
Independent Word Work			
▪ Do the students manage their own learning and behavior in the word work area?			
Other observations:			

Suggestions:

Take note of which independent work habits need additional attention and practice and be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to manage their own learning and behavior in the work areas for 10–15 minutes or to manage the transitions as they rotate, repeat this week's instruction before going on to Week 5.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students make the appropriate marks to complete the activities?			
▪ Do they grip their pencils in a standard way?			
Other observations:			

Suggestions:

You might consider working with a small group of students who struggle with completing the activities or using proper pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 6 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students form the letters properly?			
▪ Do they form letters that rest on the line and are appropriately sized?			
▪ Do they grip their pencils in a standard way?			
Other observations:			

Suggestions:

You might consider working with a small group of students who struggle with letter formation and/or pencil grip during another time of the day.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 9 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 12 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters and punctuation marks?			
▪ Do they form letters and marks that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter and mark formation, space between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 14 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 17 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

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Social Skills Assessment

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GRADE 1

Social Skills Assessment Record (SS1)

Use the following rubric to score each student:

1 = does not implement
2 = implements with support
3 = implements independently

		STUDENT NAMES										
Participates in partner work and class discussions	Fall											
	Winter											
	Spring											
Follows classroom procedures *(e.g., when gathering, during Independent Work)*	Fall											
	Winter											
	Spring											
Uses "Turn to Your Partner" *(e.g., faces partner, listens attentively, contributes ideas about the reading, question, or topic)*	Fall											
	Winter											
	Spring											
Speaks clearly	Fall											
	Winter											
	Spring											
Listens to others	Fall											
	Winter											
	Spring											
Reflects on own behavior	Fall											
	Winter											
	Spring											
Takes responsibility for learning and behavior *(e.g., during Independent Work)*	Fall											
	Winter											
	Spring											
Acts considerately toward others	Fall											
	Winter											
	Spring											
Handles materials responsibly	Fall											
	Winter											
	Spring											
Shares materials fairly	Fall											
	Winter											
	Spring											

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STUDENT NAMES																					
																					Fall
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Independent Work Check-in Assessments

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Independent Work Check-in
Independent Work Observation

Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students get started right away?			
▪ Do they use quiet voices?			
▪ Do the students handle materials responsibly and share them fairly?			
▪ Do they play games fairly?			
▪ Are the students able to work the whole time?			
▪ Are the students able to rotate between independent work areas calmly and quietly?			
Other observations:			

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Independent Work Check-in
Conferring

Conference Notes ■ **CN1**

Student's name: _____ Date: _____

Confer with individual students about their independent work. Have each student tell you about what he or she is working on, what is going well, and what challenges he or she is experiencing.

As you listen, ask yourself:	Yes	No	Not evident
▪ Is this student able to share what he or she is working on?			
▪ Does this student share things that are going well?			
▪ Does this student share things that he or she is struggling with?			
Other observations:			

Suggestions:

Support the student by asking questions such as:

Q *Which area do you enjoy working at? What do you like to do there?*

Q *What is going well for you during independent work time?*

Q *What is hard for you during independent work time? What can I do to help you?*

Q *Which work habits do you use during independent work time?*

Q *What else would you like to be able to do in the [reading/writing/word work] area?*

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to read the words?			
▪ Are they able to distinguish between the long vowel sounds?			
▪ Do they understand the sorting procedure?			
Other observations:			

Suggestions:

If many students are struggling, you may wish to compile a different list of final *e* words and repeat Steps 2–5 of the Day 4 lesson.

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Independent Work ■ Week 1 ■ Day 5 Class Assessment Record ■ **CA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use their independent work habits consistently?			
▪ Is their talk largely on task and at a reasonable volume?			
▪ Do they follow the cleanup procedures?			
Independent Writing			
▪ Are the students engaged in choosing topics and writing?			
Independent Reading			
▪ Are the students engaged in choosing books and reading?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently and to work independently for about 10 minutes, repeat this week's instruction before going on to Week 2.

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Word Study ■ Week 2 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to read the words?			
▪ Do they understand the concept of grouping by similarity?			
▪ Are they able to sort into established categories?			
Other observations:			

Suggestions:

If many students have difficulty with sorting into categories, you might create a simple sort based on meaning. Repeat the sorting procedure you used on Day 3 to clarify. (For example, you might use these categories and words—animals: *cat*, *dog*, *mouse*, *rabbit*; buildings: *house*, *school*, *apartment*; foods: *bread*, *apple*, *cheese*, *carrot*.)

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Word Study ■ Week 2 ■ Day 4 Class Assessment Record ■ **CA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students understand the recording procedure?			
▪ Are they able to copy the words into the columns?			
▪ Are they able to work independently to complete the recording?			
Other observations:			

Suggestions:

Support any student who struggles to record the sort by reviewing the categories and the procedure for copying.

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Independent Work ■ Week 2 ■ Day 5 Class Assessment Record ■ **CA3**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students handle materials responsibly and share them fairly?			
▪ Is the overall noise level reasonable? Is the student talk largely on task?			
Independent Writing			
▪ Do the students get started writing right away?			
▪ Do they write for 15 minutes?			
Independent Reading			
▪ Do the students get started reading right away?			
▪ Do they read for 15 minutes?			

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Independent Work ■ Week 2 ■ Day 5 Class Assessment Record ■ **CA3**

(continued)

Ask yourself:	All or most students	About half of the students	Only a few students
Independent Word Work			
▪ Do the students get started working right away?			
▪ Do they work for 10 minutes?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently, to read and write independently for about 15 minutes, and to do word work independently for about 10 minutes, adapt and repeat this week's instruction before going on to Week 3.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the pairs able to work together to sort the words?			
▪ Are they able to sort the words into the identified groups?			
▪ Are they able to record the sort and name their categories?			
Other observations:			

Suggestions:

If many students are having difficulty, signal for attention and review the "Word Sort Steps" chart. To provide additional support, you might sort a few of the words as a class, using the "Week 3, Day 4 Sort" activity (WA3).

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Independent Work ■ Week 3 ■ Day 5 Class Assessment Record ■ **CA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Is the student talk largely on task and at a reasonable volume?			
Independent Writing			
▪ Do the students write independently for 15–20 minutes?			
▪ Do they use their work habits consistently during independent writing?			
Independent Reading			
▪ Do the students read independently for 15–20 minutes?			
▪ Do they use their work habits consistently during independent reading?			

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Independent Work ■ Week 3 ■ Day 5 Class Assessment Record ■ **CA2**

(continued)

Ask yourself:	All or most students	About half of the students	Only a few students
Independent Word Work			
▪ Do the students do word work independently for 15 minutes?			
▪ Do they use their work habits consistently during independent word work?			
▪ Do the students play word work games fairly?			
Other observations:			

Suggestion:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently or to work independently for about 15 minutes, adapt and repeat this week's instruction before going on to Week 4.

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Word Study ■ Week 4 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to work together to sort the words?			
▪ Are they able to name their categories?			
Other observations:			

Suggestions:

If many students are having difficulty working together, signal for attention and review the "Word Sort Steps" chart. If the students are having difficulty sorting, you might sort a few words as a class using the "Week 4, Day 3 Sort" activity (WA4).

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Independent Work ■ Week 4 ■ Day 5 Class Assessment Record ■ **CA2**

Ask yourself:	All or most students	About half of the students	Only a few students
Rotations			
▪ Do the students manage the transitions each time they rotate?			
Independent Writing			
▪ Are most of the students managing their own learning and behavior in the writing area?			
Independent Reading			
▪ Are most of the students managing their own learning and behavior in the reading area?			
Independent Word Work			
▪ Are most of the students managing their own learning and behavior in the word work area?			
Other observations:			

(continues)

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Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to manage their own learning and behavior in the work areas for 15–20 minutes or to manage the transitions as they rotate, adapt and repeat this week's instruction before going on to Week 5. If only a few students struggle, you might meet with them separately to review work habits.

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Word Study ■ Week 5 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to work together to sort the words?			
▪ Do they refer to the whole-class sort when necessary?			
▪ Are they able to name their categories?			
Other observations:			

Suggestions:

If many students are having difficulty with the procedure, signal for attention and review the "Word Sort Steps" chart. If the students are having difficulty sorting, you might sort a few words as a class using the "Week 5, Day 4 Sort" activity (WA4).

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Word Study ■ Week 6 ■ Day 4 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students understand how to build the words?			
▪ Are the students able to keep the letter tiles organized and find the correct letters to build the words?			
Other observations:			

Suggestions:

If many students are having difficulty with the procedure, signal for attention and review how to build words with the letter tiles using the "Week 6, Day 4 'Build That Word' " activity (WA4).

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Word Study ■ Week 7 ■ Day 2 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate ideas and start sorting?			
▪ Are they able to work together to sort the words?			
▪ Do their categories make sense?			
Other observations:			

Suggestions:

If many students are having difficulty, signal for attention and have a few volunteers share how they are sorting. You might use the "Week 7, Day 1 Sort" activity (WA2) to demonstrate different ways to sort.

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Word Study ■ Week 8 ■ Day 2 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate ideas and start sorting?			
▪ Are they able to work together to sort the words?			
▪ Do their categories make sense?			
Other observations:			

Suggestions:

If many students are having difficulty, signal for attention and have a few volunteers share how they are sorting. You can use the unsorted "Week 8, Day 1 Sort" activity (WA2) to demonstrate different ways to sort.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to recognize the syllables in words?			
▪ Do they recognize when there are multiple spellings for a sound?			
▪ Do they notice when a familiar word is spelled incorrectly?			
Other observations:			

Suggestions:

Support students who struggle to recognize when there are multiple spellings for a sound by beginning each Guided Spelling session by using the "Spelling-Sound Chart" to review the vowel spellings that appear in the day's spelling list.

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Word Study ■ Week 9 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate ideas and start sorting?			
▪ Do their categories make sense?			
▪ Are they able to work together to sort the words?			
Other observations:			

Suggestions:

If many students are having difficulty, signal for the students' attention and have a few volunteers share how they are sorting. Then sort a few words on the "Week 9, Day 3 Sort" activity (WA2) to demonstrate different ways to sort.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate ideas and start sorting?			
▪ Do their categories make sense?			
▪ Are they able to accurately record the sort in their notebooks?			
▪ Are they able to label their categories?			
Other observations:			

Suggestions:

Support pairs that struggle by asking questions such as:

Q *What is alike about these words? What other words might you group with them?*

Q *Why did you decide to group these words together?*

Q *How can you turn what you just told me into a name for the category?*

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Word Study ■ Week 11 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students understand what alphabetical order is?			
▪ Are the students able to put the words in alphabetical order?			
Other observations:			

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the pairs able to work together to sort the words?			
▪ Are they able to sort into alphabetical order?			
▪ Do they understand sorting the words beginning with *s* to the second letter?			
Other observations:			

Suggestions:

If many students are struggling, call for their attention and sort a few words as a class using the "Week 12, Day 1 Sort" activity (WA1). If only a few students are struggling, review the strategies for alphabetizing and model sorting a few words.

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Word Study ■ Week 13 ■ Day 4 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use the correct vowel spellings?			
▪ Do the students omit letters?			
▪ Are the students able to spell most words correctly?			
Other observations:			

Suggestions:

If many students struggled to spell the words, review the spelling steps (introduced in Step 2, Week 12) with the class and have them practice any missed words using the steps. You might copy or print the spelling page and have the students practice the words twice during independent word work.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use the correct consonant-*l*-*e* spellings?			
▪ Do the students omit letters?			
▪ Are the students able to spell most words correctly?			
Other observations:			

Suggestions:

If only a few students struggle, create a small group with those students and repeat the guiding from Step 3, Day 1. You might also copy or print this week's spelling page and the spelling steps and have the students use the spelling steps to practice the words at home during the week.

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Word Study ■ Week 15 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate ideas and start sorting?			
▪ Do their categories make sense?			
▪ Are they able to name their categories?			
Other observations:			

Suggestions:

Support pairs that struggle by asking questions such as:

Q *What is alike about these words? What other words might you group with them?*

Q *Why did you decide to group these words together?*

Q *How can you turn what you just told me into a name for the category?*

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Word Study ■ Week 16 ■ Day 4 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify the base words and endings in the words?			
▪ Are they able to spell the words?			
▪ Do they notice when a word is spelled incorrectly?			
Other observations:			

Suggestions:

Support students who are struggling to check their work by reminding them to look at each word in the word list and ask themselves if they spelled the word the same way.

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Word Study ■ Week 17 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate ideas and start sorting?			
▪ Do their categories make sense?			
▪ Are they able to name their categories?			
Other observations:			

Suggestions:

Support any pairs who struggle by asking questions such as:

Q *What is alike about these words? What other words might you group with them?*

Q *Why did you decide to group these words together?*

Q *How can you turn what you just told me into a name for the category?*

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Word Study ■ Week 18 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify word parts?			
▪ Are they able to read syllables and then read the word?			
▪ Do the students understand how suffixes change the meanings of the words?			
Other observations:			

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Word Study ■ Week 19 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate ideas and start sorting?			
▪ Do their categories make sense?			
▪ Are they able to name their categories?			
Other observations:			

Suggestions:

Support any pairs who struggle by asking questions such as:

Q *What is alike about these words? What other words might you group with them?*

Q *Why did you decide to group these words together?*

Q *How can you turn what you just told me into a name for the category?*

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students stay focused during the spelling test?			
▪ Do they spell most words correctly?			
▪ Is there a pattern to the types of errors they make?			
Other observations:			

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Word Study ■ Week 21 ■ Day 2 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students understand the difference between open and closed syllables?			
▪ Are the students able to read open and closed syllables in isolation?			
Other observations:			

Suggestions:

If many students are struggling with open and closed syllables, have the students read minimal word pairs such as *we/wet*, *so/sock*, *me/men*, *go/got*, *he/hem*, and *she/shed*. For each word, have the students identify whether there is a consonant at the end and whether the vowel has the long or short vowel sound.

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Word Study ■ Week 22 ■ Day 4 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students successfully spelling the compound words using the smaller words to help them?			
▪ Do they apply the spelling strategies they are learning to their independent writing?			
Other observations:			

Suggestions:

Support students who are struggling with spelling words by guiding them through the Day 1 list a second time. Be sure to draw their attention to generalizations, such as that the sound /k/ (as in *kick*) at the end of a word after a short vowel sound is often spelled *c-k*.

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Word Study ■ Week 23 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students recognize the two types of words: one consonant between two vowels and two consonants between two vowels?			
▪ Are the students able to consistently try saying a long vowel sound in an open syllable first?			
Other observations:			

Suggestions:

If your students struggle to recognize open and closed syllables, support them by creating practice lists for them to read.

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Word Study ■ Week 24 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to create categories for sorting?			
▪ Are they able to correctly sort the words into their categories?			
▪ Are partners able to work together to sort the words?			
Other observations:			

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Word Study ■ Week 25 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to recognize affixes?			
▪ Are they able to divide words between consonants?			
▪ Do they try dividing before a single consonant and then after?			
Other observations:			

Suggestions:

Notice whether the students can read the words and sort them into categories. Support any students who struggle by guiding them to identify affixes and syllable breaks.

Reading words by syllables is challenging. If your students continue to struggle, identify their points of confusion and reteach needed content. You may wish to select polysyllabic words from the students' content-area reading and guide the students through reading them by framing the syllables.

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Word Study ■ Week 26 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to analyze the words?			
▪ Can they create categories for sorting?			
▪ Are partners able to work together to sort the words?			
Other observations:			

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Word Study ■ Week 27 ■ Day 4 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to memorize eight irregular words per week?			
▪ Do they notice when they spell a word incorrectly?			
Other observations:			

Suggestions:

If your students are struggling to remember eight words, consider giving them only five or six in the coming weeks.

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Word Study ■ Week 28 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to easily recognize prefixes and suffixes?			
▪ Do they use the affixes to understand word meanings?			
Other observations:			

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Word Study ■ Week 29 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to read the words?			
▪ Are the pairs able to come to agreement on how they will sort?			
▪ Are they able to sort the words into established categories?			
Other observations:			

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Word Study ■ Week 30 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to read the words?			
▪ Are they able to use strategies they have learned to analyze the words?			
Other observations:			

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Word Study Progress Assessments

Completing the Word Study Progress Assessments 106

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Word Study Progress Assessment 2 110

Word Study Progress Assessment 3 113

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Completing the Word Study Progress Assessments

As you teach the Word Study lessons, a Word Study Progress Assessment Note will alert you when an assessment is suggested.

PREPARING FOR THE ASSESSMENT

- ✓ Print the appropriate "Word Study Progress Assessment" record (WS) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 107, 110, or 113. Make one copy for each student you plan to assess.
- ✓ Print the appropriate "Word Study Progress Assessment Student Card" (SC) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 108, 111, or 114. You may wish to copy the sheet onto heavy-stock paper, glue the page onto a piece of card stock, or slip it into a sheet protector.
- ✓ Print the appropriate "Word Study Progress Assessment Class Record" sheet (CR) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 109, 112, or 115.
- ✓ Review the "Word Study Progress Assessment" record (WS) to help you prepare to assess how well each student is able to apply word study strategies to a list of words.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student card and have the student read the words aloud as you record the student's responses on a copy of the "Word Study Progress Assessment" record (WS).
2. When the student reads a word correctly, mark a check next to the word. When the student reads a word incorrectly, cross out the word. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any word during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student's regional accent).

INTERPRETING THE ASSESSMENT RESULTS

After assessing all of your students, transfer the results from their "Word Study Progress Assessment" records (WS) to the "Progress Assessment Class Record" sheet (CR) associated with that assessment. You can use the compiled information to determine whether a student or group of students needs reteaching of certain word study strategies, such as how to distinguish between long and short vowels or how to read words with inflectional endings. You may wish to refer back to a student's "Word Study Progress Assessment" record to analyze the student's errors, which will help guide your reteaching and support.

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Word Study Progress Assessment 1 ■ WS1
(after Week 8)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the Student Card (SC1). Cross out incorrect words. To gather more information, you might write exactly what the student says.

pan	_____	try	_____
lit	_____	keep	_____
top	_____	beach	_____
set	_____	curl	_____
cut	_____	park	_____
plane	_____	third	_____
slope	_____	corn	_____
stripe	_____	fern	_____
cute	_____	grew	_____
eve	_____	drown	_____
sail	_____	cloud	_____
tray	_____	float	_____
bright	_____	spoon	_____

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pan	try
lit	keep
top	beach
set	curl
cut	park
plane	third
slope	corn
stripe	fern
cute	grew
eve	drown
sail	cloud
tray	float
bright	spoon

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Word Study Progress Assessment 1 Class Record ■ CR1

Date: _____

	STUDENT NAMES														
pan															
lit															
top															
set															
cut															
plane															
slope															
stripe															
cute															
eve															
sail															
tray															
bright															
try															
keep															
beach															
curl															
park															
third															
corn															
fern															
grew															
drown															
cloud															
float															
spoon															

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Word Study Progress Assessment 2 ■ WS2
(after Week 17)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the Student Card (SC2). Cross out incorrect words. To gather more information, you might write exactly what the student says.

bumping	_____	bottle	_____
baked	_____	oldest	_____
leaping	_____	ripest	_____
mopped	_____	greener	_____
dressed	_____	quickly	_____
planted	_____	sadly	_____
braking	_____	safely	_____
hopping	_____	fearless	_____
tremble	_____	hopeful	_____
handle	_____	truthful	_____

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bumping	bottle
baked	oldest
leaping	ripest
mopped	greener
dressed	quickly
planted	sadly
braking	safely
hopping	fearless
tremble	hopeful
handle	truthful

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Word Study Progress Assessment 2 Class Record ■ CR2

Date: _____

	STUDENT NAMES														
bumping															
baked															
leaping															
mopped															
dressed															
planted															
braking															
hopping															
tremble															
handle															
bottle															
oldest															
ripest															
greener															
quickly															
sadly															
safely															
fearless															
hopeful															
truthful															

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Word Study Progress Assessment 3 ■ WS3
(after Week 27)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the Student Card (SC3). Cross out incorrect words. To gather more information, you might write exactly what the student says.

unless	_____	action	_____
uncut	_____	station	_____
reheat	_____	later	_____
reflect	_____	spider	_____
daytime	_____	treatment	_____
moonlight	_____	darkness	_____
discuss	_____	sadness	_____
insect	_____	forgetful	_____
mistake	_____	discover	_____

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unless	action
uncut	station
reheat	later
reflect	spider
daytime	treatment
moonlight	darkness
discuss	sadness
insect	forgetful
mistake	discover

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Word Study Progress Assessment 3 Class Record ■ CR3

Date: _____

	STUDENT NAMES														
unless															
uncut															
reheat															
reflect															
daytime															
moonlight															
discuss															
insect															
mistake															
action															
station															
later															
spider															
treatment															
darkness															
sadness															
forgetful															
discover															

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Social Skills Assessment

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GRADE 2

Social Skills Assessment Record (SS1)

Use the following rubric to score each student:

1 = does not implement
2 = implements with support
3 = implements independently

		STUDENT NAMES										
Participates in partner work and class discussions	Fall											
	Winter											
	Spring											
Follows classroom procedures *(e.g., when gathering, during Independent Work)*	Fall											
	Winter											
	Spring											
Uses "Turn to Your Partner" *(e.g., faces partner, listens attentively, contributes ideas about the reading, question, or topic)*	Fall											
	Winter											
	Spring											
Speaks clearly	Fall											
	Winter											
	Spring											
Listens to others	Fall											
	Winter											
	Spring											
Reflects on own behavior	Fall											
	Winter											
	Spring											
Takes responsibility for learning and behavior *(e.g., during Independent Work)*	Fall											
	Winter											
	Spring											
Acts considerately toward others	Fall											
	Winter											
	Spring											
Handles materials responsibly	Fall											
	Winter											
	Spring											
Shares materials fairly	Fall											
	Winter											
	Spring											

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STUDENT NAMES																					
																					Fall
																					Winter
																					Spring
																					Fall
																					Winter
																					Spring
																					Fall
																					Winter
																					Spring
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Independent Work Check-in Assessments

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Independent Work Check-in
Independent Work Observation

Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students get started right away?			
▪ Do they use quiet voices?			
▪ Do the students handle materials responsibly and share them fairly?			
▪ Do they play games fairly?			
▪ Are the students able to work the whole time?			
▪ Are the students able to rotate between independent work areas calmly and quietly?			
Other observations:			

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Independent Work Check-in
Conferring

Conference Notes ■ **CN1**

Student's name: _____ Date: _____

Confer with individual students about their independent work. Have each student tell you about what he or she is working on, what is going well, and what challenges he or she is experiencing.

As you listen, ask yourself:	Yes	No	Not evident
▪ Is this student able to share what he or she is working on?			
▪ Does this student share things that are going well?			
▪ Does this student share things that he or she is struggling with?			
Other observations:			

Suggestions:

Support the student by asking questions such as:

Q *Which area do you enjoy working at? What do you like to do there?*

Q *What is going well for you during independent work time?*

Q *What is hard for you during independent work time? What can I do to help you?*

Q *Which work habits do you use during independent work time?*

Q *What else would you like to be able to do in the [reading/writing/word work] area?*

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Letter Name Assessments

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Completing the Letter Names Assessment

The Individual Letter Name Assessment provides data that allows you to tailor your instruction to the needs of your particular students. Kindergarten teachers may wish to assess their students' knowledge of letter names after teaching Lesson 19 of *Learning Letter Names*. The assessment identifies which students are ready for small-group instruction in Set 1 and which students need additional instruction or review of letter names. Grade 1 teachers may wish to use the assessment to screen incoming students for letter name knowledge. You can then use Learning Letter Names either with the whole class or with small groups of students.

PREPARING FOR THE ASSESSMENT

- For each student you plan to assess, print the "Individual Letter Name Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 127.
- Print one copy of the "Individual Letter Name Assessment" student card (SC1) sheet (IA1) from the CCC Learning Hub or from page 128. You may wish to copy the sheet onto heavy-stock paper and glue the page ont a piece of card stock, or slip it into a sheet protector.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student card. You may wish to place a blank index card under each row as the student reads it to help the student follow each row.
2. Have the student read each row as you record the responses on the record sheet. When a student responds correctly, mark a check next to the letter. Refrain from indicating whether an answer is correct or incorrect. Do not count acceptable variations in pronunciation as errors.
3. After administering the assessment, record the number of letters the student identifies correctly. Write the letters the student does not know on the line provided. This information will help you form small groups for continued instruction.
4. After you identify students who need further instruction, analyze the assessment data and create small groups of students with similar needs. Teach the group only the letters that the students don't know.

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INTERPRETING THE ASSESSMENT RESULTS

Students need to know 21 of 26 lowercase letter names to begin instruction in Small-group Reading Set 1. The letter names are necessary to participate in the high-frequency word instructional routines in the small-group lessons. Students who have passed the Letter Name Individual Assessment can skip Section A of the Small-group Placement Assessment for Sets 1-5.

Students who know fewer than 21 lowercase letter names will need additional instruction and review.

Students who know more than 21 lowercase letter names are ready to begin Set 1 instruction. You may wish to continue to review any letters the students struggle to identify. Keep in mind that the students have opportunities to practice capital letters during Handwriting instruction (kindergarten).

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Individual Letter Name Assessment ■ IA1

Student's name: _____ Date: _____

Mark a check next to each letter the student identifies. Cross out incorrect letters.

LETTER RECOGNITION *(5-second limit per letter)*

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

d ____	k ____	b ____	e ____	y ____	g ____	s ____
m ____	u ____	r ____	t ____	c ____	x ____	q ____
f ____	h ____	j ____	o ____	v ____	i ____	z ____
p ____	n ____	w ____	a ____	l ____		

Number of capital letters correct ____

Number of lowercase letters correct ____

Letters missed _____

If you are using *Being a Reader*, the students will need to know at least 21 of the 26 lowercase letter names before beginning Small-group Reading Set 1. Once you have identified students who need reteaching of lowercase letters, make a list of the lowercase letters they do not know and reteach the letters in a small group. Use the lessons in this *Teacher's Manual* as a guide, but reteach only lowercase letters. Capital letter knowledge will develop over time.

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

d	k	b	e	y	g	s
m	u	r	t	c	x	q
f	h	j	o	v	i	z
p	n	w	a	l		

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As you review the learned letters, ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students remember the letters that have been taught (*Rr*, *Tt*, *Nn*)?			
▪ Do they wait to respond together when you point to the letters?			
Other observations:			

Suggestions:

If the students are struggling to remember the letter names, use the review deck to review two or three times during the day. In addition, point out the letters in environmental print (such as at morning meeting), say the letter names, and have the students repeat the names.

If the students do not respond together, review the procedure during the next lesson.

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As you review the learned letters, ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to remember the letters that have been taught?			
▪ Do they wait to respond together when you point to the letters?			
▪ Do they know any of the letters very well?			
Other observations:			

Suggestions:

If the students are struggling to remember the letter names, use the review deck to review two or three times during the day. In addition, point out the letters in environmental print (such as at morning meeting), say the letter names, and have the students repeat the names.

If the students do not respond together, review the procedure during the next lesson.

Move any letters the students know well to the bottom of the review deck and review those letters less frequently.

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As you review the learned letters, ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to remember the letters that have been taught?			
▪ Do they know any of the letters very well?			
Other observations:			

Suggestions:

If the students are struggling to remember the letter names, use the review deck to review two or three times during the day. In addition, point out the letters in environmental print (such as at morning meeting), say the letter names, and have the students repeat the names.

Move any letters the students know well to the bottom of the review deck and review those letters less frequently.

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Placement Assessment

Completing the Placement Assessment for Small-group Reading Sets 1–5

You will use the Small-group Placement Assessment to identify students' reading levels for initial placement into Small-group Reading Sets 1–5. Each section of the assessment corresponds to one of the Small-group Reading sets. There are two versions of the Placement Assessment, one for grades K–1 and another for grade 2. The content of the assessment is the same in both versions, but the guidance for placing students differs.

PREPARING FOR THE ASSESSMENT

- ✓ For each student you plan to assess, print the "Small-group Placement Assessment" record sheet (PA) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 138–143 for grades K–1 or pages 150–157 for grade 2.
- ✓ Print one of each set of Placement Assessment student cards (SC) from the CCC Learning Hub (ccclearninghub.org) or make one copy of each from pages 144–149 or pages 158–163. You may wish to copy the sheet onto heavy-stock paper, glue the page onto a piece of card stock, or slip it into a sheet protector.
- ✓ Review the "Small-group Placement Assessment" record sheet (PA) to help you prepare to evaluate each student's knowledge of letters, spelling-sounds, and high-frequency words.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student cards one at a time, beginning with the card for the first Small-group Reading Set provided with your grade-level package. (Section A or B for kindergarten and grade 1. For grade 2 students, use your judgment about where to start the assessment.) You may wish to place a blank index card under each row as the student reads it to help the student follow each row.
2. Have the student complete each section as you record the responses on the "Small-group Placement Assessment" record sheet (PA). When the student responds correctly, mark a check next to the sound, word, or letter. When the student responds incorrectly, cross out the sound, word, or letter. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any sound, word, or letter during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student's regional accent).

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Placement Assessment *(continued)*

3. After administering each part of the assessment, record the number of sounds, words, or letters the student reads correctly and circle "Pass" or "Not Pass" for each part; then read the instructions at the end of the section to determine whether to continue the assessment. A student does not have to show complete mastery to advance to the next section of the assessment.
4. If a student passes the phonics portion of the assessment and does not pass the high-frequency word section, you may want to continue the assessment until the student does not pass the phonics portion. Place the student based on phonics. Using the placement assessment results, instruct the missed high-frequency words in previous sections.

INTERPRETING THE ASSESSMENT RESULTS

The passing criterion is set at 80 percent. Note that any standard of this sort is somewhat arbitrary. If a higher or lower passing score is more compatible with your instruction, apply that criterion to the assessment.

Continue the assessment until the student does not pass a section. The first section that the student does not pass corresponds to the set in which instruction should begin. Record the student's placement on the "Small-group Placement Assessment" record (PA). Use this placement information to form small groups. For more information about forming reading groups, see "Forming and Managing Small Groups" in the Assessment Overview.

Students who pass all sections of the Placement Assessment are ready for Set 6 or Set 7. Set 6 is an optional transitional set focused on fluency and comprehension. When considering whether to place a student in Set 6, ask yourself whether the student is reading fluently, using appropriate rate, intonation, and punctuation. You might have the student read aloud one of the books from Set 5 to provide more information about his or her needs. Some students may not need all the lessons in Set 6 to progress to Set 7.

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Small-group Placement Assessment for Sets 1–5 (Kindergarten and Grade 1) ▪ PA1

Section A

Student's name: _____ Date: _____

Mark a check for each letter the student identifies correctly from the student card. Cross out incorrect letters.

LETTER RECOGNITION *(5-second limit per letter)*

x _____	l _____	d _____	o _____	g _____	y _____
h _____	c _____	i _____	k _____	w _____	q _____
z _____	n _____	u _____	t _____	p _____	j _____
e _____	b _____	m _____	s _____	v _____	a _____
r _____	f _____				

Letter Recognition score: _____ /26

Pass (21–26 correct) or Not Pass

If the student does not pass, the student is not ready for small-group reading instruction. Instead, the student needs additional instruction in letter names. Analyze the data from Section A and identify which letters the student does not know. Create a small group of students with similar results on the section and use *Learning Letter Names* to teach the letters the students do not know. For additional activities, see "Letter-Name Instruction" in the grade-level General Resources on the CCC Learning Hub or Appendix E of the Kindergarten *Teacher's Manual*.

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Small-group Placement Assessment for Sets 1–5 (Kindergarten and Grade 1) ■ PA1

Section B

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card. Cross out incorrect sounds and words.

SPELLING-SOUNDS *(5-second limit per letter)*

s _____	n _____	m _____	t _____	ă _____
r _____	ĭ _____	f _____	h _____	ŭ _____
d _____	ŏ _____	c _____	k _____	

Spelling-Sound score: _____ /14

Pass (12–14 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

he _____	she _____	can't _____	isn't _____
to _____	get _____	no _____	yes _____
down _____	go _____	where _____	my _____
by _____	here _____	saw _____	they _____

High-frequency Word score: _____ /16

Pass (13–16 correct) or Not Pass

If the student passes, go on to Section C of the assessment.

If the student does not pass spelling-sounds, place the student in Set 1, Week 1.

If the student passes spelling-sounds but does not pass high-frequency words, go on to Section C but make a note of the missed high-frequency words. When you have placed the student based on phonics, preteach all the missed high-frequency words before beginning instruction in that Set.

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Small-group Placement Assessment for Sets 1–5 (Kindergarten and Grade 1) ▪ PA1

Section C

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card. Cross out incorrect sounds and words.

SPELLING-SOUNDS *(5-second limit per letter)*

b _____	p _____	l _____	g _____	ĕ _____
w _____	th _____	y _____	v _____	sh _____
x _____	ch _____	z _____	j _____	

Spelling-Sound score: _____ /14

Pass (12–14 correct) or Not Pass

HIGH-FREQUENCY WORDS *(5-second limit per word)*

was _____	little _____	put _____	what _____
do _____	like _____	have _____	home _____
said _____	of _____	her _____	his _____
some _____	come _____	out _____	say _____
says _____	so _____		

High-frequency Word score: _____ /18

Pass (14–18 correct) or Not Pass

If the student passes, go on to Section D of the assessment.

If the student does not pass spelling-sounds, place the student in Set 2, Week 1.

If the student passes spelling-sounds but does not pass high-frequency words, go on to Section D but make a note of the missed high-frequency words. When you have placed the student based on phonics, preteach all the missed high-frequency words before beginning instruction in that Set.

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Small-group Placement Assessment for Sets 1–5 (Kindergarten and Grade 1) ■ PA1
Section D

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

DECODABLE WORDS *(5-second limit per word)*

whack _____	sing _____	quit _____	tapped _____
snap _____	stack _____	flip _____	frog _____
pits _____	grip _____	drop _____	plot _____
smog _____	spin _____	clop _____	skip _____
slip _____			

Decodable Word score: _____ /17

Pass (13–17 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

make _____	there _____	be _____	look _____
good _____	want _____	water _____	from _____
for _____	again _____	many _____	people _____
your _____	very _____	could _____	should _____
were _____	both _____	does _____	

High-frequency Word score: _____ /19

Pass (15–19 correct) or Not Pass

If the student passes, go on to Section E of the assessment.

If the student does not pass decodable words, place the student in Set 3, Week 1.

If the student passes spelling-sounds but does not pass high-frequency words, go on to Section E but make a note of the missed high-frequency words. When you have placed the student based on phonics, preteach all the missed high-frequency words before beginning instruction in that Set.

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Small-group Placement Assessment for Sets 1–5 (Kindergarten and Grade 1) ▪ PA1

Section E

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

DECODABLE WORDS *(5-second limit per word)*

cape _____	ice _____	eve _____	poke _____
fuse _____	hopes _____	taping _____	shined _____
sleep _____	leap _____	burn _____	tern _____
corn _____	park _____		

Decodable Word score: _____ /14

Pass (11–14 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

every _____	other _____	brother _____	woman _____
women _____	boy _____	toward _____	over _____
their _____	cold _____	one _____	two _____
don't _____	won't _____	too _____	who _____
school _____	thought _____	father _____	

High-frequency Word score: _____ /19

Pass (15–19 correct) or Not Pass

If the student passes, go on to Section F of the assessment.

If the student does not pass decodable words, place the student in Set 4, Week 1.

If the student passes spelling-sounds but does not pass high-frequency words, go on to Section F but make a note of the missed high-frequency words. When you have placed the student based on phonics, preteach all the missed high-frequency words before beginning instruction in that Set.

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Small-group Placement Assessment for Sets 1–5 (Kindergarten and Grade 1) ■ PA1
Section F

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

DECODABLE WORDS *(5-second limit per word)*

kitten _____	faster _____	small _____	basket _____
stay _____	tail _____	boat _____	town _____
mood _____	wrap _____	knee _____	flight _____
happy _____	tried _____	cloud _____	soil _____
toys _____	claw _____	haul _____	fleecy _____
face _____			

Decodable Word score: _____ /21

Pass (16–21 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

after _____	work _____	head _____	read _____
never _____	only _____	live _____	walk _____
because _____	children _____	even _____	though _____
once _____	enough _____	watch _____	kind _____
four _____			

High-frequency Word score: _____ /17

Pass (13–17 correct) or Not Pass

If the student passes, use an alternative assessment to level and group the student. See "Placement Assessment for Small-group Reading Sets 7-12" in the Assessment Overview.

If the student does not pass, place the student in Set 5, Week 1. Preteach any missed high-frequency words from previous sections of the assessment.

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x	l	d	o	g	y
h	c	i	k	w	q
z	n	u	t	p	j
e	b	m	s	v	a
r	f				

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Section B Student Card ▪ (SC1)

s	n	m	t	a
r	i	f	h	u
d	o	c	k	

he	she	can't	isn't
to	get	no	yes
down	go	where	my
by	here	saw	they

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b	p	l	g	e
w	th	y	v	sh
x	ch	z	j	

was	little	put	what
do	like	have	home
said	of	her	his
some	come	out	say
says	so		

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whack	sing	quit	tapped
snap	stack	flip	frog
pits	grip	drop	plot
smog	spin	clop	skip
slip			

make	there	be	look
good	want	water	from
for	again	many	people
your	very	could	should
were	both	does	

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cape	ice	eve	poke
fuse	hopes	taping	shined
sleep	leap	burn	tern
corn	park		

every	other	brother	woman
women	boy	toward	over
their	cold	one	two
don't	won't	too	who
school	thought	father	

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kitten	faster	small	basket
stay	tail	boat	town
mood	wrap	knee	flight
happy	tried	cloud	soil
toys	claw	haul	fleecy
face			

after	work	head	read
never	only	live	walk
because	children	even	though
once	enough	watch	kind
four			

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Small-group Placement Assessment for Sets 1–5 (Grade 2) ■ PA2
Section A

Student's name: _____ Date: _____

Mark a check for each letter the student identifies correctly from the student card. Cross out incorrect letters.

LETTER RECOGNITION *(5-second limit per letter)*

x _____	l _____	d _____	o _____	g _____	y _____
h _____	c _____	i _____	k _____	w _____	q _____
z _____	n _____	u _____	t _____	p _____	j _____
e _____	b _____	m _____	s _____	v _____	a _____
r _____	f _____				

Letter Recognition score: _____ /26

Pass (21–26 correct) or Not Pass

If the student passes, go on to Section B.

If the student does not pass, the student requires intervention. Refer to the RtI/MTSS guidance in the General Resources section of the CCC Learning Hub.

At the same time, analyze the data from Section A to identify which letters the student does not know. Create a small group of students with similar results on the section and teach the letters the students do not know. For suggested activities, see "Letter-Name Instruction" in the grade-level General Resources on the CCC Learning Hub.

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Small-group Placement Assessment for Sets 1–5 (Grade 2) ▪ PA2
Section B

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card.
Cross out incorrect sounds and words.

SPELLING-SOUNDS *(5-second limit per letter)*

s _____	n _____	m _____	t _____	ă _____
r _____	ĭ _____	f _____	h _____	ŭ _____
d _____	ŏ _____	c _____	k _____	

Spelling-Sound score: _____ /14

Pass (12–14 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

he _____	she _____	can't _____	isn't _____
to _____	get _____	no _____	yes _____
down _____	go _____	where _____	my _____
by _____	here _____	saw _____	they _____

High-frequency Word score: _____ /16

Pass (13–16 correct) or Not Pass

If the student passes, go on to Section C.

If the student does not pass the spelling-sound portion of Section B, place the student in Set 2, Week 1. Refer to the RtI MTSS document in the General Resources section on the CCC Learning Hub.

If the student passes the spelling-sound portion but does not pass the high-frequency word portion, go on to Section C to obtain additional information.

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Small-group Placement Assessment for Sets 1–5 (Grade 2) ■ PA2
Section C

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card.
Cross out incorrect sounds and words.

SPELLING-SOUNDS *(5-second limit per letter)*

b _____	p _____	l _____	g _____	ĕ _____
w _____	th _____	y _____	v _____	sh _____
x _____	ch _____	z _____	j _____	

Spelling-Sound score: _____ /14

Pass (12–14 correct) or Not Pass

HIGH-FREQUENCY WORDS *(5-second limit per word)*

was _____	little _____	put _____	what _____
do _____	like _____	have _____	home _____
said _____	of _____	her _____	his _____
some _____	come _____	out _____	say _____
says _____	so _____		

High-frequency Word score: _____ /18

Pass (14–18 correct) or Not Pass

If the student passes, go on to Section D.

If the student does not pass the spelling-sound portion of Section C, place the student in Set 2, Week 1. Preteach the high-frequency words the student missed on Section B before beginning small-group instruction. Identify the books in Set 1 that match the words (using the table on the back of the *Teacher's Manual*) and provide the books to the students for practice.

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If the student passes the decodable word portion of Section C, but does not pass the high-frequency word portion, use the data from the high-frequency word portions of Sections B and C to make a placement decision. For example:

- If the student missed 14 words or fewer, go on to Section D to obtain more information.
- If the student missed more than 14 words, place the student in Set 2, Week 1 and preteach the words the student missed in Section B before beginning small-group instruction. Identify the books in Set 1 that match the words (using the tables on the back of the Teacher's Manuals) and provide the books to the students for practice.

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Small-group Placement Assessment for Sets 1–5 (Grade 2) ■ PA2
Section D

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

DECODABLE WORDS *(5-second limit per word)*

whack _____	sing _____	quit _____	tapped _____
snap _____	stack _____	flip _____	frog _____
pits _____	grip _____	drop _____	plot _____
smog _____	spin _____	clop _____	skip _____
slip _____			

Decodable Word score: _____ /17

Pass (13–17 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

make _____	there _____	be _____	look _____
good _____	want _____	water _____	from _____
for _____	again _____	many _____	people _____
your _____	very _____	could _____	should _____
were _____	both _____	does _____	

High-frequency Word score: _____ /19

Pass (15–19 correct) or Not Pass

If the student passes, go on to Section E.

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Small-group Placement Assessment for Sets 1–5 (Grade 2) ▪ PA2 *(continued)*
Section D

If the student does not pass the decodable words portion of Section D, place the student in Set 3, Week 1. Preteach the high-frequency words the student missed on Sections B and C before beginning small-group instruction.

If the student passes the decodable words portion of Section D, but does not pass the high-frequency word portion, use the data from the high-frequency word portions of Sections B, C, and D to make a placement decision. For example:

- If the student missed 14 words or fewer, go on to Section E to obtain more data.
- If the student missed more than 14 words, place the student in Set 3, Week 1 and preteach the words the student missed in Sections B and C before beginning small-group instruction. Identify the books in Sets 1 and 2 that match the words (using the tables on the back of the *Teacher's Manuals*) and provide the books to the students for practice.

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Small-group Placement Assessment for Sets 1–5 (Grade 2) ■ PA2
Section E

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

DECODABLE WORDS *(5-second limit per word)*

cape _____	ice _____	eve _____	poke _____
fuse _____	hopes _____	taping _____	shined _____
sleep _____	leap _____	burn _____	tern _____
corn _____	park _____		

Decodable Word score: _____ /14

Pass (11–14 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

every _____	other _____	brother _____	woman _____
women _____	boy _____	toward _____	over _____
their _____	cold _____	one _____	two _____
don't _____	won't _____	too _____	who _____
school _____	thought _____	father _____	

High-frequency Word score: _____ /19

Pass (15–19 correct) or Not Pass

If the student passes, go on to Section F.

If the student does not pass Section E, place the student in Set 4, Week 1 and preteach the high-frequency words the student missed in Sections B, C, and D before beginning small-group instruction. Identify the books in Sets 1, 2, and 3 that match the words (using the tables on the back of the *Teacher's Manuals*) and provide the books to the students for practice.

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Small-group Placement Assessment for Sets 1–5 (Grade 2) ▪ PA2
Section F

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

DECODABLE WORDS *(5-second limit per word)*

kitten _____	faster _____	small _____	basket _____
stay _____	tail _____	boat _____	town _____
mood _____	wrap _____	knee _____	flight _____
happy _____	tried _____	cloud _____	soil _____
toys _____	claw _____	haul _____	fleecy _____
face _____			

Decodable Word score: _____ /21

Pass (16–21 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

after _____	work _____	head _____	read _____
never _____	only _____	live _____	walk _____
because _____	children _____	even _____	though _____
once _____	enough _____	watch _____	kind _____
four _____			

High-frequency Word score: _____ /17

Pass (13–17 correct) or Not Pass

If the student passes, use an alternative assessment to level and group the student. See "Placement Assessment for Small-group Reading Sets 6-12" in the Assessment Overview.

If the student does not pass, place the student in Set 5, Week 1.

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x	l	d	o	g	y
h	c	i	k	w	q
z	n	u	t	p	j
e	b	m	s	v	a
r	f				

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s	n	m	t	a
r	i	f	h	u
d	o	c	k	

he	she	can't	isn't
to	get	no	yes
down	go	where	my
by	here	saw	they

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b	p	l	g	e
w	th	y	v	sh
x	ch	z	j	

was	little	put	what
do	like	have	home
said	of	her	his
some	come	out	say
says	so		

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whack	sing	quit	tapped
snap	stack	flip	frog
pits	grip	drop	plot
smog	spin	clop	skip
slip			

make	there	be	look
good	want	water	from
for	again	many	people
your	very	could	should
were	both	does	

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cape	ice	eve	poke
fuse	hopes	taping	shined
sleep	leap	burn	tern
corn	park		

every	other	brother	woman
women	boy	toward	over
their	cold	one	two
don't	won't	too	who
school	thought	father	

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kitten	faster	small	basket
stay	tail	boat	town
mood	wrap	knee	flight
happy	tried	cloud	soil
toys	claw	haul	fleecy
face			

after	work	head	read
never	only	live	walk
because	children	even	though
once	enough	watch	kind
four			

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Completing the Placement Assessment for Small-group Reading Sets 7–12

The Placement Assessment for Sets 7–12 is designed for grade 1 and 2 teachers who do not have access to Informal Reading Inventories (e.g., *Developmental Reading Assessment*, *Fountas and Pinnell Benchmark Assessment System*, Teachers College Reading & Writing Project's *Running Records Assessment*) for placement and have students who test out of Sets 1–5. For consideration regarding placement into Set 6, please read page xii of the *Assessment Resource Book*. Grade 1 teachers may need to borrow some of the texts listed in this assessment from a colleague who teaches grade 2.

You will use the Placement Assessment to evaluate students' accuracy, fluency, and comprehension of texts read independently for placement into Small-group Reading Sets 7–12.

For ease of administration, the texts used for this assessment come from Small-group Reading Sets 7–12. We recommend following the steps outlined in this Placement Assessment without elaboration or additional prompting to avoid impacting the students' responses and/or the small-group instruction that students will receive once they are placed.

Prior to administering in the Placement Assessment, review the "Small-group Reading Assessments" section of the *Being a Reader Assessment Resource Book* starting on page xi. Read the "Administering Placement Assessments" guidance specific to grade 1 and grade 2 starting on page xii.

PREPARING FOR THE ASSESSMENT

✓ Gather and briefly review the "Exemplar Texts" listed below from the Small-group Reading Sets indicated.

- Set 7: *Puffin Peter*
- Set 8: *Koalas*
- Set 9: *Only One Year*
- Set 10: *Helen Keller*
- Set 11: *My Name Is María Isabel*
- Set 12: *Family Reminders*

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Placement Assessment *(continued)*

✓ Make several copies of the "Placement Assessment Record Sheet" (PA3) for Sets 7–9 and copies of the reprinted text the students will read to take running records. (Reprinted text begins on page 181.) (Note that you may also need additional copies of later sections, based on how each student progresses with the assessment.)

✓ Arrange the texts from Sets 7, 8, and 9 on a table. (Note that you may also need additional texts from later sets based on how each student progresses with the assessment.)

CONDUCTING THE ASSESSMENT

For each student:

1. Invite the student to quickly review the displayed texts and select a book that interests her. Once the student has selected a book, find the "Placement Assessment for Small-group Reading Sets 7–12" record sheet section that corresponds with that text.

2. Part A: Refer to the "Placement Assessment for Small-group Reading Sets 7–12" record sheet for the selected book to determine which pages the student will read for this assessment.

- Invite the student to read the designated passage silently and to look up at you when he is finished.
- Once the student has read the passage silently, have the student reread the same passage aloud. Use the copy of the text provided with the assessment to conduct a running record to capture the student's reading behaviors, including any errors. (Do not count words the student self-corrects as errors.) Circle the total number of errors the student made during the oral reading on the "Accuracy Table" on the record sheet.
- Review the fluency indicators for phrasing and expression listed below the table and identify those that most closely describe the student's oral reading. Review the "Next Steps" note on the record sheet to determine whether to proceed with the assessment or to stop. Specific recommendations for Small-group Reading instruction lessons may also be included in the "Next Steps" note.

3. Part B: Ask the comprehension questions listed on the record sheet for the selected book one at a time. Determine whether the student demonstrates an initial understanding of the text by comparing her responses to those provided on the record sheet. You may choose to record additional comments about the student's responses if they will help to inform your future comprehension strategy instruction. Review the "Next Steps" note on the record sheet to determine whether to continue with the assessment using a different level text or if placement into a small-group set can be determined based on the results obtained. For a completed sample, see pages 166–168.

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Placement Assessment Record Sheet- PA3

Set 8, *Koalas*
by Valerie Bodden

Student's name: Julie C. Date: 9/12/17

Part A: Silent and Oral Reading of the Text

Introduce the book by reading the title and the name of the author aloud to the student. Invite the student to read pages 4–11 silently and to look up when she is finished. Tell the student that they should read all of the text on the page (pointing to the caption on page 4 as an example, without naming the text feature). Ask the student to stop on page 11 after reading "Others are on flat land." (without reading the defined words on the bottom of the page). Ask the student to reread the same pages aloud. As the student reads, conduct a running record using the text on pages 182–183. Record the results below.

Accuracy:

Number of Errors	0	1	2	3	4	5	6	7	8–9	10	11	12+
%	100	99	98	97	96	95	94	93	92	91	90	89↓

Phrasing, Expression (Check all that apply):

☐ reads word by word

☐ groups words together in phrases

☑ uses appropriate expression and intonation

☑ reads at an appropriate rate

☐ voice reflects the punctuation marks

Next Steps:

- If accuracy is 95% or higher, continue to Part B.
- If accuracy is 94% or lower, stop the assessment at this level. Continue the assessment using *Puffin Peter* from Set 7 and its accompanying record sheet. If the assessment has already been given using Puffin Peter from Set 7, place the student in Set 7 for Small-group Reading instruction.
- If the student is reading with 95% accuracy or higher, but is not reading fluently, have the student do the fluency lessons in Set 7 prior to beginning Set 8 (*Chameleon* and "A Small Stall" from *Cowgirl Kate*).

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Placement Assessment Record Sheet- PA3
(continued)

Set 8, *Koalas*
by Valerie Bodden

Part B: Comprehension of the Text

1. How do mother koalas hold their babies? *In a pouch; on their belly*

in a pouch

2. Why is it helpful that koalas have strong feet and claws? *They help koalas to climb*

3. Where do koalas live? *Australia; high in trees; in trees in mountains; in trees on flat land*

4. Why is Australia a good place for koalas to live? *There are a lot of trees there*

it is far away

Next Steps:

- If 3 or 4 questions are answered correctly, continue the assessment using *Only One Year* from Set 9 and its accompanying record sheet.
- If 0, 1, or 2 questions are answered correctly, place the student in Set 8 for Small-group Reading instruction.

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Koalas

Julie C.

by Valerie Bodden (pages 4-11)

funny/sl marsups

Koalas are round, furry animals. They are marsupials (*mar-SOO-pee-uhlz*). That means that mother koalas have a pouch on their belly to hold their babies.

Koalas have big, dark-colored noses

Koalas have brown or gray fur. Their ears, arms, and chests are white. Koalas have big noses. They have strong feet and claws to help them climb.

Koalas have fuzzy-looking fur and hard claws

Some koalas are small. They weigh a little bit more than a newborn human baby. Other koalas are bigger. They can weigh up to 30 pounds (

Koalas are

Australia h

content

Koalas live on the continent of Australia. They live high in the eucalyptus (*yoo-kuh-LIP-tus*) trees. Some of the trees are in the mountains. Others are on flat land.

Excerpt from *Amazing Animals: Koalas* by Valerie Bodden. Copyright © 2009 by The Creative Company. Reprinted by permission.

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Placement Assessment Record Sheet- PA3

Set 7, *Puffin Peter*
by Petr Horáček

Student's name: _____ Date: _____

Part A: Silent and Oral Reading of the Text

Introduce the book by reading the title and the name of the author aloud to the student. Invite the student to read pages 2–17 silently and to look up when he is finished. Ask the student to reread the same pages aloud. As the student reads, conduct a running record using the text on page 181. Record the results below.

Accuracy:

Number of Errors	0	1	2	3	4–5	6	7	8–9	10	11	12–13	14+
%	100	99	98	97	96	95	94	93	92	91	90	89↓

Phrasing, Expression (Check all that apply):

☐ reads word by word

☐ groups words together in phrases

☐ uses appropriate expression and intonation

☐ reads at an appropriate rate

☐ voice reflects the punctuation marks

☐ voice reflects dialogue and characters' feelings

Next Steps:

- If accuracy is 95% or higher, continue to Part B.
- If accuracy is 94% or lower, stop the assessment. Refer to the Small-group Placement Assessment for Sets 1–5 in the Assessment Resource Book or consider placement into Set 6 (refer to page xii of the *Assessment Resource Book* to find out more about fluency instruction in Set 6).

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Part B: Comprehension of the Text

1. How did Paul make Peter laugh? *He was funny; he was noisy*

2. What happened to Peter? *He was lost (in a storm, while diving); he was blown out to sea*

3. What did Paul and Peter do together? *Go fishing around their island;, go diving*

4. What is the whale going to do next? *Show Peter where to look for Paul; help him find his friend*

Next Steps:

- If 3 or 4 questions are answered correctly, continue the assessment using *Koalas* from Set 8 and its accompanying record sheet.
- If 0, 1, or 2 questions are answered correctly, place the student in Set 7 for Small-group Reading instruction.

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Placement Assessment Record Sheet- PA3

Set 8, *Koalas*
by Valerie Bodden

Student's name: _____ Date: _____

Part A: Silent and Oral Reading of the Text

Introduce the book by reading the title and the name of the author aloud to the student. Invite the student to read pages 4–11 silently and to look up when she is finished. Tell the student that they should read all of the text on the page (pointing to the caption on page 4 as an example, without naming the text feature). Ask the student to stop on page 11 after reading "Others are on flat land." (without reading the defined words on the bottom of the page). Ask the student to reread the same pages aloud. As the student reads, conduct a running record using the text on pages 182–183. Record the results below.

TEKS 4.A.ii
Student/Teacher Activity
Part A
[Accuracy]

Accuracy:

Number of Errors	0	1	2	3	4	5	6	7	8–9	10	11	12+
%	100	99	98	97	96	95	94	93	92	91	90	89↓

Phrasing, Expression (Check all that apply):

☐ reads word by word

☐ groups words together in phrases

☐ uses appropriate expression and intonation

☐ reads at an appropriate rate

☐ voice reflects the punctuation marks

TEKS 4.A.i
Student/Teacher Activity
Part A
[reads at an appropriate rate]

TEKS 4.A.iii
Student/Teacher Activity
Part A
[groups words together into phrases]

Next Steps:

- If accuracy is 95% or higher, continue to Part B.
- If accuracy is 94% or lower, stop the assessment at this level. Continue the assessment using *Puffin Peter* from Set 7 and its accompanying record sheet. If the assessment has already been given using Puffin Peter from Set 7, place the student in Set 7 for Small-group Reading instruction.
- If the student is reading with 95% accuracy or higher, but is not reading fluently, have the student do the fluency lessons in Set 7 prior to beginning Set 8 (*Chameleon* and "A Small Stall" from *Cowgirl Kate*).

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Part B: Comprehension of the Text

1. How do mother koalas hold their babies? *In a pouch; on their belly*

2. Why is it helpful that koalas have strong feet and claws? *They help koalas to climb*

3. Where do koalas live? *Australia; high in trees; in trees in mountains; in trees on flat land*

4. Why is Australia a good place for koalas to live? *There are a lot of trees there*

Next Steps:

- If 3 or 4 questions are answered correctly, continue the assessment using *Only One Year* from Set 9 and its accompanying record sheet.
- If 0, 1, or 2 questions are answered correctly, place the student in Set 8 for Small-group Reading instruction.

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Placement Assessment Record Sheet- PA3

Set 9, *Only One Year*
by Andrea Cheng

Student's name: _____ Date: _____

Part A: Silent and Oral Reading of the Text

Introduce the book by reading the title and the name of the author aloud to the student. Invite the student to read pages 3–6 silently and to look up when he is finished. Ask the student to reread pages 3–5 aloud, stopping after "I can hardly believe it." near the bottom of page 5. As the student reads, conduct a running record using the text on pages 184–185. Record the results below. Note that the student is not rereading all of the text that they read silently.

Accuracy:

Number of Errors	0	1–2	3–4	5–6	7–9	10–11	12–13	14–15	16–18	19–20	21–22	23+
%	100	99	98	97	96	95	94	93	92	91	90	89↓

Phrasing, Expression (Check all that apply):

☐ reads word by word

☐ groups words together in phrases

☐ uses appropriate expression and intonation

☐ reads at an appropriate rate

☐ voice reflects the punctuation marks

☐ voice reflects dialogue and characters' feelings

Next Steps:

- If accuracy is 95% or higher, continue to Part B.
- If accuracy is 94% or lower, stop the assessment at this level. Continue the assessment using *Koalas* from Set 8 and its accompanying record sheet. If the assessment has already been given using *Koala*s from Set 8, place the student in Set 8 for Small-group Reading instruction.
- If the student is reading with 95% accuracy or higher, but is not reading fluently, have the student do the fluency lessons in Set 7 (*Chameleon* and "A Small Stall" from *Cowgirl Kate*) and Set 8 (*The Great Gracie Chase*) prior to beginning Set 9.

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Part B: Comprehension of the Text

1. Why is Sharon making a card? *For her friend's birthday; for Isabelle's birthday*

2. Why does Di Di start screaming? *He closed the cabinet door on his finger; he got hurt*

3. Where is Mama taking Di Di in two weeks? *To China; to stay with his grandma in China*

4. Why does Mama say China is better for little children? *There will be more family to watch Di Di; Nai Nai can take care of him; they don't have to leave him with a stranger*

Next Steps:

- If 3 or 4 questions are answered correctly, continue the assessment using *Helen Keller* from Set 10 and its accompanying record sheet.
- If 0, 1, or 2 questions are answered correctly, place the student in Set 9 for Small-group Reading instruction.

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Placement Assessment Record Sheet- PA3

Set 10, *Helen Keller*
by Margaret Davidson

Student's name: _____ Date: _____

Part A: Silent and Oral Reading of the Text

Introduce the book by reading the title and the name of the author aloud to the student. Invite the student to read pages 7–9 silently and to look up when she is finished. After she has read silently, ask the student to reread pages 7–8 aloud, stopping at the end of page 8. As the student reads, conduct a running record iusing the text on pages 186–187. Record the results below. Note that the student is not rereading all of the text that they read silently.

TEKS 4.A.ii
Student/Teacher Activity
Part A
[Accuracy]

Accuracy:

Number of Errors	0	1	2–3	4–5	6–7	8–9	10–11	12–13	14–15	16–17	18–19	20+
%	100	99	98	97	96	95	94	93	92	91	90	89↓

Phrasing, Expression (Check all that apply):

TEKS 4.A.i
Student/Teacher Activity
Part A
[reads at an appropriate rate]

☐ reads word by word

☐ groups words together in phrases

☐ uses appropriate expression and intonation

☐ reads at an appropriate rate

☐ voice reflects the punctuation marks

☐ voice reflects dialogue and characters' feelings

TEKS 4.A.iii
Student/Teacher Activity
Part A [groups words together into phrases]

Next Steps:

- If accuracy is 95% or higher, continue to Part B.
- If accuracy is 94% or lower, stop the assessment at this level. Continue the assessment using *Only One Year* from Set 9 and its accompanying record sheet. If the assessment has already been given using *Only One Year* from Set 9, place the student in Set 9 for Small-group Reading instruction.
- If the student is reading with 95% accuracy or higher, but is not reading fluently, have the student do the fluency lessons in Set 7 (*Chameleon* and "A Small Stall" from *Cowgirl Kate*) and Set 8 (*The Great Gracie Chase*) prior to beginning Set 10.

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Part B: Comprehension of the Text

1. Why couldn't the doctor help Helen when she was sick? *There were no medicines to help her; she had scarlet fever*

2. How old was Helen when she got sick? *Eighteen months old*

3. Why didn't Helen blink when her mom waved her hand in front of Helen's face? *Because she was blind; because she couldn't see her mom's hand*

4. What did Helen's mom do with the lamp? *She shone the light in Helen's eyes to find out if she could see it*

Next Steps:

- If 3 or 4 questions are answered correctly, continue the assessment using *My Name is María Isabel* from Set 11 and its accompanying record sheet.
- If 0, 1, or 2 questions are answered correctly, place the student in Set 10 for Small-group Reading instruction.

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Placement Assessment Record Sheet- PA3

Set 11, *My Name is María Isabel* by Alma For Ada

Student's name: _____ Date: _____

Part A: Silent and Oral Reading of the Text

Introduce the book by reading the title and the name of the author aloud to the student. Invite the student to read pages 1–3 silently, stopping after the first paragraph on page 3 after "she had liked it so much." Tell the student to look up when he is finished. After he has read silently, ask the student to reread pages 1–2 aloud, stopping after "as if he could read her thoughts." near the middle of page 2. As the student reads, conduct a running record using the text on pages 188–189. Record the results below. Note that the student isn't rereading all of the text that they read silently.

Accuracy:

Number of Errors	0	1	2–3	4–5	6–7	8–9	10–11	12	13–14	15–16	17–18	19+
%	100	99	98	97	96	95	94	93	92	91	90	89↓

Phrasing, Expression (Check all that apply):

☐ reads word by word

☐ groups words together in phrases

☐ uses appropriate expression and intonation

☐ reads at an appropriate rate

Next Steps:

- If accuracy is 95% or higher, continue to Part B.
- If accuracy is 94% or lower, stop the assessment at this level. Continue the assessment using *Helen Keller* from Set 10 and its accompanying record sheet. If the assessment has already been given using *Helen Keller* from Set 10, place the student in Set 10 for Small-group Reading instruction.
- If the student is reading with 95% accuracy or higher, but is not reading fluently, have the student do the fluency lessons in Set 7 (*Chameleon* and "A Small Stall" from *Cowgirl Kate*) and Set 8 (*The Great Gracie Chase*) prior to beginning Set 11.

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Part B: Comprehension of the Text

1. Why was Mariía Isabel nervous about starting school? *She was going to a new school; the school year had already started; she thought she would be the only new kid*

2. Why was María Isabel thinking about Clara and Virginia? *They are her friends from her old school; she was thinking about her plans to play with them during winter vacation*

3. Why did María Isabel gulp her coffee, even though it burned her tongue? *Her brother was telling her to hurry up; her brother didn't want to be late for school; she didn't want to be late for school*

4. How did María Isabel's feelings change about the blue backpack? *She no longer understood why she had liked it; now it just seemed heavy; she was nervous, so she didn't like it as much anymore*

Next Steps:

- If 3 or 4 questions are answered correctly, continue the assessment using *Family Reminders* from Set 12 and its accompanying record sheet.
- If 0, 1, or 2 questions are answered correctly, place the student in Set 11 for Small-group Reading instruction.

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Placement Assessment Record Sheet- PA3

Set 12, *Family Reminders*
by Julie Danneberg

Student's name: _____ Date: _____

Part A: Silent and Oral Reading of the Text

Introduce the book by reading the title and the name of the author aloud to the student. Invite the student to read pages 6–9 silently, stopping after "Is it my father?" halfway down page 9. Tell the student to look up when she is finished. After she has read silently, ask the student to reread pages 6–7 aloud, stopping after "we found out that they were fatherless." near the bottom of page 7. As the student reads, conduct a running record using the text on pages 190–191. Record the results below. Note that the student isn't rereading all of the text that they read silently.

Accuracy:

Number of Errors	0	1–2	3–4	5–7	8–9	10–11	12–14	15–16	17–19	20–21	22–23	24+
%	100	99	98	97	96	95	94	93	92	91	90	89↓

Phrasing, Expression (Check all that apply):

☐ reads word by word

☐ groups words together in phrases

☐ uses appropriate expression and intonation

☐ reads at an appropriate rate

Next Steps:

- If accuracy is 95% or higher, continue to Part B.
- If accuracy is 94% or lower, stop the assessment at this level. Continue the assessment using the *My Name Is María Isabel* from Set 11 and its accompanying record sheet. If the assessment has already been given using the *My Name Is María Isabel* from Set 11, place the student in Set 11 for Small-group Reading instruction.
- If the student is reading with 95% accuracy or higher, but is not reading fluently, have the student do the fluency lessons in Set 7 (*Chameleon* and "A Small Stall" from *Cowgirl Kate*) and Set 8 (*The Great Gracie Chase*) prior to beginning Set 12.

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Part B: Comprehension of the Text

1. Why did all of the children stop playing on the playground? *They heard a siren; there was a siren coming from the mine; they were looking at the mountain to see what happened*

2. Why didn't the mountain seem friendly to Mary that day? *Because her father was working inside and the siren went off; because she was worried about her father*

3. Why wasn't Emily worried about her father like Mary was? *Emily's father worked the nightshift (and it was daytime when the siren went off)*

4. What happened the last time the siren went off? *Other children's family members had died; the O'Malleys' father and uncle had died; the O'Malleys moved away*

Next Steps:

- If 3 or 4 questions are answered correctly, consider what Small-group Reading instruction beyond Set 12 might be appropriate for the student. You might develop your own lessons for additional texts using lessons from Set 12 as guides. When selecting appropriate text, consider having the students read additional books at equivalent text levels (DRA 38+, Fountas & Pinnell Level P and above). You might also select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre as previously taught text.
- If 0, 1, or 2 questions are answered correctly, place the student in Set 12 for Small-group Reading instruction.

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Puffin Peter

by Petr Horáček (pages 2–17)

This is Peter. This is Paul.

Peter and Paul were the best of friends. Paul made Peter laugh by being funny and noisy. They spent their days happily fishing around their rocky island.

One day, while they were out diving . . . a storm blew up. A big, big storm. Peter was lost.

He was blown far out to sea.

At last the storm was over. "Where am I?" said Peter. He opened his eyes. "And where is Paul?"

"Hello," said a large blue whale. "Are you lost?"

"Yes," said Peter. "And I've lost my best friend, Paul."

"What's he like?" asked the whale.

"Oh! Paul is funny and noisy. Can you help me find him?"

"Funny and noisy. I know just where to look," said the whale, and they set off together.

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Koalas

by Valerie Bodden (pages 4-11)

Koalas are round, furry animals. They are marsupials (*mar-SOO-pee-uhlz*). That means that mother koalas have a pouch on their belly to hold their babies.

Koalas have big, dark-colored noses

Koalas have brown or gray fur. Their ears, arms, and chests are white. Koalas have big noses. They have strong feet and claws to help them climb.

Koalas have fuzzy-looking fur and hard claws

Some koalas are small. They weigh a little bit more than a newborn human baby. Other koalas are bigger. They can weigh up to 30 pounds (13.6 kg).

Koalas are small enough to easily climb trees

Australia has a lot of trees for koalas to live in

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Koalas

by Valerie Bodden (pages 4-11) *(continued)*

Koalas live on the continent of Australia. They live high in the eucalyptus (*yoo-kuh-LIP-tus*) trees. Some of the trees are in the mountains. Others are on flat land.

Excerpt from *Amazing Animals: Koalas* by Valerie Bodden. Copyright © 2009 by The Creative Company. Reprinted by permission.

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Only One Year

by Andrea Cheng (pages 3, 5)

Not So Long

My little brother, Di Di, is sitting on the kitchen floor, emptying a cabinet. He takes all the plastic containers out and throws them on the floor. Then he starts on the pots and pans.

Mama is slicing zucchini for dinner. "Sharon, please take Di Di out of the kitchen," she says.

I'm busy making a card for my new friend Isabelle's birthday. She just moved in down the street. She's about to turn nine, and she's going into fourth grade, just like me. I draw a flag with fireworks around it because Isabelle's birthday is on the Fourth of July.

"Mary, get Di Di," I tell my sister.

"You get him," she says.

"It's your turn," I say.

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Only One Year

by Andrea Cheng (pages 3, 5) *(continued)*

"Girls," Mama says. "Stop . . ."

Suddenly Di Di starts screaming. He's closed the cabinet door on his finger. Mama puts down her knife and picks up Di Di. She runs his finger under cold water.

"Shhh, Xiao Di Di," she tells him. "Shhh, Little Di Di. It's okay. Your finger is all better now."

"Better," Di Di says, rubbing his eyes. Mama puts him back on the floor and shuts the cabinet tight. Then she tells us that in two weeks she is taking Di Di to China to stay with Nai Nai, our grandma, for a year.

"A whole year?" I say. I can hardly believe it.

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Helen Keller

by Margaret Davidson (pages 7–8)

A Strange Fever

The beginning was happy for Helen. She laughed and loved and grew like any other baby. First she crawled, then she walked, and she was learning to talk. Each day was full of adventures.

Then everything stopped. One day Helen laughed and played as usual. The next day she lay tossing and turning in bed. She was very, very sick. The doctor was called. But he could do little to help. A strange fever was burning her up.

Probably Helen had scarlet fever. Today there are medicines that would have made her well. But Helen was born almost one hundred years ago—before these medicines were discovered.

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Helen Keller

by Margaret Davidson (pages 7–8) *(continued)*

So day after day Helen grew weaker. The doctor could not give her mother and father much hope. Helen Keller was only eighteen months old. The doctor was sure that she could not live much longer.

Then suddenly the fever fell. Helen seemed to be getting better. Mr. and Mrs. Keller sighed with relief. "Everything will be all right now," the doctor said.

But it wasn't.

Helen slept for many hours. When she woke again it was morning. The sun was shining in through the window. Sunlight splashed across her bed.

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My Name Is María Isabel

by Alma Flor Ada (pages 1–2)

On the Way to School

María Isabel looked at the cup of coffee with milk and the buttered toast in front of her. But she couldn't bring herself to eat.

Her mother said, "Maribel, *cariño*, hurry up."

Her father added, "You don't want to be late on your first day, do you?"

But instead of finishing her breakfast, María Isabel just kept staring at the butter as it slowly melted into the toast, and at the cloud of steam that floated over her cup.

"You'll see, you'll like your new school," her mother said. But her mother's soft, reassuring voice didn't seem to convince María Isabel. María Isabel knew it wasn't going to be easy starting at a

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My Name Is María Isabel

by Alma Flor Ada (pages 1–2) *(continued)*

new school, especially when the school year had already begun. She was probably the only new student. She kept thinking what bad luck it was that they had had to move two months after school had started. And she had had so many plans to spend her winter vacation playing with Clara and Virginia.

"You'll make new friends soon," said María Isabel's father, as if he could read her thoughts.

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Family Reminders

by Julie Danneberg (pages 6–7)

One

The mine's shrill disaster siren ripped through the everyday noises of the playground. Silence settled on the valley as the mine's dynamite blasting ceased and the clanging, stomping ore presses went still. All of us on the playground stopped what we were doing. Shielding our eyes against the sun's brightness, we looked toward the telltale pile of orange-gold tailings that spilled down the mountainside away from the gold mine's tunneled entrance. We looked hard, carefully scanning the area, hoping to see something that would explain that screeching siren. But we were too far away. Besides, we all knew that the danger was inside the mountain, not outside.

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Family Reminders

by Julie Danneberg (pages 6–7)

(continued)

My stomach lurched as I thought of Daddy inside that mountain. Usually I liked glancing across the valley, knowing that he was right there, busy at work. "Like a worker ant in an anthill," he often joked. But that day the mountain didn't seem friendly and forgiving: it loomed threatening and angry against the skyline.

My friend Emily came to stand beside me. She squeezed my hand and said, "Don't worry, Mary. I'm sure he's okay." Emily's father worked the night shift so she was spared the worry. "You know it always works out," she said. I nodded, but in my head I knew that it hadn't worked out for Matthew and Aaron O'Malley. A day after the siren went off last year, we found out that they were fatherless.

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Individual Reading Observation

Completing the Individual Reading Observation 194

"Individual Reading Observation" sheet (IR1). 196

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Individual Reading Observation

Completing the Individual Reading Observation

As you teach the Small-group Reading lessons, an Individual Reading Observation Note will alert you when an observation is suggested.

PREPARING FOR THE OBSERVATION

✓ Print the "Individual Reading Observation" sheet (IR) from the CCC Learning Hub (ccclearninghub.org) or make copies from page 149 for each student in the group when the group begins a new set.

✓ Review the examples of completed "Individual Reading Observation" sheets on pages 196–198 to help you prepare to observe the students.

CONDUCTING THE OBSERVATION

1. **Initiate the Observation.** During Small-group Reading lessons, choose a student to listen to and observe as the student reads individually or with a partner.
2. **Listen to the Student Read Aloud.** You may need to ask a student to read aloud quietly so that you can hear. If the students need to read part of a book independently between Small-group Reading lessons, you might have them complete this independent reading during an additional small-group reading session and observe individual students as they read.
3. **Focus Your Observation.** Refer to the questions below and choose a few to help focus your observation. You may emphasize different aspects of reading for students in Sets 1–5 than you do for students in Sets 6–12. Record your observations and ideas for next steps on each student's "Individual Reading Observation" sheet (IR), using the same sheet for all the lessons within the set.

   As you observe, you might ask yourself questions about **accuracy**, such as:

   - Can the student read high-frequency words?
   - Is the student able to read decodable words?
   - Is the student able to read polysyllabic words?

   You might ask yourself questions about **self-monitoring** and **self-correcting**, such as:

   - Does the student realize when a mistake has been made?
   - Does the student self-correct an error before reading the next sentence?
   - Does the student ask for help?
   - Does the student's oral reading make sense?
   - Does the student go back and reread if necessary? If so, is the student able to self-correct?

(continues)

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Individual Reading Observation *(continued)*

You might ask yourself questions about **fluency**, such as:

- Is the student able to group words together in phrases?
- Does the student use appropriate expression and intonation?
- Is the student able to read at an appropriate rate?
- Does the student's voice reflect the punctuation marks?
- Does the student read in a way that reflects an understanding of how the characters are feeling?

INTERPRETING THE OBSERVATION

You might ask yourself general questions about the student's progress, such as:

- Does this book seem to be at an appropriate level for the student?
- Do I need to reassess the student's reading level?
- What can I do to support the student?

If the book does not seem to be at an appropriate level for the student, consider readministering a placement assessment and think about what else you might do to support the student.

SUGGESTIONS FOR SUPPORTING READERS

- If the student struggles with a word for more than a few seconds, read the word for the student.
- If the student struggles to read a particular type of word (e.g., high-frequency words, polysyllabic words, words with inflectional endings), you may want to address this during an individual conference at another time.
- If the student incorrectly reads a word and does not self-correct, ask the student to reread the sentence.
- If the student incorrectly reads a sentence or a passage aloud and does not recognize the error, you may want to stop the student and ask, "Does that make sense?" You may need to paraphrase what was read aloud. Encourage the student to go back and reread.
- If the student struggles to read fluently, you may want to address this during a Small-group Reading lesson on fluency or during an individual conference.

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"Individual Reading Observation" Sheet: Example 1

Student's name: Tavi Set: 4

Date/title	Observations	Next steps
9/8; A Hike by the Lake	Mostly word-by-word reading; some 2-word phrases (said Dad).	Echo/partner read with Set 3 books.
9/17; Life in a Plains Tribe: Part 1	Sometimes tries to sound out high-frequency words (people, could).	Practice with high-frequency word cards.
10/5; A Cold Ride	"final e" words with –ing: says short-vowel sound ("shining" for shining), then usually self-corrects (shining, riding).	
10/21; Out My Window	sounds of –ed: often reads –ed as "ĕd" ("splashĕd," "chasĕd").	Review sounds of –ed. Ask "Does that sound right?"

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"Individual Reading Observation" Sheet: Example 2

Student's name: Armando Set: 8

Date/title	Observations	Next steps
1/4; The Great Gracie Chase	Good phrasing–3 or 4 words. Not sure how to read italicized words.	Echo/partner read text with italicized words.
1/20; Lightning	Struggles to read words with inflectional endings (crooked, crawling, flashes). Pauses at commas–makes reading sound like talking.	Review looking for base words, then adding on inflectional endings.
2/3; "I Wouldn't"	Reads each line as a single phrase, but struggles to connect one line to the next.	Echo/partner read poems.
2/25; Jamaica's Find	Miscues usually retain the meaning of the sentence: "I stopped to play on ~~the~~ my way home."	

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"Individual Reading Observation" Sheet: Example 3

Student's name: Morgan Set: 10

Date/title	Observations	Next steps
10/9; Bink & Gollie	Reads with little expression; reading doesn't sound like talking.	Echo/partner read. Do readers' theater performance (see activity at the end of Day 6).
10/23; To Be an Artist	Has trouble navigating among all the different features (main text in bold, sidebar paragraphs, photographs, and captions).	Review text features in Penguins and Gravity. Encourage Morgan to read more nonfiction books independently.
11/2; I Love Guinea Pigs	Tends to say just the first or first two syllables of long polysyllabic words.	Review syllabication.

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Individual Reading Observation ▪ IR1

Student's name: _____ Set: _____

Date/title	Observations	Next steps

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Set 1

"Group Progress Assessment" sheet (GA1) 202

Mastery Tests (MT1–MT2) 203

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Week 6 ■ Day 3 Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Have the students mastered concepts of print, such as where to begin reading and pointing to each word as they read?			
▪ Is the group mastering the high-frequency words taught in the lessons?			
▪ Can the students blend decodable words?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *Can You See My Fish?*" at the end of Week 6, Day 3. If the students struggle with blending, provide additional practice, using blanks as a visual aid (see Week 1, Day 1, Step 2). If the students struggle with high-frequency words, provide additional review with the high-frequency word card review deck at another time of the day.

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Mastery Tests

Completing the Mastery Tests for Small-group Reading Sets 1–5

As you teach Small-group Reading Sets 1–5, a Mastery Test Assessment Note will alert you when an assessment is suggested.

PREPARING FOR THE ASSESSMENT

- ✓ For each student in the group, print the appropriate "Mastery Test" record (MT) from the CCC Learning Hub (ccclearninghub.org) or make copies from pages 204 and 206.
- ✓ Print the appropriate "Mastery Test Student Card" (SC) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 205 and 207. Glue the page onto a piece of card stock, or slip the page into a sheet protector.
- ✓ Review the "Mastery Test" record (MT) to help you prepare to evaluate each student's knowledge of spelling-sounds, phonics patterns, and high-frequency words.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student card. You may wish to place a blank index card under each row as the student reads it to help the student follow each row.
2. Have the student say the sounds or read the words aloud as you record the student's responses on the "Mastery Test" record (MT). When the student responds correctly, mark a check next to the sound or word. When the student responds incorrectly, cross out the sound or word. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any letter or word during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student's regional accent).
3. After administering the assessment, record the number of words and sounds the student reads correctly and circle "Pass" or "Not Pass."

INTERPRETING THE ASSESSMENT RESULTS

The passing criterion is set at 80 percent. Note that any standard of this sort is somewhat arbitrary. If a higher or lower passing score is more compatible with your instruction, apply that criterion to the assessment.

If you identify students who need to repeat instruction, follow the reteaching instructions in the corresponding Mastery Test Assessment Note in the *Small-group Teacher's Manual*.

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Mastery Test 1 ■ MT1
(after Week 4)

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card. Cross out incorrect sounds or words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

SPELLING-SOUNDS *(5-second limit per sound)*

s _____ n _____ m _____ t _____

a _____

Spelling-Sound score: _____ /5

Pass (4–5 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

he _____ she _____ can't _____ isn't _____

to _____ get _____

High-frequency Word score: _____ /6

Pass (5–6 correct) or Not Pass

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s	n	m	t
a			

he	she	can't	isn't
to	get		

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Mastery Test 2 ■ MT2
(after Week 8)

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card. Cross out incorrect sounds or words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

SPELLING-SOUNDS *(5-second limit per sound)*

r _____	i _____	f _____	h _____
u _____	d _____	o _____	

Spelling-Sound score: _____ /7

Pass (5–7 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

no _____	yes _____	down _____	go _____
where _____	my _____	by _____	here _____

High-frequency Word score: _____ /8

Pass (6–8 correct) or Not Pass

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r	i	f	h
u	d	o	

no	yes	down	go
where	my	by	here

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Set 2

"Group Progress Assessment" sheets (GA1–GA2). 210

Mastery Tests (MT3–MT4) 212

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Week 2 ■ Day 3 Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Is the group mastering the high-frequency words taught in the lessons?			
▪ Do the students understand what they are reading?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *The Pet*" at the end of Set 2, Week 2. Support students who are struggling with comprehension by having them retell the story after they read each page or two pages.

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Week 6 ■ Day 3 Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Is the group mastering the digraphs *sh* and *th*?			
▪ Do the students understand what they are reading?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *We Have Fish*" at the end of Week 6, Day 3. Support students who are struggling with comprehension by having them retell the story after they read each page or two pages.

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Mastery Tests

Completing the Mastery Tests for Small-group Reading Sets 1–5

As you teach Small-group Reading Sets 1–5, a Mastery Test Assessment Note will alert you when an assessment is suggested.

PREPARING FOR THE ASSESSMENT

✓ For each student in the group, print the appropriate "Mastery Test" record (MT) from the CCC Learning Hub (ccclearninghub.org) or make copies from pages 213 and 215.

✓ Print the appropriate "Mastery Test Student Card" (SC) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 214 and 216. Glue the page onto a piece of card stock, or slip the page into a sheet protector.

✓ Review the "Mastery Test" record (MT) to help you prepare to evaluate each student's knowledge of spelling-sounds, phonics patterns, and high-frequency words.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student card. You may wish to place a blank index card under each row as the student reads it to help the student follow each row.
2. Have the student say the sounds or read the words aloud as you record the student's responses on the "Mastery Test" record (MT). When the student responds correctly, mark a check next to the sound or word. When the student responds incorrectly, cross out the sound or word. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any letter or word during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student's regional accent).
3. After administering the assessment, record the number of sounds or words the student reads correctly and circle "Pass" or "Not Pass."

INTERPRETING THE ASSESSMENT RESULTS

The passing criterion is set at 80 percent. Note that any standard of this sort is somewhat arbitrary. If a higher or lower passing score is more compatible with your instruction, apply that criterion to the assessment.

If you identify students who need to repeat instruction, follow the reteaching instructions in the corresponding Mastery Test Assessment Note in the *Small-group Teacher's Manual*.

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Mastery Test 3 ■ MT3
(after Week 4)

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card. Cross out incorrect sounds or words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

SPELLING-SOUNDS *(5-second limit per sound)*

c _____	ck _____	k _____	b _____
p _____	l _____	g _____	

Spelling-Sound score: _____ /7

Pass (5–7 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

saw _____	they _____	was _____	little _____
put _____	what _____	do _____	like _____

High-frequency Word score: _____ /8

Pass (6–8 correct) or Not Pass

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c	ck	k	b
p	l	g	

saw	they	was	little
put	what	do	like

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Mastery Test 4 ■ MT4
(after Week 8)

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card. Cross out incorrect sounds or words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

SPELLING-SOUNDS *(5-second limit per sound)*

e _____	w _____	th _____	y _____
v _____	sh _____	x _____	ch _____
tch _____			

Spelling-Sound score: _____ /9

Pass (7–9 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

have _____	home _____	said _____	of _____
her _____	his _____	some _____	come _____
out _____			

High-frequency Word score: _____ /9

Pass (7–9 correct) or Not Pass

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e	w	th	y
v	sh	x	ch
tch			

have	home	said	of
her	his	some	come
out			

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Set 3

"Group Progress Assessment" sheets (GA1–GA2). 218

Mastery Tests (MT5–MT6) 220

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Week 2 ■ Day 3 Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students look at the illustrations to confirm that what they read makes sense?			
▪ Can the students read words with inflectional endings?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *The Good Little Ducks, Part 2*" at the end of Week 2, Day 3. If the students struggle with inflectional endings, provide additional practice. Create several lists of five or six CVC words with inflectional endings and have students read one or more of the lists until they have mastered them.

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Week 6 ■ Day 3 Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Can the students produce rhyming words?			
▪ Did the group understand the steps in making jam?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *The Band*" at the end of Week 6, Day 3. If the students struggle with rhyming, provide additional practice by repeating the phonological awareness activity with another rime (see Day 1, Step 1).

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Mastery Tests

Completing the Mastery Tests for Small-group Reading Sets 1–5

As you teach Small-group Reading Sets 1–5, a Mastery Test Assessment Note will alert you when an assessment is suggested.

PREPARING FOR THE ASSESSMENT

✓ For each student in the group, print the appropriate "Mastery Test" record (MT) from the CCC Learning Hub (ccclearninghub.org) or make copies from pages 221 and 223.

✓ Print the appropriate "Mastery Test Student Card" (SC) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 222 and 224. Glue the page onto a piece of card stock, or slip the page into a sheet protector.

✓ Review the "Mastery Test" record (MT) to help you prepare to evaluate each student's knowledge of spelling-sounds, phonics patterns, and high-frequency words.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student card. You may wish to place a blank index card under each row as the student reads it to help the student follow each row.
2. Have the student say the sounds or read the words aloud as you record the student's responses on the "Mastery Test" record (MT). When the student responds correctly, mark a check next to the word. When the student responds incorrectly, cross out the word. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any letter or word during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student's regional accent).
3. After administering the assessment, record the number of words the student reads correctly and circle "Pass" or "Not Pass."

INTERPRETING THE ASSESSMENT RESULTS

The passing criterion is set at 80 percent. Note that any standard of this sort is somewhat arbitrary. If a higher or lower passing score is more compatible with your instruction, apply that criterion to the assessment.

If you identify students who need to repeat instruction, follow the reteaching instructions in the corresponding Mastery Test Assessment Note in the *Small-group Teacher's Manual*.

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Mastery Test 5 ■ MT5
(after Week 4)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

zip _____	jog _____	edge _____	when _____
sing _____	quick _____	snap _____	fast _____

Decodable Word score: _____ /8

Pass (6–8 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

say _____	says _____	so _____	make _____
there _____	be _____	look _____	good _____
want _____	water _____	from _____	

High-frequency Word score: _____ /11

Pass (8–11 correct) or Not Pass

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zip	jog	edge	when
sing	quick	snap	fast
say	says	so	make
there	be	look	good
want	water	from	

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Mastery Test 6 ■ MT6
(after Week 8)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

flap _____	frill _____	grip _____	drill _____
plop _____	smell _____	spot _____	clam _____

Decodable Word score: _____ /8

Pass (6–8 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

for _____	again _____	many _____	people _____
your _____	very _____	could _____	would _____
should _____	were _____		

High-frequency Word score: _____ /10

Pass (8–10 correct) or Not Pass

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flap	frill	grip	drill
plop	smell	spot	clam

for	again	many	people
your	very	could	would
should	were		

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Set 4

"Group Progress Assessment" sheets (GA1–GA2). 226

Mastery Tests (MT7–MT8) 228

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Week 2 ■ Day 3 Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Can the students produce rhyming words?			
▪ Are they able to say what they have learned from a nonfiction text?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *Life in a Plains Tribe, Part 2*" at the end of Week 2, Day 3. If the students struggle with rhyming, provide additional practice by repeating the phonological awareness activity with another rime (see Week 1, Day 3, Step 2). If they struggle to remember content, have them retell what they learn after they read each pair of facing pages.

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Week 6 ■ Day 3 Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Can the students produce rhyming words?			
▪ Are they able to read words with the *ee* and *ea* spellings?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *A Good Team*" at the end of this lesson. If the students struggle with rhyming, provide additional practice by repeating the phonological awareness activity with another rime (see Week 1, Day 3, Step 2).

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Mastery Tests

Completing the Mastery Tests for Small-group Reading Sets 1–5

As you teach Small-group Reading Sets 1–5, a Mastery Test Assessment Note will alert you when an assessment is suggested.

PREPARING FOR THE ASSESSMENT

- ✓ For each student in the group, print the appropriate "Mastery Test" record (MT) from the CCC Learning Hub (ccclearninghub.org) or make copies from pages 229 and 231.
- ✓ Print the appropriate "Mastery Test Student Card" (SC) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 230 and 232. Glue the page onto a piece of card stock, or slip the page into a sheet protector.
- ✓ Review the "Mastery Test" record (MT) to help you prepare to evaluate each student's knowledge of spelling-sounds, phonics patterns, and high-frequency words.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student card. You may wish to place a blank index card under each row as the student reads it to help the student follow each row.
2. Have the student say the sounds or read the words aloud as you record the student's responses on the "Mastery Test" record (MT). When the student responds correctly, mark a check next to the word. When the student responds incorrectly, cross out the word. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any letter or word during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student's regional accent).
3. After administering the assessment, record the number of words the student reads correctly and circle "Pass" or "Not Pass."

INTERPRETING THE ASSESSMENT RESULTS

The passing criterion is set at 80 percent. Note that any standard of this sort is somewhat arbitrary. If a higher or lower passing score is more compatible with your instruction, apply that criterion to the assessment.

If you identify students who need to repeat instruction, follow the reteaching instructions in the corresponding Mastery Test Assessment Note in the *Small-group Teacher's Manual*.

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Mastery Test 7 ■ MT7
(after Week 4)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

skip _____	slam _____	late _____	kite _____
these _____	hope _____	fuse _____	

Decodable Word score: _____ /7

Pass (5–7 correct) or Not Pass

HIGH-FREQUENCY WORDS *(5-second limit per word)*

both _____	does _____	every _____	other _____
mother _____	brother _____	woman _____	women _____
boy _____	toward _____	over _____	

High-frequency Word score: _____ /11

Pass (8–11 correct) or Not Pass

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skip	slam	late	kite
these	hope	fuse	

both	does	every	other
mother	brother	woman	women
boy	toward	over	

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Mastery Test 8 ■ MT8
(after Week 8)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

sleep _____	leap _____	fern _____	stir _____
fur _____	skated _____	sliding _____	

Decodable Word score: _____ /7

Pass (5–7 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

their _____	old _____	cold _____	told _____
one _____	two _____	don't _____	won't _____
too _____	who _____	school _____	

High-frequency Word score: _____ /11

Pass (8–11 correct) or Not Pass

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sleep	leap	fern	stir
fur	skated	sliding	

their	old	cold	told
one	two	don't	won't
too	who	school	

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Set 5

"Group Progress Assessment" sheets (GA1–GA3) 234

Mastery Tests (MT9–MT12) 237

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Week 2 ■ Day 3 Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Can the students read two-syllable words?			
▪ Are they beginning to read fluently?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *Ants, Moths, and Wasps*" at the end of Week 2, Day 3. If the students struggle with two-syllable words, provide additional practice. Have them read two-syllable words by framing each syllable and having the students read each syllable separately before reading the whole word.

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Week 6 ■ Day 3 Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Can the students retell the steps for making a fire and cooking?			
▪ Are they able to read in phrases rather than word by word?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *Sailboats*" at the end of Week 6, Day 3. If the students struggle with retelling, you might have them reread the book, stopping after each spread to tell what happens on those pages.

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Week 10 ■ Day 3 Group Progress Assessment ■ **GA3**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students self-correct by going back to reread or asking for help?			
▪ Are they able to read fluently?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *Night Skies*" at the end of Week 10, Day 3. If you notice students reading on without self-correcting, ask "Does that make sense?" and prompt them to reread. If the students struggle with high-frequency words, provide additional review with the high-frequency word card review deck at another time of the day.

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Mastery Tests

Completing the Mastery Tests for Small-group Reading Sets 1–5

As you teach Small-group Reading Sets 1–5, a Mastery Test Assessment Note will alert you when an assessment is suggested.

PREPARING FOR THE ASSESSMENT

✓ For each student in the group, print the appropriate "Mastery Test" record (MT) from the CCC Learning Hub (ccclearninghub.org) or make copies from pages 238, 240, 242, and 244.

✓ Print the appropriate "Mastery Test Student Card" (SC) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 239, 241, 243, and 245. Glue the page onto a piece of card stock, or slip the page into a sheet protector.

✓ Review the "Mastery Test" record (MT) to help you prepare to evaluate each student's knowledge of spelling-sounds, phonics patterns, and high-frequency words.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student card. You may wish to place a blank index card under each row as the student reads it to help the student follow each row.
2. Have the student say the sounds or read the words aloud as you record the student's responses on the "Mastery Test" record (MT). When the student responds correctly, mark a check next to the word. When the student responds incorrectly, cross out the word. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any letter or word during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student's regional accent).
3. After administering the assessment, record the number of words the student reads correctly and circle "Pass" or "Not Pass."

INTERPRETING THE ASSESSMENT RESULTS

The passing criterion is set at 80 percent. Note that any standard of this sort is somewhat arbitrary. If a higher or lower passing score is more compatible with your instruction, apply that criterion to the assessment.

If you identify students who need to repeat instruction, follow the reteaching instructions in the corresponding Mastery Test Assessment Note in the *Small-group Teacher's Manual*.

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Mastery Test 9 ■ MT9
(after Week 4)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

farm _____ torn _____ basket _____

mitten _____ cupcake _____

Decodable Word score: _____ /5

Pass (4–5 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

thought _____ father _____ after _____ work _____

head _____ read _____ never _____ ever _____

only _____

High-frequency Word score: _____ /9

Pass (7–9 correct) or Not Pass

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farm torn basket

mitten cupcake

thought father after work

head read never ever

only

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Mastery Test 10 ■ MT10
(after Week 8)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

stain _____	ray _____	soak _____	slow _____
down _____	tool _____	look _____	flew _____
mall _____	call _____		

Decodable Word score: _____ /10

Pass (8–10 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

give _____	live _____	walk _____	talk _____
because _____	children _____	even _____	picture _____

High-frequency Word score: _____ /8

Pass (6–8 correct) or Not Pass

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stain	ray	soak	slow
down	tool	look	flew
mall	call		

give	live	walk	talk
because	children	even	picture

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Mastery Test 11 ■ MT11
(after Week 12)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

wrap _____	knot _____	light _____
cried _____	flies _____	ouch _____

Decodable Word score: _____ /6

Pass (5–6 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

move _____	great _____	though _____	once _____
enough _____	watch _____	been _____	few _____
kind _____	find _____	mind _____	

High-frequency Word score: _____ /11

Pass (8–11 correct) or Not Pass

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wrap	knot	light
cried	flies	ouch

move	great	though	once
enough	watch	been	few
kind	find	mind	

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Mastery Test 12 ■ MT12
(after Week 14)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

boil _____	toy _____	haul _____
draw _____	mice _____	icy _____

Decodable Word score: _____ /6

Pass (5–6 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

word _____	four _____	answer _____	learn _____
young _____	large _____	earth _____	most _____
change _____			

High-frequency Word score: _____ /9

Pass (7–9 correct) or Not Pass

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boil	toy	haul
draw	mice	icy

word	four	answer	learn
young	large	earth	most
change			

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Set 6

"Group Progress Assessment" sheets (GA1–GA7). 248

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Sunny Days, Starry Nights ■ Day 2 Group Progress Assessment ■ **GA1**
Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Can the students group the words together in meaningful phrases?			
▪ Do they read fluently, making their reading sound like talking?			
▪ Do they follow along and listen carefully as their partners read?			
Other observations:			

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New School ■ Day 3
Fluency

Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students read dialogue so that it sounds like the characters are talking?			
▪ Can they read the story fluently?			
▪ Do they follow along and listen carefully as their partners read?			
Other observations:			

Suggestions:

Support any student who struggles with dialogue by reteaching Day 2, Step 2.

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Sailboats ■ Day 3
Comprehension

Group Progress Assessment ■ **GA3**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to use the diagram to help them understand and talk about the information in the text?			
▪ Are they able to work responsibly in pairs?			
Other observations:			

Suggestions:

Support any student who struggles by having the student reread the page and look closely at the illustration; then ask additional questions, such as:

Q *How does the diagram help you understand that [the jib is a little sail]?*

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The Silver Coins ■ Day 3
Comprehension

Group Progress Assessment ■ **GA4**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to determine which events are important to include in a retelling?			
▪ Are they able to put their ideas in writing?			
▪ Are they using their own wording?			
Other observations:			

Suggestions:

Support any student who struggles to write a retelling by having the student study the illustrations; then encourage the student to describe the pictures and tell you what he or she plans to write. If necessary, you might write the student's ideas on a piece of notebook paper and have him or her transcribe it onto the chart paper.

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Ball Games ■ Day 2 Group Progress Assessment ■ **GA5**
Comprehension and Word Analysis

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify two-syllable words?			
▪ Are there particular types of words they struggle to identify as polysyllabic words?			
▪ Are they able to work together to identify polysyllabic words?			
Other observations:			

Suggestions:

Support any student who struggles to identify two-syllable words by reviewing that one way to check the number of syllables in a word is to read the word aloud and clap on the syllables. Listen as the student reads and claps on difficult words, and provide guidance as necessary.

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Scout's Puppies ■ Day 2
Comprehension

Group Progress Assessment ■ **GA6**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners able to identify the important ideas from their section of the book?			
▪ Do they take turns talking, listening, and writing?			
Other observations:			

Suggestions:

Support any student who struggles with identifying important ideas by having them read the section of the book they were assigned aloud to you. Then ask:

Q *What things do the puppies do [at one month]?*

Point to the picture(s) and ask:

Q *What are the puppies doing in this picture? Does that seem important to remember?*

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Ann's Book Club ■ Day 3
Comprehension and Fluency

Group Progress Assessment ■ **GA7**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Can the students read the dialogue in the story fluently?			
▪ Do they read in a way that reflects an understanding of how the characters are feeling?			
▪ Do they follow along and listen carefully as their partners read?			
Other observations:			

Suggestions:

Support any student who struggles to read dialogue fluently by reteaching Day 2, Step 3, using pages 8–14 of *Ann's Book Club*.

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Chameleon! ■ Day 3
Fluency

Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students read fluently by paying attention to punctuation?			
▪ Do they read aloud in voices that are just loud enough for their partners to hear?			
▪ Do they follow along and listen carefully as their partners read?			
Other observations:			

Suggestions:

Support any student who struggles to read fluently by echo reading or choral reading part of *Chameleon!* with him or her.

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Cowgirl Kate and Cocoa ■ Day 3 Group Progress Assessment ■ **GA2**
Fluency

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students read in a way that reflects an understanding of how the characters are feeling?			
▪ Do they read aloud clearly in voices that are just loud enough for their partners to hear?			
▪ Do they follow along and listen carefully as their partners read?			
Other observations:			

Suggestions:

Support any student who struggles to read with attention to characters' feelings by reteaching Day 2, Step 4, using pages 10–13 of "A Small Stall."

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Cowgirl Kate and Cocoa ■ Day 6 Group Progress Assessment ■ **GA3**
Fluency

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to follow the script?			
▪ Do the students read with attention to characters' feelings?			
▪ Are the students able to speak loudly and clearly when performing?			
▪ Are the students able to watch and listen carefully?			
Other observations:			

Suggestions:

Support any performer who struggles to read fluently for an audience by reteaching Day 5. You may also want to have the student practice reading a different part.

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Jellyfish ■ Day 2
Word Analysis

Group Progress Assessment ■ **GA4**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify polysyllabic words?			
▪ Are they able to read polysyllabic words fluently?			
▪ Are they able to reach agreement about which words to record?			
Other observations:			

Suggestions:

Support any student who struggles by explaining that one way to check the number of syllables in a word is to read the word aloud and clap on the syllables. Listen as the student reads and claps out difficult words, and provide guidance as necessary.

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Elephant ■ Day 3
Comprehension

Group Progress Assessment ■ **GA5**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the photo glossary to look up the meaning of words?			
▪ Are the students discussing the book with their partners and the group?			
▪ Are the students able to listen respectfully and share their thinking?			
Other observations:			

Suggestions:

Support any student who struggles to use the photo glossary by modeling the procedure from Day 2, Step 3, using an additional word from the photo glossary.

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Puffin Peter ■ Day 2
Comprehension

Group Progress Assessment ■ **GA6**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to determine which events are important to include in a retelling?			
▪ Are pairs able to retell their part of the story in order?			
▪ Are pairs able to reach agreement with their partners about what to include in the retelling?			
Other observations:			

Suggestions:

Support any student who struggles to retell his or her part of the story by having the student study the illustrations and then encouraging the student to use his or her own words to describe what he or she sees in the pictures. Then have the student try again to retell his or her part of the story.

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Aggie Gets Lost ■ Day 3
Comprehension

Group Progress Assessment ■ **GA7**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to determine which events to include in response to each retelling prompt?			
▪ Are they telling the story in their own words?			
▪ Are pairs able to take turns talking and listening?			
Other observations:			

Suggestions:

Support any student who struggles to retell parts of the story by having him or her study the illustrations and encouraging the student to describe the pictures.

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Iris and Walter and Cousin Howie ■ Day 3 Group Progress Assessment ■ **GA8** Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make and discuss text-to-self connections?			
▪ Do they listen respectfully as their partners share their thinking?			
Other observations:			

Suggestions:

Support any student who struggles to make text-to-self connections by asking:

Q *When has someone hurt your feelings? What happened?*

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What's It Like to Be an Ant? ■ Day 3 Group Progress Assessment ■ **GA9**
Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to say what they think the pages are mostly about?			
▪ Are they referring to the text and illustrations as needed to support their thinking?			
▪ Are partners working well together?			
Other observations:			

Suggestions:

Support any student who struggles by asking questions such as:

Q *How are queen ants and male ants alike? How are they different?*

Q *What do you notice about the illustrations on these pages?*

Q *How are these kinds of ants different from workers?*

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Leon and Bob ■ Day 3
Comprehension

Group Progress Assessment ■ **GA10**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the questions from the chart to discuss the book?			
▪ Are they using evidence from the book to support their thinking?			
▪ Are they sharing ideas with one another?			
Other observations:			

Suggestions:

Support any student who struggles to discuss the questions by helping him or her find relevant parts of the book to reread. Consider modeling thinking aloud about the question before asking the student to do so.

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Poems ■ Day 3
Comprehension

Group Progress Assessment ■ **GA11**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to suggest themes in the poem?			
▪ Do they give reasons for their thinking?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to suggest a theme by asking:

Q *What did the girl find out about green peas when she ate them at her friend's house? What lesson do you think she learned based on that experience?*

Support any student who struggles to explain his or her thinking by asking:

Q *What words in the poem make you think that?*

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Jellies ■ Day 3
Comprehension

Group Progress Assessment ■ **GA12**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify information in the book to add to the chart?			
▪ Are they able to distinguish between new information and information that overlaps with the facts presented in *Jellyfish*?			
Other observations:			

Suggestions:

Support any student who struggles by asking the student to reread a page from *Jellies*. Then ask questions such as:

Q *What does this page tell you about [how jellyfish look]?*

Q *What do you remember from Jellyfish about [how jellyfish look]?*

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Houndsley and Catina ■ Day 3
Plink and Plunk
Comprehension

Group Progress Assessment ■ **GA13**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the book?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to share his thinking by having the student reread pages 32–36 and tell you what happens. Then ask questions such as:

Q *What do you think about that part?*

Q *What do you wonder after reading that part?*

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The Great Gracie Chase ■ Day 3 Group Progress Assessment ■ **GA1**
Fluency

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students pay attention to punctuation and typography?			
▪ Do they read fluently?			
▪ Do they read aloud clearly in voices that are just loud enough for their partners to hear?			
▪ Do they follow along and listen carefully as their partners read?			
Other observations:			

Suggestions:

Support any student who struggles to read fluently by repeating the echo reading procedure from Day 2, Step 4.

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The Great Gracie Chase ■ Day 6 Group Progress Assessment ■ **GA2**
Fluency

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students pay attention to punctuation and typography?			
▪ Do the students read aloud fluently?			
▪ Do the students speak loudly and clearly enough for the audience to hear?			
▪ Do the students follow along in their books as others are reading?			
▪ Do the students listen respectfully as their classmates perform?			
Other observations:			

Suggestions:

Support any performer who struggles to read fluently by repeating the echo reading procedure from Day 2, Step 4 at another time.

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Lightning ■ Day 2
Word Analysis and Comprehension

Group Progress Assessment ■ **GA3**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify polysyllabic words?			
▪ Are they able to read polysyllabic words fluently?			
▪ Are they able to reach agreement about which words to record?			
Other observations:			

Suggestions:

Support any student who struggles by explaining that one way to check the number of syllables in a word is to read the word aloud and clap on the syllables. Listen as the student reads and claps out difficult words, and provide guidance as necessary.

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The Polar Bear Son ■ Day 3
Comprehension

Group Progress Assessment ■ **GA4**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are pairs able to distinguish between correct and incorrect events?			
▪ Do they give evidence from the text to support their thinking?			
▪ Are they able to reach agreement?			
Other observations:			

Suggestions:

Support any student who struggles to determine the correct events of the story by helping him or her find the appropriate part of the text to reread.

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Ruby Bridges Goes to School ■ Day 3 Group Progress Assessment ■ **GA5**
Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students discussing their thinking about the question?			
▪ Are the students using evidence from the book to support their thinking?			
▪ Are they sharing ideas with one another?			
Other observations:			

Suggestions:

Support any student who struggles to use evidence from the book by asking, "What in the book makes you think that?" and, if necessary, directing his or her attention to the appropriate sections of the book to reread.

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Poems ■ Day 3
Generating Independent Thinking

Group Progress Assessment ■ **GA6**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to share their opinions?			
▪ Do they explain their thinking by giving reasons for their opinions?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to explain his or her thinking by asking:

Q *Why do you think that?*

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Koalas ■ Day 3 Group Progress Assessment ■ **GA7**
Self-monitoring/Self-correcting/Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to talk about what they read?			
▪ Do they listen respectfully as their partners talk?			
▪ Do they take turns talking and listening?			
▪ Do they go back and reread if they do not remember enough of what they read?			
Other observations:			

Suggestions:

Support students who struggle to talk about what they read by encouraging them to go back and reread more carefully. Then have each student continue talking with a partner. Ask yourself if going back and rereading helped the student remember more.

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Jamaica's Find ■ Day 3
Generating Independent Thinking

Group Progress Assessment ■ **GA8**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the book?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to share his or her thinking by having the student reread page 29 and tell what happens. Then ask questions such as:

Q *What do you think about that part?*

Q *What does that part make you wonder about?*

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Mice ■ Day 3
Comprehension

Group Progress Assessment ■ **GA9**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to say what they think the topic of this part is?			
▪ Are they referring to the text and photographs to support their thinking?			
▪ Are partners working well together?			
Other observations:			

Suggestions:

Support any student who struggles by asking questions such as:

Q *What do you notice about the photographs on these pages?*

Q *What do you think these pages are mostly about? What in the words or photographs makes you think that?*

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"Wonderful Wheels" ■ Day 2 Comprehension

Group Progress Assessment ■ **GA10**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners able to retell the important ideas from their part of the article in their own words?			
▪ Are they able to reach agreement about what to include in the retelling?			
Other observations:			

Suggestions:

Support any students who struggle to retell their paragraph by having them look closely at the illustration that goes with the paragraph. Then ask them to use their own words to describe what they see in the picture.

You might also have partners reread their paragraph, one sentence at a time. After each sentence, ask questions such as:

Q *What is the important idea in that sentence?*

Q *What did you learn about [how the wheel was invented] from that sentence?*

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"Without Wheels" ■ Day 5
Comprehension

Group Progress Assessment ■ **GA11**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners able to determine the topic of each section?			
▪ Are they able to say how the heading of each section relates to the topic?			
▪ Are they able to say how the photographs help them understand the information in the section?			
Other observations:			

Suggestions:

Support any student who struggles by asking questions such as:

Q *What is this section mostly about?*

Q *What do the pictures on the page show?*

Point to one of the pictures on the page and ask:

Q *How does this picture help you understand [why camels' feel work well on sand]?*

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Temple Cat ■ Day 3
Comprehension

Group Progress Assessment ■ **GA12**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to determine whether their questions are answered in the book?			
▪ Are they using evidence from the book to support their thinking?			
▪ Are they sharing ideas with one another?			
Other observations:			

Suggestions:

Support any student who struggles to discuss the questions by helping him find relevant parts of the book to reread. Consider modeling thinking aloud about the question before asking the student to do so.

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Not Norman ■ Day 3
Fluency

Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students read fluently by paying attention to punctuation?			
▪ Do they read with attention to characters' feelings?			
▪ Do they follow along and listen carefully as their partners read?			
Other observations:			

Suggestions:

Support any student who struggles to read fluently by having him or her echo read the first few pages of the book.

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Penguins ■ Day 3
Comprehension

Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the index to locate the appropriate pages?			
▪ Are the students able to share relevant information with the group?			
▪ Are the students listening respectfully as partners share?			
Other observations:			

Suggestions:

Support any student who struggles to use the index by modeling the procedure from Day 3, Step 3, using an additional word from the index.

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Happy Like Soccer ■ Day 3
Comprehension

Group Progress Assessment ■ **GA3**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to explain how Sierra feels at different points in the story?			
▪ Can they explain how Sierra's feelings change over the course of the story?			
▪ Do they refer to the text and illustrations to support their thinking?			
▪ Do they take turns talking and listening?			
Other observations:			

Suggestions:

Support any student who struggles to describe the character's feelings by having the student reread pages 8–9 and pages 28–29; then ask how Sierra feels in each part of the story.

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Golden Gate Bridge ■ Day 2
Comprehension

Group Progress Assessment ■ **GA4**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students including the captions and the sidebars as they read the book?			
▪ Are they discussing and sharing what they wonder?			
▪ Are they taking turns reading?			
Other observations:			

Suggestions:

Support any student who struggles to wonder about the book by having the student reread a page. Give the student an example of what you wonder and then ask a question such as:

Q *What do you wonder about visiting the Golden Gate Bridge?*

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Golden Gate Bridge ■ Day 3
Comprehension

Group Progress Assessment ■ **GA5**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students rereading the book, including the captions and sidebars?			
▪ Are they marking appropriate places in the book?			
▪ Are they discussing information related to their question(s)?			
Other observations:			

Suggestions:

Support any student who struggles to find information by clarifying the question to be answered and, if necessary, by directing the student's attention to appropriate sections of the book to reread.

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Gravity ■ Day 2
Comprehension

Group Progress Assessment ■ **GA6**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify information about gravity?			
▪ Do they refer to the text to support their thinking?			
▪ Do both partners share their thinking?			
Other observations:			

Suggestions:

Support any student who struggles by asking additional questions, such as:

Q *What does gravity pull on?*

Q *What did you read about Earth's gravity?*

Q *What did you read about the moon's gravity?*

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Earth ■ Day 2
Comprehension

Group Progress Assessment ■ **GA7**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to connect ideas on the chart with the information they read in *Earth*?			
▪ Are they able to explain how the ideas connect?			
▪ Are they able to talk about their connections with their partners?			
Other observations:			

Suggestions:

Support any student who struggles by asking the student to find an idea on the chart that reminds him or her of something the student read in *Earth*. Then ask:

Q *Why does that idea remind you of what you read in* Earth*?*

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Earth ■ Day 3
Comprehension

Group Progress Assessment ■ **GA8**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make connections between information in *Gravity* and information in *Earth*?			
▪ Do they refer to the texts to support their thinking?			
▪ Are they able to talk about their connections with their partners?			
Other observations:			

Suggestions:

Support any student who struggles to make connections by asking questions, such as:

Q *What does it say about the moon in this part of* Gravity*? What does it say about the moon in this part of* Earth*?*

Q *What do the illustrations on these pages show? How are they alike? How are they different?*

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Upstairs Mouse, Downstairs Mole ■ Day 3 Group Progress Assessment ■ **GA9**
Generating Independent Thinking

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the book?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to share his or her thinking by having the student reread pages 28–29 and tell you what happens. Then ask questions such as:

Q *What do you think about that part?*

Q *What do you wonder after reading that part?*

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Only One Year ■ Day 3
Comprehension

Group Progress Assessment ■ **GA10**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to discuss what they wonder about the story?			
▪ Do they write about what they wonder in their reading journals?			
▪ Are they sharing ideas with one another and the group?			
Other observations:			

Suggestions:

Support any student who struggles by helping the student find parts of the chapters to reread and by asking questions such as:

Q *Sharon and Mary explain to Isabelle that Di Di is in China until the summer. What do you wonder?*

Q *Sharon and her dad make a new bed for Di Di and paint an airplane on it. What do you wonder?*

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Only One Year ■ Day 6
Comprehension

Group Progress Assessment ■ **GA11**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students rereading the chapter to find information that answers the question?			
▪ Are they recording information from the text to support their thinking?			
▪ Are they sharing ideas with one another?			
Other observations:			

Suggestions:

Support any student who struggles to find parts of the text that answer the question by asking the student to reread paragraphs aloud that are relevant. Then ask questions such as:

Q *What does this sentence tell you about [how Sharon feels about Di Di]?*

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Set 10

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Bink & Gollie ■ Day 3
Fluency and Comprehension

Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use their voices to show how characters feel?			
▪ Do they read aloud smoothly and clearly?			
Other observations:			

Suggestions:

Support any student who struggles to read with attention to characters' feelings by reteaching Day 3, Step 4, using pages 34–43 of "P.S. I'll Be Back Soon."

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Bink & Gollie ■ Day 6
Fluency and Comprehension

Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use their voices to show how the characters are feeling?			
▪ Do they read aloud clearly in voices that are just loud enough for their partners to hear?			
▪ Do they follow along and listen respectfully as their partners read?			
Other observations:			

Suggestions:

Support any student who struggles to read in a way that reflects an understanding of how characters are feeling by reteaching Day 5, Step 3, using pages 48–51 of "Give a Fish a Home."

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To Be an Artist ■ Day 2
Comprehension

Group Progress Assessment ■ **GA3**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make text-to-self connections?			
▪ Do their connections reflect an understanding of the text and the photographs?			
▪ Do they listen respectfully and share their thinking?			
Other observations:			

Suggestions:

Support any student who struggles to make text-to-self connections by asking questions such as:

Q *What are the children in these photographs doing?*

Q *When have you [danced] or seen someone else [dance]?*

Q *What do you remember about it?*

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Poems ■ Day 3
Comprehension

Group Progress Assessment ■ **GA4**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make text-to-text connections?			
▪ Do they use the sentence prompt?			
▪ Do partners listen respectfully to one another?			
Other observations:			

Suggestions:

Support any student who struggles to make connections by asking:

Q *What can you say about both poems?*

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I Love Guinea Pigs ■ Day 3 Group Progress Assessment ■ **GA5**
Self-monitoring and Self-correcting

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to talk about what they read?			
▪ Are the students able to use illustrations to find clues about the meaning of unfamiliar words?			
▪ Do they take turns talking and listening?			
Other observations:			

Suggestions:

You may want to reteach Day 2, Step 4, using different examples from *I Love Guinea Pigs* (such as *coated* on page 7; or *pester* on page 16).

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The Beckoning Cat ■ Day 3
Generating Independent Thinking

Group Progress Assessment ■ **GA6**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to share their opinions?			
▪ Do they give reasons for their opinions?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to explain his or her thinking by having the student reread page 26 and asking:

Q *Who do you think helps the family more? The cat or Yohei? What makes you think that?*

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Helen Keller ■ Day 3
Generating Independent Thinking

Group Progress Assessment ■ **GA7**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the book?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to share his or her thinking by asking the student questions such as:

Q *What do you think about the part when Helen learned her name?*

Q *What does that part make you wonder?*

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Helen Keller ■ Day 6
Generating Independent Thinking

Group Progress Assessment ■ **GA8**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the book?			
▪ Are they able to build on one another's thinking?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to build on the thinking of others by paraphrasing what another student says and asking questions such as:

Q *What can you say to build on that?*

Q *What do you think about that?*

Q *What are you wondering about that?*

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The Tree Lady ■ Day 1
Comprehension

Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students share relevant observations about the illustrations?			
▪ Can they recall what they learned about Kate?			
▪ Do they listen to one another and share their thinking?			
Other observations:			

Suggestions:

Support any student who struggles by having the student reread the last two sentences on the page and asking questions such as:

Q *What is happening in this illustration? How do you think Kate is feeling?*

Q *How is Kate different from other people?*

Q *How can you say in your own words what you know about Kate?*

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My Name Is María Isabel ■ Day 2 Group Progress Assessment ■ **GA2**
Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make and discuss text-to-self connections?			
▪ Do they listen respectfully as their partners share?			
▪ Are they able to write about text-to-self connections?			
Other observations:			

Suggestions:

Support any student who struggles to make text-to-self connections by having him or her reread pages 16–17, starting with the words "'Go on, it's your turn . . . .'" Then ask:

Q *What does this part remind you of? What does it make you think about?*

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My Name Is María Isabel ■ Day 6 Group Progress Assessment ■ **GA3**
Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to add to their writing about what happened in the book?			
▪ Do they add to their writing about their own experiences?			
Other observations:			

Suggestions:

Support any student who struggles to make text-to-self connections by asking:

Q *What more can you write about what happened in the book?*

Q *What more can you write about what happened in your own life?*

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Ice Bear ■ Day 2
Comprehension

Group Progress Assessment ■ **GA4**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to say what they think the pages are mostly about?			
▪ Are they referring to the text and illustrations as needed to support their thinking?			
▪ Are partners working well together?			
Other observations:			

Suggestions:

Support any student who struggles by asking questions such as:

Q *What did you read about polar bear cubs?*

Q *What does a mother polar bear do to take care of her cubs?*

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"Story" ■ Day 3
Comprehension and Fluency

Group Progress Assessment ■ **GA5**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to read the poem fluently?			
▪ Do they read the poem with expression, emphasizing the interesting words they underlined?			
▪ Do they speak loudly and clearly enough for their partners to hear?			
Other observations:			

Suggestions:

Support any student who struggles to read fluently by having him or her practice reading the poems several more times and reminding the student to read the underlined words louder, slower, and with more feeling.

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The Key Collection ■ Day 3
Self-monitoring and Self-correcting

Group Progress Assessment ■ **GA6**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to talk about what happens in the story?			
▪ Do they take turns talking and listening?			
Other observations:			

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The Key Collection ■ Day 6 Group Progress Assessment ■ **GA7**
Self-monitoring and Self-correcting

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to talk about what happens in the chapter?			
▪ Do they go back and reread if they find that they do not understand what happens in the chapter?			
▪ Do they take turns talking and listening?			
Other observations:			

Suggestions:

Support any student who struggles to talk about the chapter by having the student go back to the last part he or she understood and then reread from that point on. Then have the student continue with the partner discussion.

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The Babe & I ■ Day 3
Generating Independent Thinking

Group Progress Assessment ■ **GA8**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the book?			
▪ Are they able to build on one another's thinking?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to build on others' thinking by paraphrasing what another student says and asking questions such as:

Q *What can you say to build on that?*

Q *What are you wondering?*

Q *What can you share that connects to that?*

Q *What do you think about that?*

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"Group Progress Assessment" sheets (GA1–GA9) 316

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Shark Lady ■ Day 3
Generating Independent Thinking

Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the story?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to share his or her thinking by having the student reread page 41, starting at "First thing the next morning . . . ," through page 43 and tell you about what happens. Then ask questions such as:

Q *What are you thinking about that part?*

Q *What does that part make you wonder?*

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Shark Lady ■ Day 6
Generating Independent Thinking

Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the book?			
▪ Are they able to build on one another's thinking?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to build on the thinking of others by paraphrasing what another reader says and asking questions such as:

Q *What can you say to build on that?*

Q *What can you share that connects to that?*

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Bee ■ Day 3 Group Progress Assessment ■ **GA3**
Generating Independent Thinking/Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the text features to understand what they read?			
▪ Are they able to talk about the information they read?			
Other observations:			

Suggestions:

Support any student who struggles to talk about the information he or she read by having the student reread the relevant part of the book and look closely at the text features; then ask:

Q *What did you read about [the larva stage]?*

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Bee ■ Day 5 Group Progress Assessment ■ **GA4**
Generating Independent Thinking/Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to express their opinions about queen bees and worker bees?			
▪ Do they give reasons that support their opinions?			
▪ Are they discussing their opinions respectfully?			
Other observations:			

Suggestions:

Support any student who struggles to share or support an opinion by having him or her review pages 6–9 and 12–15 and then asking questions such as:

Q *What is something that the queen bee does to help the hive?*

Q *What is something worker bees do to help the hive?*

Q *Why is [warming up the hive] important?*

Then ask again:

Q *Do you think the queen bee or the worker bees are more important to the hive? Why?*

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Pop's Bridge ■ Day 3 Group Progress Assessment ■ **GA5**
Generating Independent Thinking

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to express their opinions about being friends with Robert and about the title?			
▪ Do they give reasons that support their opinions?			
▪ Are they sharing their opinions respectfully?			
Other observations:			

Suggestions:

Support any student who struggles to voice an opinion by asking questions such as:

Q *What do you like about Robert?*

Q *What don't you like about Robert?*

Then ask the student his or her opinion again.

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Fly Away Home ■ Day 6
Generating Independent Thinking

Group Progress Assessment ■ **GA6**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to share and discuss their own thinking about the book?			
▪ Are they able to build on one another's thinking?			
▪ Do both partners get a chance to talk?			
Other observations:			

Suggestions:

Support any student who struggles to share his or her thinking by asking:

Q *What did your partner share? What do you think about that?*

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Family Reminders ■ Day 3
Comprehension

Group Progress Assessment ■ **GA7**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to discuss the questions?			
▪ Do they listen respectfully and share their thinking?			
Other observations:			

Suggestions:

Support any student who struggles to discuss what happens in the chapter by asking questions such as:

Q *What does Mary do when her parents are gone?*

Q *What does Mary remember as she sits in the parlor?*

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Family Reminders ■ Day 5
Comprehension

Group Progress Assessment ■ **GA8**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' connections make sense?			
▪ Do they explain their thinking?			
▪ Do they listen respectfully?			
Other observations:			

Suggestions:

Support any student who struggles by reading the pages again and asking questions such as:

Q *What questions do Mary and Andrew ask in their minds?*

Q *How do you think Mary is feeling? What about Andrew? How are their feelings similar?*

Q *Mary and Andrew both think things in their lives are unfair. What do they think is unfair?*

Q *Both Mary and Andrew stay quiet because they don't want to cause problems. What problems might each of them cause?*

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Family Reminders ■ Day 9
Comprehension

Group Progress Assessment ■ **GA9**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify and discuss parts of both?			
▪ Do their connections make sense?			
▪ Are they able to describe the similarities and differences between the parts they choose?			
▪ Do both partners participate in the discussion?			
Other observations:			

Suggestions:

Support any student who struggles to make a connection by asking:

Q *What do Andrew and Mary do to help their families?*

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Reading Groups Class Record

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Reading Groups Class Record (CR1)

Student's name	Assessed level	CCC Set #

Group 1 CCC Set # _____

Group 2 CCC Set # _____

Group 3 CCC Set # _____

Group 4 CCC Set # _____

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Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
800.666.7270
collaborativeclassroom.org

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Teacher's Manual

CCC Collaborative Literacy

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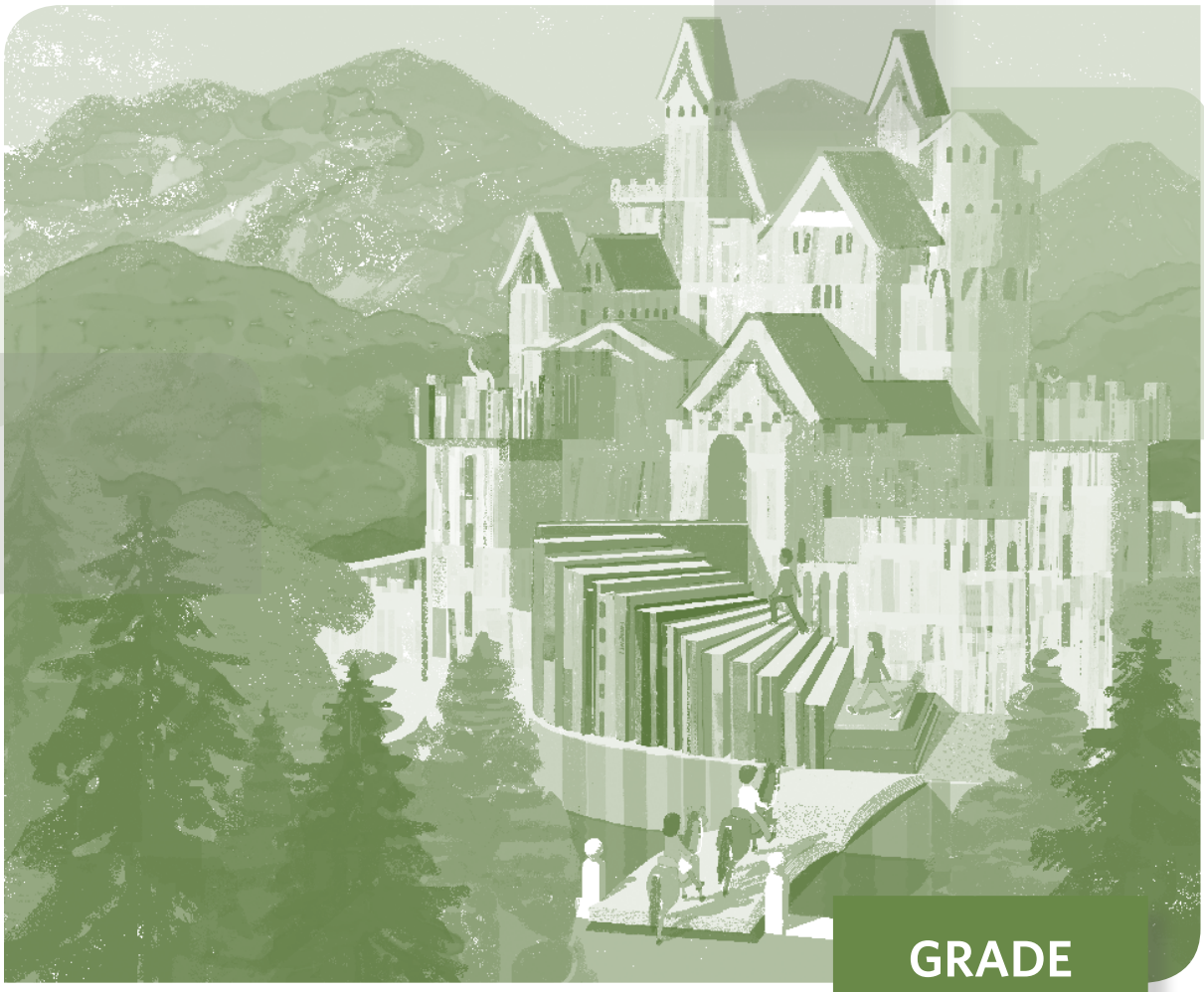

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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270; fax: (510) 464-3670
collaborativeclassroom.org

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Pilar Beccar-Varela

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Gail Fay
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Stacy Abeyta, Teacher, grade 2
Leanna Alcayaga, Teacher, grade 4
Janine Burt, Principal
Andrea Chrisman, Teacher, grade 1
Bianca Cierra-Wong, Teacher, grade 1, and Dean of Curriculum
Hemawatie Dindial, Teacher, grade K
Lisa Ernst, Teacher, grade K
Gail Fay, Teacher, grade 6
Midge Fuller, Teacher, grade 6
Natalie Gaber, Teacher, grade 1
Leslie Gjestvang, Teacher, grade 4
Cathreene Ingham-Watters, Teacher, grades 4–5
Hannelore Kausssen, Teacher, grade 2
Marni Kay, Literacy Coach, grades K–5
Rebecca Knigge, Teacher, grade 1
Jennifer Lepore, Literacy Coach, grades K–5
Amber Marsh, Teacher, grade 5
Nina Morita, Teacher, grade 1
Karen Wetzell, Teacher, grade 5
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Making Meaning First and Second Edition Authors

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Making Meaning Revision Team

PROGRAM DEVELOPMENT STAFF

Lana Costantini, Director of Program Development

Dennis Binkley, Associate Director of Program Development

Bonnie Brook, Program Manager

Jackie Jacobs, Program Manager

Sarah Rosenthal, Program Manager

Will Art, Curriculum Developer

Grady Carson, Curriculum Developer

Katie MacLean, Curriculum Developer

Charlotte MacLennan, Curriculum Developer

Miki Terasawa, Curriculum Developer

Catherine Wittman, Curriculum Developer

Jill Detweiler, Library Manager

LEARNING TECHNOLOGY STAFF

Nazar Yousif, Chief Technology Officer

Stephen Applebaum, Learning Technology Operations Director

Joshua Callman, Associate Director of Learning Technology

Maggie DeAngelis, Learning Technology Product Manager

Robert Kaehms, Learning Technology Operations Architect

Ivan Milanez, Learning Technology Project Coordinator

Matt O'Neill, Learning Technology Product Manager

Brian Sholly, Learning Technology Engineer

Paul Williams, Learning Technology Product Manager

PUBLISHING SERVICES STAFF

Lisa Kent Bandini, Director of Publishing Services

Laurie Stewart, Managing Editor

Krista Faries, Senior Project Editor

Erica Hruby, Senior Project Editor

Melanie Farley, Project Editor

Brady Golden, Project Editor

Katie Seibel, Project Editor

Richard Ables, Production Editor

Rachel Gunn, Production Editor

Katharine Moore, Production Editor

Julie Pinkerton, Production Editor

David Staloch, Production Editor

Shannon Waite, Production Editor

Jennie McDonald, Publisher Relations and Rights Director

Kimo Yancey, Rights and Publishing Services Associate

Jodi Hammerwold, Publisher Relations and Rights Associate

Roberta Morris, Art Director

Debra Grose, Production Manager

Jennifer Bowyer, Production Specialist

Jean Butterfield, Production Specialist

Garry Williams, Senior Graphic Artist

Carolyn Kemp, Sourcing and Manufacturing Manager

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AUDIOVISUAL DEVELOPMENT STAFF

Toby Levenson, Media Development Manager
Jeff Allen, Multimedia Administrator
Jackie Jacobs, Program Manager
Sarah Rosenthal, Program Manager
Grady Carson, Curriculum Developer

CENTER FOR THE COLLABORATIVE CLASSROOM CONSULTANTS

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Lin Sullivan, Assessment Consultant
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Introduction



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The Collaborative Classroom

Center for the Collaborative Classroom (CCC) is a mission-driven, nonprofit organization committed to ensuring that all students have the opportunity to become highly literate critical thinkers who learn from, care for, and respect one another. The organization has more than four decades of experience providing professional development for teachers and innovative curriculum for classrooms.

How we teach matters as much as *what* we teach. CCC nurtures continuous professional learning that empowers teachers to transform classrooms, build school communities, and inspire the academic and social growth of children.

All of our curriculum materials and professional development services reflect the following core principles:

- Fostering caring relationships and building inclusive, safe environments are foundational practices for both student and adult learning communities.
- Classroom learning experiences should be built around students constructing knowledge and engaging in action.
- Honoring and building on students' intrinsic motivation leads to engagement and achievement.
- Social and academic curricula are interdependent and integrated.

Our innovative, research-based curricula not only support deep student learning and engagement but also guide teachers in creating CCC's vision of a Collaborative Classroom—an intentional environment in which students become caring members of a learning community.

Collaborative Classroom teachers become mindful of their practice by using materials that engage and motivate students, develop critical thinkers, and promote reflection about learning and community.

Collaborative Classroom students learn to work independently and collaboratively, to respectfully share their thinking with others, and to take responsibility for their learning.

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Overview of the CCC Collaborative Literacy Suite

The CCC Collaborative Literacy™ suite is an innovative set of modular programs that fosters students' ongoing development as readers, writers, and caring members of the classroom community. The *Making Meaning*™ program focuses on reading comprehension strategies and vocabulary development. *Being a Reader*™ is an early reading program that focuses on teaching students the foundational skills they need to read well and comprehend what they read while developing a love of reading. The *Being a Writer*™ program develops students' capacity to write well in a variety of genres using a writing process model.

Together, the programs that make up the CCC Collaborative Literacy suite address the core concepts, strategies, and skills traditionally taught in the language arts block while transforming the learning environment into one that is student centered. As the students learn to think, talk, and share ideas, they come to value the thinking of others. They become thoughtful readers and writers and discuss big ideas with respect, clarity, and understanding.

IMPLEMENTATION GUIDE

The *CCC Collaborative Literacy Implementation Guide*, available on the CCC Learning Hub (ccclearninghub.org), shows teachers how the components of Collaborative Literacy fit into a single language arts block and also includes suggestions for scheduling, planning, and pacing lessons.

While *Being a Reader*, *Making Meaning*, and *Being a Writer* have been designed to work together as modules in the CCC Collaborative Literacy suite, each can also serve as a stand-alone program that can be used in combination with other literacy programs.

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Program Overview

The *Making Meaning*® program is a reading comprehension curriculum for kindergarten through grade 6. It is the first program of its kind to combine research-based best practices in reading comprehension with support for fostering your students' growth as caring, collaborative, and principled people.

We are well aware of the demands that elementary school teachers face in teaching reading today. Among those demands are the many activities that must be squeezed into the school day, the pressure of increased standardized testing, and a student population with increasingly diverse needs. The *Making Meaning* program offers maximum support for teaching reading comprehension in this environment. It is not another loosely defined program that adds hours of preparation to an already crammed to-do list. Rather, it is a fully fleshed-out curriculum that integrates easily into what you already do, incorporates an understanding of how real classrooms function, and teaches the specific strategies that students need to become effective readers, at a level and pace that is accessible to everyone.

New to the Third Edition

In this third edition of the *Making Meaning* program, we have added content, assessments, and technology features designed to support your teaching and your students' reading comprehension and social development. These include:

- Additional weeks of instruction for a total of 30 weeks at all grades
- New read-aloud titles
- Additional informational texts at all grades
- A new Individualized Daily Reading (IDR) strand at kindergarten, expanded support for IDR at grades 1–6, and new IDR mini-lessons at all grades
- New and revised Writing About Reading activities in which the students write in various ways in response to texts
- A new *Student Response Book* at grade 1 and a revised and expanded *Student Response Book* at grades 2–6
- Print and digital teacher's manuals with links to professional development media and lesson resources

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- A new *Assessment Resource Book* at kindergarten and new and expanded reading comprehension assessments at grades 1–6
- An online assessment tool, the CCC ClassView™ assessment app, for capturing and synthesizing assessment data
- A *Reading Assessment Preparation Guide* that prepares students for standards-based reading comprehension assessments at grades 3–6
- Online, interactive whiteboard activities
- Additional support for incorporating technology through tips, tutorials, mini-lessons, and extension activities
- An updated and expanded vocabulary supplement at all grades, the *Vocabulary Teaching Guide*

You will find more information about new content, assessments, and technology features in the pages that follow.

Unique Pedagogy

The unique pedagogy of the *Making Meaning* program has grown out of years of research on reading comprehension and child development. The lessons integrate instruction and practice in reading comprehension strategies with activities that foster the students' social, emotional, and ethical development.

RESEARCH BASED/CLASSROOM TESTED

Research documents what many teachers have always known: the fact that a child can read a page aloud does not mean that he or she can understand it. Teaching children to make sense of what they read has been an enduring challenge. To address this challenge, the creators of the *Making Meaning* program have drawn on decades of research by people like P. David Pearson and Michael Pressley, who describe the strategies that proficient readers use naturally and the conditions that foster those strategies in children. The *Making Meaning* program also draws on portraits from many classrooms in which reading comprehension is successfully taught, such as those described by Lucy Calkins in her work with the Reader's Workshop and by Ellin Keene and Susan Zimmerman in their book *Mosaic of Thought*. The *Making Meaning* program brings this research together in a unique, yearlong curriculum of easy-to-implement daily lessons. Reading comprehension strategies are taught directly through read-aloud experiences, and the students learn to use these strategies to make sense of their own reading, through guided and independent strategy practice.

In addition to a solid research base, *Making Meaning* has been shaped by pilot testing and discussions with a wide range of classroom teachers to assure that it is effective and that it fits into a typical classroom day. The *Making Meaning* program can replace an existing reading

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comprehension program or supplement basal instruction. It is designed to be accessible to all students, whatever their reading levels, and includes support for English Language Learners.

DUAL FOCUS: ACADEMIC AND SOCIAL/ETHICAL LEARNING

The *Making Meaning* program is also unique in its focus on teaching the whole child. Child development research tells us that children learn and grow best in environments where their basic psychological needs are met. Children need to feel physically and emotionally safe. They need to feel that they belong. They need to have a sense of themselves as autonomous and capable. Studies indicate that when these basic needs are met at school by helping students experience a sense of community, the students do better academically (as measured over time by grades and test scores), exhibit more pro-social tendencies, and show greater resistance to problem behaviors, such as drug use and violence (Durlack et al. 2011).

To this end, the *Making Meaning* program helps you create a classroom community in which your students feel a strong sense of belonging, psychological safety, autonomy, and responsibility to themselves and to the group. Teachers know that such an environment does not just happen; it must be deliberately created through setting up purposeful interactions among students, teaching them social and problem-solving skills, and helping them to integrate pro-social values into their lives. As you teach the *Making Meaning* lessons, you will see that the children's ability to learn reading comprehension strategies is inextricably linked to their ability to work together and bring democratic values like responsibility, respect, fairness, caring, and helpfulness to bear on their behavior and interactions.*

TEACHER SUPPORT

The program is designed to help you develop and practice valuable teaching skills as you support your students' growth as readers. Detailed, easy-to-follow lesson plans include suggestions for introducing and practicing cooperative structures, conducting read-alouds, facilitating discussions, assessing the class, and conferring with individual students. Teacher Notes and references to professional development media throughout the lessons explain the underlying pedagogy of various activities and provide examples of what might happen in the classroom. A regular "You might say" feature provides you with language you might draw on as you model your thinking about a strategy.

Program at a Glance

The pages that follow provide a detailed scope and sequence for teaching reading comprehension at your grade level. The daily lessons revolve around clearly defined teaching objectives and build in complexity as students move through the program.

* To read more about the theoretical and research basis for the *Making Meaning* program, please refer to the Bibliography on page 556.

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A week of lessons typically begins with a read-aloud of an engaging text, followed by a class discussion of what the text is about. This same read-aloud text is used on subsequent days to teach the students a comprehension strategy and to give them guided practice with the strategy. The week usually ends with the students practicing the strategy independently by using classroom library books and discussing their thinking. Each lesson typically requires 20–40 minutes of classroom time, depending on the grade level. In addition to the lessons, the students participate in Individualized Daily Reading (IDR), during which they read texts at their appropriate reading levels independently for up to 30 minutes each day, depending on the grade level. For more information about IDR, see "Individualized Daily Reading (IDR)" on page xxxix.

STRATEGY DEVELOPMENT

The following comprehension strategies are taught in the *Making Meaning* program:

- Using schema/Making connections
- Retelling
- Visualizing
- Wondering/Questioning
- Using text features
- Making inferences
- Determining important ideas
- Analyzing text structure
- Summarizing
- Synthesizing

Not all strategies appear at each grade level. The program begins with the most developmentally appropriate strategies in the primary grades, and additional strategies are introduced in later grades. The table on the next page shows the development of the strategies across grades K–6.

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Development Across the Grades

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

PROGRAM COMPONENTS

The *Making Meaning* program includes:

- A *Teacher's Manual* (grades K–6), containing detailed lessons that provide a sequence of instruction for the academic year
- A set of carefully selected, grade-appropriate trade books to use as read-alouds
- A *Student Response Book*, one for each student (grades 1–6), coordinated with specific lessons and providing the students with selected read-aloud texts and excerpts, writing activities, a Reading Journal, and a Reading Log at grades 2–6
- An *Assessment Resource Book* (grades K–6), containing information and record sheets to help you regularly monitor the progress and needs of individual students and the whole class
- A *Reading Assessment Preparation Guide* (grades 3–6), containing lessons to prepare students for a standards–based reading comprehension assessment
- A *Vocabulary Teaching Guide*, with weekly lessons that build students' vocabularies by teaching words taken directly from *Making Meaning* read-alouds
- A *Digital Teacher's Set*, containing digital versions of the *Teacher's Manual*, *Vocabulary Teaching Guide*, *Assessment Resource Book*, and *Reading Assessment Preparation Guide* (grades 3–6)

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- Access to online resources via the CCC Learning Hub (ccclearninghub.org), such as interactive whiteboard activities, assessment forms, reproducibles, and professional development media
- Access to the CCC ClassView app (classview.org), which allows for electronic recording, sorting, synthesizing, and reporting of assessment data for individual students and the whole class

For more information about the print format of the *Teacher's Manual*, see the "Getting Started with Your Print *Teacher's Manual*" tutorial (AV37). For more information about the digital format, see the "Getting Started with Your *Digital Teacher's Set*" tutorial (AV38).


AV37


AV38

ALIGNMENT WITH STANDARDS

The *Making Meaning* program develops students' ability to think critically, read closely and thoughtfully, work collaboratively, and express themselves clearly and confidently. It aligns with reading, writing, and listening and speaking standards. For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).

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Understanding the Program

The *Making Meaning* program helps students develop as readers *and* as caring, collaborative people. This dual focus is based on two beliefs: that students' academic learning flourishes when social learning is integrated into the curriculum and that we are called on as educators to help students develop as whole people—academically, socially, and ethically.

Focus on Comprehension

In the *Making Meaning* program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. They learn and practice the strategies with guidance and support from you before using them in their independent reading.

THE GRADE 2 COMPREHENSION STRATEGIES

The strategies that follow are formally taught or informally experienced in grade 2 of the program.

- **Using schema/Making connections.** Schema is the prior knowledge a reader brings to a text. Readers construct meaning by making connections between their prior knowledge and new information in a text. In *Making Meaning* grade 2, the students learn to connect what they know from their own experiences to texts before, during, and after a read-aloud. They also make connections between texts.
- **Retelling.** Readers use retelling to identify and remember key information in a text. They focus on the important ideas or sequence of events as a way of identifying what they need to know or recall. In *Making Meaning* grade 2, the students informally retell stories, using characters and plot to organize their thinking.
- **Visualizing.** Visualizing is the process of creating mental images while reading. Mental images can include sights, sounds, smells, tastes, sensations, and emotions. Good readers form mental images to help them understand, remember, and enjoy texts. In *Making Meaning* grade 2, the students visualize to make sense of figurative language and deepen their understanding and enjoyment of poems and stories.
- **Wondering/Questioning.** Proficient readers wonder and ask questions to focus their reading, clarify meaning, and delve deeper into a text. They wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding. In *Making Meaning* grade 2,

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the students wonder and ask questions before, during, and after a read-aloud to make sense of both fiction and nonfiction texts.

- **Using text features.** Readers who understand that expository texts have common features, such as tables of contents and indexes, headings and subheadings, and diagrams and charts, use those features to help them unlock a text's meaning. In *Making Meaning* grade 2, the students identify features of expository texts and use those features to help them understand the texts.
- **Making inferences.** Not everything communicated by a text is directly stated. Good readers use their prior knowledge and the information in a text to understand implied meanings. Making inferences helps readers move beyond the literal to a deeper understanding of texts. In *Making Meaning* grade 2, the students make inferences to think more deeply about both fiction and nonfiction texts.
- **Determining important ideas.** Determining the important ideas in a text helps readers identify information that is essential to know and remember. What is identified as important in a text will vary from reader to reader, depending on the purpose for reading and prior knowledge. In *Making Meaning* grade 2, the students explore which ideas in texts are important and support their thinking with evidence from the texts.
- **Analyzing text structure.** Proficient readers use their knowledge of narrative and expository text structure to approach and comprehend texts. For example, readers who understand that stories have common elements, such as setting, characters, and plot, have a framework for thinking about stories. Readers who understand that authors of expository texts organize information through text structures, such as chronological order, cause and effect, and compare and contrast, use those structures to understand and remember the information. In *Making Meaning* grade 2, the students use story elements to help them think about stories.
- **Summarizing.** Summarizing is the process of identifying and bringing together the essential ideas in a text. Readers summarize as a way of understanding what they have read and communicating it to others. In *Making Meaning* grade 2, the students informally identify important ideas and use them to summarize.

THINKING TOOLS

"Thinking Tools" help the students implement the strategies they are learning and delve more deeply into texts. In grades K–2, the students informally use "Stop and Wonder" as preparation for "Stop and Ask Questions," a thinking tool they learn and use in grades 3–6.

- **Stop and Wonder.** The teacher stops at various places during a read-aloud, and the students discuss what they are hearing and wondering. When the teacher resumes reading, the students listen to hear whether what they wonder about is addressed in the text.

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Focus on Social/Ethical Development

Helping students to develop socially and ethically, as well as academically, is part of the educator's role, and we believe it should be integrated into every aspect of the curriculum. Social and academic learning flourish when they are integrated naturally, rather than pursued separately. Research shows that building a safe and caring classroom community helps students develop a sense of responsibility for their own learning and behavior, as well as empathy and motivation to help others (Schaps 2004). Students who receive support in building their social and emotional skills demonstrate significant gains in academic achievement (Durlack et al. 2011).

BUILDING RELATIONSHIPS

During *Making Meaning* lessons, the students listen to and discuss texts in pairs, small groups, and as a class, and through their interactions, they come to recognize that talking about texts is a way to understand them. As the students work together, they develop caring and respectful relationships, creating a safe and supportive classroom community that is conducive to sharing their thinking. They are encouraged to take responsibility for their learning and to be aware of the effect of their behavior on others.

VALUES AND SOCIAL SKILLS

As you help the students build relationships, you also help them understand the values that underlie these relationships. Across every year of the program, broad social goals help the students think about and act on five core values: responsibility, respect, caring, fairness, and helpfulness. The students reflect on what it means to act on these values and how their actions affect the community. Lapses in applying the values are seen as normal learning experiences, rather than as failures. In addition to these five core values, the students explore other values that arise in the read-alouds, such as courage, perseverance, gratitude, and compassion.

The social skills that students learn in *Making Meaning* help them to act on these values in a deliberate way. They learn basic social skills (such as listening to others and taking turns) early in the year, laying the foundation for the more sophisticated skills they learn and practice later in the year, when both their academic work and resulting social interactions become more demanding. (For example, learning how to listen to others early in the year prepares the students to build on one another's thinking later in the year.)

Social development objectives for each week's lessons are listed in the Overview of the week. The week's lessons provide activities, questions, and cooperative structures that target these objectives. (For more information, see "Cooperative Structures" on page xxviii.) Social skills emphasized in grade 2 include talking and listening to one another, explaining their thinking, using prompts to add to one another's thinking, and appreciating and repeating one another's ideas. The lessons also provide opportunities for the students to decide such things as how they will divide the work fairly and how they will report their ideas to the

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class. Learning how to make these decisions helps the students become responsible group members. A Social Skills Assessment (grades 1–6) is included for use early in the year, mid-year, and at the end of the year to help you assess your students' progress in meeting the social development objectives of the program.

The table below lists the social skills taught in the program and the grade levels at which they are formally taught, reviewed, or integrated.

Social Skills Across the Grades

	K	1	2	3	4	5	6
Speaking clearly	•	•					
Taking turns talking and listening	•	•	•	•			
Participating in partner work and class discussions	•	•	•	•	•	•	•
Following classroom procedures	•	•	•	•	•	•	•
Listening respectfully to others	•	•	•	•	•	•	•
Contributing ideas that are different from other people's ideas	•	•	•	•	•	•	•
Sharing partner's thinking with the class	•	•	•	•	•	•	•
Reflecting on own behavior	•	•	•	•	•	•	•
Taking responsibility for learning and behavior	•	•	•	•	•	•	•
Explaining thinking	•	•	•	•	•	•	•
Giving reasons to support opinions			•	•	•	•	•
Using discussion prompts			•	•	•	•	•
Agreeing and disagreeing respectfully				•	•	•	•

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Social Skills Across the Grades *(continued)*

	K	1	2	3	4	5	6
Using clarifying questions and statements				•	•	•	•
Including everyone and contributing to group work					•	•	•
Making decisions and solving problems respectfully					•	•	•
Discussing feedback and giving opinions respectfully					•	•	•
Confirming another person's thinking					•	•	•

RANDOM PAIRING

Most lessons in *Making Meaning* are designed for pair work. We recommend that you randomly pair students at the beginning of each unit and have partners stay together for the whole unit. (See "Considerations for Pairing ELLs" on page liii.) Working with the same partner over time helps each student work through and learn from problems, build successful methods of interaction, and develop his or her comprehension skills.

Random pairing sends several positive messages to the students: there is no hidden agenda behind how you pair the students (such as choosing pairs based on achievement); every student is considered a valuable partner; and everyone is expected to learn to work with everyone else. Random pairing also results in heterogeneous groupings over time, even though some pairs may be homogeneous in some way during any given unit (for example, both partners may be female).

The box below suggests some methods for randomly pairing the students.

Some Random Pairing Methods

- Distribute playing cards and have each student pair up with someone who has the same number or suit.
- Place identical pairs of number or letter cards in a bag. Have each student pull a card out of the bag and find someone who has the same number or letter.
- Cut magazine pictures in half. Give each student a picture half. Have each student pair up with the person who has the other half of the picture.

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COOPERATIVE STRUCTURES

Cooperative structures are taught and used at every grade level to increase the students' engagement and accountability for participation. These structures help the students learn to work together, develop social skills, and take responsibility for their learning. Students talk about their thinking and hear about the thinking of others. Suggested uses of cooperative structures in the lessons are highlighted with an icon. In addition, you can use the cooperative structures whenever you feel that not enough students are participating in a discussion or, conversely, when many students want to talk at the same time.

Cooperative Structures in the Program

- **Turn to Your Partner.** Partners turn to one another to discuss a question.
- **Think, Pair, Share.** Each student thinks individually about a question before discussing his or her thoughts with a partner. Pairs then report their thinking to another pair or to the class. This strategy is especially appropriate when the students are asked to respond to complex questions.
- **Think, Pair, Write.** As in "Think, Pair, Share," each student thinks individually before discussing his or her thoughts with a partner. The students then write what they are thinking. Pairs might then share their writing with another pair or with the class.
- **Heads Together.** Groups of four students discuss a question among themselves. Groups might then share their thoughts with the class.
- **Group Brainstorming.** Groups of four generate as many ideas as they can about a question as a group member records. These lists are then shared with the class.

In grade 2, the students learn "Turn to Your Partner" and "Think, Pair, Share." Other structures are added as developmentally appropriate.

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Teaching the Program

How the Grade 2 Program Is Organized

The *Making Meaning* program for grade 2 consists of ten units. The units vary in length from one to four weeks. Each week has three days of instruction and practice. The calendar below provides an overview of the year.

Sample Calendar for Grade 2

	Unit/Read-aloud	Length	Focus
FALL	**1. The Reading Community: Fiction and Narrative Nonfiction** ▪ *McDuff Moves In* by Rosemary Wells ▪ *Poppleton* by Cynthia Rylant ▪ *Sheila Rae, the Brave* by Kevin Henkes ▪ *Girl Wonder: A Baseball Story in Nine Innings* by Deborah Hopkinson	3 weeks	Make connections Answer questions to understand key details in stories Consider characters' feelings and points of view Learn the procedures for gathering, "Turn to Your Partner," Individualized Daily Reading, and "Think, Pair, Share" Build the reading community
	2. Making Connections: Fiction ▪ *Jamaica Tag-Along* by Juanita Havill ▪ *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst ▪ *The Three Little Pigs* by James Marshall ▪ *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas	4 weeks	Make connections Answer questions to understand key details and important ideas in stories Discuss a story's message
	3. Visualizing: Expository Nonfiction, Poetry, and Fiction ▪ *A Tree Is Nice* by Janice May Udry ▪ "My Baby Brother" by Mary Ann Hoberman ▪ "Bees, Bothered by Bold Bears, Behave Badly" by Walter R. Brooks ▪ "Raccoon" by Mary Ann Hoberman ▪ *POP! A Book About Bubbles* by Kimberly Brubaker Bradley ▪ *The Paperboy* by Dav Pilkey	4 weeks	Visualize to make sense of texts Use schema and make inferences informally Explore how alliteration and regular beats supply rhythm and meaning in poems

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Sample Calendar for Grade 2 *(continued)*

	Unit/Read-aloud	Length	Focus
WINTER	**4. Making Inferences: Fiction** ▪ *Babu's Song* by Stephanie Stuve-Bodeen ▪ *Erandi's Braids* by Antonio Hernández Madrigal ▪ *Chester's Way* by Kevin Henkes	3 weeks	Make inferences to understand characters' feelings, motivations, and actions Answer questions to understand key details and important ideas in stories Explore a story's structure, including character and plot Discuss a story's message
	5. Wondering: Fiction ▪ *The Incredible Painting of Felix Clousseau* by Jon Agee ▪ *Galimoto* by Karen Lynn Williams ▪ *The Paper Crane* by Molly Bang	3 weeks	Use wondering to make sense of stories Make inferences to understand stories
	6. Wondering: Fiction and Narrative Nonfiction ▪ *The Tale of Peter Rabbit* by Beatrix Potter ▪ *Beatrix Potter* by Alexandra Wallner ▪ *The Art Lesson* by Tomie dePaola ▪ "Draw, Draw, Draw: A Short Biography of Tomie DePaola"	2 weeks	Use wondering to make sense of fiction and nonfiction texts Explore the difference between fiction and nonfiction Make inferences about a character Identify what they learn from texts
SPRING	**7. Wondering: Expository Nonfiction** ▪ *Insect Detective* by Steve Voake ▪ *Butterflies* by Teresa Wimmer ▪ *Spinning Spiders* by Melvin Berger	3 weeks	Use wondering to make sense of expository nonfiction texts Explore text features of expository nonfiction Describe how reasons support points an author makes Identify what they learn from texts Build a body of knowledge about animal life
	8. Using Text Features: Expository Nonfiction ▪ *Snails* by Monica Hughes ▪ "Snail Food" ▪ *Bend and Stretch* by Pamela Hill Nettleton ▪ "Ice Cream Mania!" ▪ "Giant Pandas" ▪ "Classic Smoothie" ▪ "The City Zoo"	3 weeks	Use text features to locate key information in expository nonfiction texts Identify what they learn from texts Answer questions about key details and identify main topics Describe how reasons support specific points an author makes Describe the connections between a series of steps in a technical procedure

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Sample Calendar for Grade 2

	Unit/Read-aloud	Length	Focus
SPRING *(continued)*	**9. Determining Important Ideas: Expository Nonfiction and Fiction** ▪ "The Friendship-fostering Buddy Bench" ▪ "Hey Joe, How's It Going?" by Jennifer Marino Walters ▪ "Giant Jellyfish Invasion" by Ruth A. Musgrave ▪ "Zoos Are Good for Animals" ▪ "Zoos Are Not Good for Animals" ▪ *Me First* by Helen Lester ▪ *Erandi's Braids* by Antonio Hernández Madrigal ▪ *Big Al* by Andrew Clements	4 weeks	Explore important ideas in expository nonfiction and fiction texts Describe how reasons support specific points in a text Describe the connections between a series of events in a text Make connections, make inferences, and visualize to make sense of texts
	10. Revisiting the Reading Community ▪ *little blue and little yellow* by Leo Lionni	1 week	Answer questions to understand a story Identify key details in a story Discuss a story's message Reflect on growth as readers Reflect on the reading community

Planning and Teaching the Lessons

We offer the following considerations to help you plan and teach the *Making Meaning* lessons.

TEACHING THE UNITS IN ORDER

We recommend that you teach the units in the order in which they appear in the *Teacher's Manual* for several reasons:

- Comprehension strategies are introduced, practiced, and reviewed on a developmental continuum, beginning with making connections and visualizing and progressing to the more cognitively challenging strategies of making inferences, wondering, using text features, and determining important ideas. In addition, early in the year most read-aloud texts used for comprehension instruction are fiction, a more familiar and accessible genre for primary readers. Only later in the year are the more challenging genres of narrative and expository nonfiction used for strategy instruction.
- Support for Individualized Daily Reading also builds across the year. Procedures and practices necessary for the success of IDR, including reading quietly, choosing "just right" books, and using a Reading Log, are introduced in early units, preparing the

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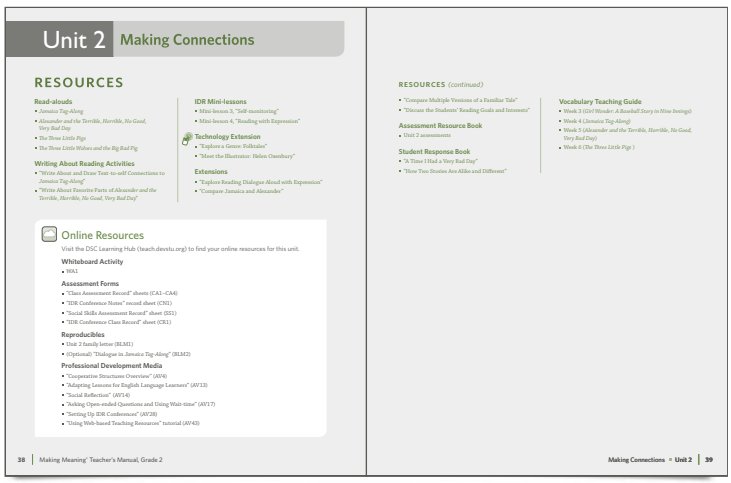
students for the important work in later units of using comprehension strategies as they read and reflecting on and conferring about their reading. Expectations for stamina also increase throughout the year.

- Procedures and cooperative structures critical to both academic and social development, including "Turn to Your Partner" and "Think, Pair, Share," are introduced in Unit 1 and then practiced, reviewed, and reflected upon in subsequent units.
- Social skills deepen in complexity across the year. In Units 1–3, for example, the students focus on listening respectfully to the thinking of others and sharing and explaining their own thinking. This is preparation for using discussion prompts to build on one another's thinking, a critical skill introduced in Unit 4. In later units, the students learn and practice the more sophisticated skills of sharing their partner's thinking and giving reasons to support their opinions.
- The lessons in the *Vocabulary Teaching Guide* must be taught in order. Words introduced in early weeks of the program are reviewed in later weeks, providing the students with multiple exposures to the words, and instruction in independent word-learning strategies, such as using context to determine word meanings, recognizing shades of meaning, and using prefixes and suffixes to determine meanings, builds across the year. The assessments also rely on the words being taught in the order prescribed. For more information, see the "*Vocabulary Teaching Guide*".

UNIT AND WEEK OVERVIEWS

To prepare to teach a unit, begin by reading the unit's introductory pages. The opening page provides a summary of the academic and social goals of the unit. The Resources list specifies the physical materials and the supplemental activities for the unit, while the Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org).





The Development Across the Grades table shows how the reading comprehension strategies taught in the program develop across the grades, highlighting the strategy featured during

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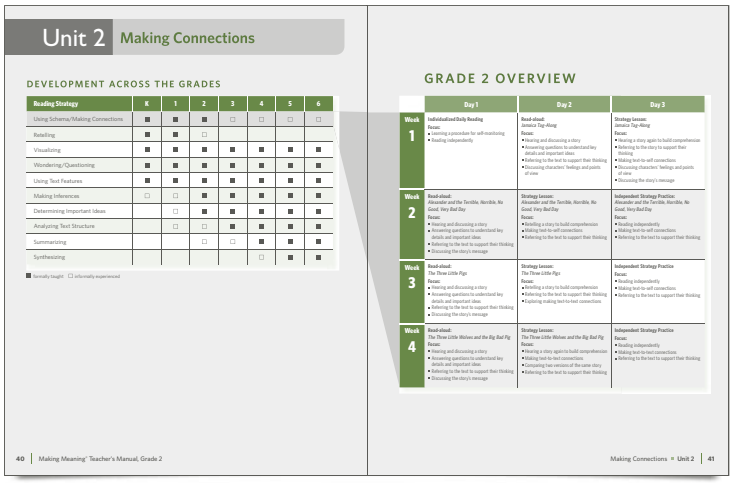
that unit. The Overview table identifies the key academic focuses of each day of instruction in the unit, as well as each day's read-aloud text.



Prepare for each week by reading that week's Overview, including the read-aloud summary, the online resources, and the comprehension and social focuses. The "Do Ahead" section alerts you to special requirements for the week and any preparations you should make ahead of time. Preview the lessons and note how the instruction supports the week's comprehension and social focuses from lesson to lesson.



PREPARING THE DAILY LESSONS

Read-aloud Lessons

Students' listening comprehension typically exceeds their reading comprehension. Listening to and discussing texts together enables the students to build background knowledge and vocabulary, enjoy a common experience, build community, share ideas, and collaborate to construct meaning. Each week begins with a read-aloud lesson. After the reading, discussion questions check the students' surface-level understanding of the text in preparation for deeper thinking about it on subsequent days of the week.

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To Prepare for a Read-aloud:

- Read the entire lesson and anticipate how your students will respond.
- Collect materials and anticipate room arrangement needs.
- Practice reading the text aloud. Focus on reading slowly.
- Review the Suggested Vocabulary and the ELL (English Language Learner) Vocabulary lists and locate these words in the text. To better define these words smoothly while reading aloud, write each definition on a self-stick note and place the note next to the word in the read-aloud text. Notice if there are any additional words you may need to define for your students.
- Locate any suggested stopping points in the text. Again, you might use a self-stick note to mark each stopping point.
- Decide what level of support your English Language Learners will need. You might need to read the text aloud to your ELLs prior to reading it to the whole class or summarize the text for them. Also, review any ELL Notes in the lesson and provide extra support for your students as appropriate. (For more information, see "Support for English Language Learners [ELLs]" on page li.)
- Optional extension activities appear at the end of some lessons. Review any extension activities and decide if and when you want to do the activities with your class. Some may require additional materials or preparation.

Read-aloud Lessons with Alternative Texts

You may want to substitute another text for the provided read-aloud text to teach the comprehension focus of the week or to repeat a week of instruction. For this purpose, a list of "Grade 2 Alternative Texts" is provided in the General Resources section of the CCC Learning Hub. The trade books suggested in the list of alternative texts are offered in Center for the Collaborative Classroom's Comprehension Strategies Libraries. These grade-level libraries are designed to support instruction of the specific strategies used in the lessons. Visit Center for the Collaborative Classroom's website (collaborativeclassroom.org) for more information.

Strategy Lessons

Strategy lessons introduce the strategy that is the comprehension focus for the week. Typically, you will reread the read-aloud text from Day 1 and ask questions that help your students move beyond the text's surface meaning to a deeper exploration of it. You will then guide the students to develop their understanding through carefully structured activities. This approach encourages the students to explore and develop a strategy before you explicitly label it.

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To Prepare for a Strategy Lesson:

- Read the entire lesson (including the *Student Response Book* pages) and anticipate how your students will respond.
- Collect materials and anticipate room arrangement needs.
- Practice using the strategy at least once in your own reading to help you anticipate difficulties the students might have.
- Plan how you will pace the lesson to keep it moving.
- Review suggested discussion questions and decide which ones you will ask.
- Remember that making meaning of a text—not using a particular strategy—is the primary goal of the program. Keep discussions focused on the text, and remind the students that strategies serve readers by helping them understand what they read.
- Review and plan any optional extension activities you want to do with your class.

Guided Strategy Practice Lessons and Independent Strategy Practice Lessons

Strategy lessons are often followed by lessons in which the students practice using the strategy, with teacher support gradually being reduced as the students become more comfortable with the strategy. In a guided strategy practice lesson, the students practice using the strategy with a very familiar text (such as an excerpt from the week's read-aloud text), with you facilitating and supporting the students' work by asking focused questions and guiding the discussion.

In independent strategy practice lessons, the students practice using the strategy in appropriately leveled texts that they read independently. You have the opportunity to monitor the students and provide individual help as needed.

To Prepare for a Guided or Independent Strategy Practice Lesson:

- Read the entire lesson (including the *Student Response Book* pages) and collect materials.
- Practice any teacher modeling required in the lesson.
- Plan how you will pace the lesson to keep it moving.
- Review suggested discussion questions and decide which ones you will ask.
- Review and plan any extension activities you want to do with your class.

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LESSON LENGTH AND PACING

Grade 2 lessons take, on average, 20–30 minutes. Lessons in the first few weeks of the program may take longer as you introduce and practice cooperative structures ("Turn to Your Partner" and "Think, Pair, Share"). A few of the read-alouds will require additional time. A Teacher Note at the beginning of these lessons alerts you to the need for more time and suggests how you might break the reading into two parts, if necessary.

It is important to monitor the pace of the lessons, not only to complete them in a reasonable amount of time, but also to help the students stay focused and engaged. To maintain the pace of the lessons, we suggest the following:

- As much as possible, we advise that you teach the lessons as written, understanding that adjustments may be needed based on your knowledge of your students and their needs.
- Keep partner conversations brief (20–30 seconds).
- After partners have shared, have only one or two volunteers share their thinking with the class, even if other students have their hands up.
- During class discussions, have only two or three volunteers share their thinking. If many students want to contribute to the discussion, use "Turn to Your Partner" to give partners an opportunity to share with each other. Then have only one or two volunteers share with the class.

EXTENDING THE INSTRUCTION

In addition to the core lessons, the program features the following opportunities to extend instruction:

- **Writing About Reading.** These optional activities provide a reading/writing connection within the *Making Meaning* program by asking the students to write opinions about and make connections to the texts they hear and discuss during read-aloud lessons. The activities build in complexity across the grades, with students at all levels encouraged to refer to the texts to support their thinking. Support for modeling writing is included in these activities. The activities can be done at the end of a lesson or at another time.
- **Extensions.** These optional activities provide additional learning opportunities that extend or enhance the instruction in the core lessons. Examples of extension activities

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include reading other books by the author of the read-aloud, imagining an alternative ending to the story, and learning more about a topic introduced in the read-aloud text.

STUDENT RESPONSE BOOKS

The *Making Meaning* program provides a *Student Response Book* for each student in grades 1–6. The *Student Response Books* include:

- Excerpts and reprints of selected read-aloud texts.
- Activity sheets correlated to lessons that the students use to record their thinking. Activities might include thinking tools and cooperative structures that require writing, such as "Stop and Wonder."
- Reading Logs (grades 2–6), in which the students list and comment on the texts they read independently, and Reading Journals (grades 1–6) in which the students write in more depth about their independent reading.

The *Student Response Books* are a useful resource for both you and your students. The students can use their Reading Logs and Reading Journals to track and write about their reading. The activity sheets make it unnecessary for you or your students to provide additional paper, and they are engaging and easy to use. The completed sheets also comprise a record of each student's work in the program. The *Student Response Books* are an integral part of the Individual Comprehension Assessment. For more information, see "Individual Comprehension Assessment" in the Assessment Overview of the *Assessment Resource Book*.

PROFESSIONAL DEVELOPMENT MEDIA

Brief videos created for the third edition of the *Making Meaning* program help you with effective implementation. The videos, intended for viewing when planning lessons, provide a range of support, including tips for introducing IDR and conferring with the students, demonstrations of teachers using various techniques for facilitating discussions, and examples of students using cooperative structures. For a complete list of professional development media, visit the CCC Learning Hub (ccclearninghub.org).

HELPFUL LESSON FEATURES

The lessons include a number of features that help you navigate the instruction and that provide background information and tips. These lesson features are listed in the table on the next page.

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Helpful Lesson Features

- **Vocabulary Notes.** These notes appear at the beginning and end of the week's lessons to alert you to the vocabulary lessons you will be teaching in the *Vocabulary Teaching Guide*.
- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson structure, purpose, pedagogy, and approach.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to such information as the purposes of different activities, materials to be collected or saved, hints for managing the lesson, and ways to support the students.
- **ELL Notes.** These notes suggest various strategies to support English Language Learners (ELLs) during a lesson.
- **Facilitation Tips.** These notes suggest techniques you can use to facilitate class discussions (for example, asking open-ended questions, using wait-time, and not paraphrasing or repeating students' responses) in order to increase participation and encourage deeper conversations among your students. For a concise summary of the Facilitation Tips, see the "Teacher's Facilitation Bookmark" in the General Resources section of the CCC Learning Hub (ccclearninghub.org).
- **Cooperative Structure Icons.** These icons indicate where in the lesson students work in pairs or small groups and where cooperative structures, such as "Turn to Your Partner" and "Think, Pair, Share," are used.
- **Suggested Vocabulary.** This feature identifies words in a read-aloud that you might want to define for your students as you read. We have selected vocabulary words based on how crucial they are to understanding the text and on the unlikeliness that students will be able to glean their meanings from the context. Definitions are provided.
- **ELL Vocabulary.** This feature identifies and defines additional words in a read-aloud that you may want to address with your ELLs.
- **"Students might say."** This feature gives you examples of the kinds of responses you might expect from your students. If the students have difficulty answering a question, you can suggest some of the ideas in the "Students might say" note and then ask them to generate additional ideas.
- **"You might say."** This feature provides sample language that you can draw on when you introduce a cooperative structure or model using reading comprehension or self-monitoring strategies. Providing the students with opportunities to hear you think out loud as you use a strategy helps them apply the strategy to their reading.
- **Chart Diagrams.** These diagrams illustrate charting techniques and provide examples of ideas generated by the class or by teacher modeling.
- **Technology Tips.** These notes suggest ways you might integrate technology in the lessons. In grades 3–6, they also refer to the Technology Mini-lessons in Appendix B, which instruct students on topics such as how to navigate safely online and how to conduct online research.
- **2D Barcodes.** You can scan these 2D barcodes with an app installed on your smartphone or tablet device to gain instant access to professional development and instructional media.

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Helpful Lesson Features *(continued)*

- **IDR Conference Notes.** These notes support you as you confer with individual students during IDR. (See "IDR Conferences" on page xl.)
- **Class Assessment Notes.** These notes help you observe and assess the whole class as they demonstrate their use of a strategy during a lesson. (See "Assessments" on page xlvi.)
- **End-of-unit Considerations.** This feature provides information on wrapping up a unit and conducting end-of-unit assessments.

Individualized Daily Reading (IDR)

Research has consistently shown what common sense suggests: the more students read, the better readers they become (Anderson, Wilson, and Fielding 1988; Taylor, Frye, and Maruyama 1990). The practice that independent reading provides is critical if students are to consolidate and strengthen the reading comprehension skills and strategies they are learning. The independent strategy practice lessons in the *Making Meaning* program give your students valuable practice in using these skills and strategies independently, but more independent practice is needed if the students are to become truly proficient at comprehending text. To meet this need, *Making Meaning* includes an Individualized Daily Reading (IDR) strand.

INDEPENDENT READING IN GRADE 2

During Individualized Daily Reading in grade 2, the students spend up to 20 minutes a day reading books independently at their appropriate reading levels. An IDR section appears at the end of each lesson, except in the case of independent strategy practice lessons. IDR can follow the day's lesson, or you can schedule it during another time of the school day.

IDR begins in Unit 1 (Week 2) of the grade 2 program. In Unit 1, the students learn the procedures for IDR and how to identify books that are "just right" for them. They learn procedures for using the classroom library and begin tracking the books they are reading in their Reading Logs within their *Student Response Books*. In Unit 2, the students learn questions they can ask themselves to monitor their comprehension. Formal reading conferences begin in Unit 3. In this unit and in subsequent units, the students apply the reading comprehension strategies they are learning to various types of texts and reflect on their use of the strategies.

THE TEACHER'S ROLE

Individualized Daily Reading in the *Making Meaning* program is different from other types of independent reading, such as free reading, SSR (Sustained Silent Reading), and DEAR (Drop Everything and Read). In those programs, students select their own books, which may or may not be at their appropriate reading levels, and the teacher plays a largely neutral role. In IDR,

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the students read texts at their appropriate reading levels for a specified period of time. You, the teacher, are actively involved, conferring with individual students, helping them select appropriate books, and assessing and supporting their reading.

IDR CONFERENCES

Initially, your individual student conferences focus on getting to know the students as readers and on ensuring that they are reading appropriately leveled texts. As the year progresses, the conferences will focus more on ensuring that the students are reading appropriately leveled texts, assessing the students' comprehension, and supporting struggling students.

Beginning in Unit 3 of the grade 2 program, you will use a unit-specific "Resource Sheet for IDR Conferences" to guide you as you confer. This resource sheet outlines a process you can use when conferring with individual students about their independent reading. It includes questions you can ask to probe each student's thinking about what he or she is reading and to assess the student's comprehension of the text. It also includes suggestions for supporting the student's reading growth. You will document your IDR conferences using the "IDR Conference Notes" record sheet. We recommend that you document at least one IDR conference per student per unit. These notes are an important source of information for each student's Individual Comprehension Assessment (see "Assessments" on page xlvi).

You will find copies of the "Resource Sheet for IDR Conferences" and the "IDR Conference Notes" record sheets in the *Assessment Resource Book*. The record sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record conference data on a record sheet. For more information, see "CCC ClassView App" on page xlviii.

READING APPROPRIATELY LEVELED TEXTS

For IDR to succeed, the students must be reading books that they can comprehend and read fluently with few miscues (accuracy errors). Early in the year, you can match students to books by informally assessing their reading abilities. One procedure you might use is to have each student select a text that interests him or her, and then listen to the student read aloud. Note whether the student is reading with accuracy (reading most of the words without miscues) and understanding. To gauge a student's surface understanding, you can use prompts and questions such as "Tell me what you just read" or "What does that mean?" If a student is reading a book that is too difficult or easy, help him or her select a more suitable book.

Another technique for evaluating the appropriateness of a book is to use the "five-finger rule." As a student reads a page aloud, count any words he does not know. More than five unknown words on a page usually indicates that the book is too difficult. When your students become familiar with the five-finger rule, you can encourage them to use the technique on their own, making the students responsible for checking the appropriateness of the books they choose for IDR.

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It is very important for students to build reading fluency as a foundation for comprehension. If you have students who are reading far below grade level, make sure they have time every day to practice reading decodable texts, and check in with them regularly to monitor their rate and accuracy.

DETERMINING INDEPENDENT READING LEVELS

Other informal and formal tools are available for determining a student's independent reading levels. Running records are classroom-based, informal assessments of fluency and comprehension that can be used periodically to evaluate a student's reading performance; identify an independent, instructional, and frustration reading level; and monitor progress. A variety of formal benchmark assessments, such as the Developmental Reading Assessment (DRA) and Fountas and Pinnell Benchmark Assessment System (BAS), can also be used to measure the student's progress and identify his or her reading level.

Regardless of the assessment tool you use, it is important to monitor and record your students' progress across the year. In grades 2 through 5, the "Student Reading Level Summary" record sheet (SR) can be used to record an individual student's reading assessment data. You will find copies of this record sheet in the *Assessment Resource Book*, on the CCC Learning Hub, and in the CCC ClassView app.

SETTING UP A CLASSROOM LIBRARY

For IDR, the students will require access to a wide range of fiction and nonfiction texts at various levels. For easy browsing, you might display books in boxes or baskets labeled with the name of the book category. Categories can include:

- Genres (e.g., mystery, science fiction, folktale, biography)
- Subjects or topics (e.g., presidents, animals, weather, school)
- Themes (e.g., faraway places, friendship, growing up)
- Favorite authors or illustrators
- Popular series
- Student favorites

A classroom library ideally consists of 300–400 titles, although many teachers start with a smaller collection and add to it over time. The library should include a balance of fiction and nonfiction books. To accommodate various reading levels, at least 25 percent of the library should be books that are one to two grades below grade level, and at least 25 percent should be books that are one to two grades above grade level.

Sources of texts include book clubs, bookstores, your school or community library, donated books, basal readers, textbooks, and children's magazines and newspapers. You can purchase a leveled classroom library, or you can level the books in your current classroom library.

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Center for the Collaborative Classroom's Individualized Daily Reading Libraries can be used to start a classroom library or to round out an existing library. The libraries are organized by grade level and readability to enable teachers to provide fiction and nonfiction books that are at the right levels for their students. Visit Center for the Collaborative Classroom's website (collaborativeclassroom.org) for more information.

To help you build and maintain your library, you might consider using free book-management software called Classroom Organizer® from Booksource. With Classroom Organizer, you can inventory the print and digital books in your library by scanning the barcodes, import your class roster, enable students to check out and return books electronically, compile reports on students' reading activities, and add new titles. For more information, visit the Booksource website (classroom.booksource.com).

LEVELING TEXTS

Below you will find information on two leveling systems that can help you with the sometimes difficult and time-consuming process of leveling texts. (More information about leveling can be found in Brenda M. Weaver's *Leveling Books K–6: Matching Readers to Text*.)

The Fountas & Pinnell Leveling System

- Educators Irene C. Fountas and Gay Su Pinnell developed a leveling system for use with guided reading groups that is frequently used for leveling independent reading libraries. They provide lists of thousands of leveled books for grades K–8 in their book *Leveled Books, K–8: Matching Texts to Readers for Effective Teaching* (Heinemann 2008) and also on their website (fountasandpinnellleveledbooks.com).

The Lexile® Framework for Reading

- This leveling system uses a sophisticated formula to determine text difficulty, which it represents as a Lexile score that is used to rank the text on a graded scale. Developers of this framework (MetaMetrics, Inc.) have created a database of thousands of Lexiled texts, plus software that allows teachers to search, sort, and view information about each text. For more information, visit The Lexile® Framework for Reading website (lexile.com).

BUILDING STAMINA

Building stamina for reading independently is critical if the students are to develop and grow as readers. In the grade 2 program, the students begin IDR by reading independently for up to 10 minutes a day. By Unit 4, the expectation is that the students will be reading independently for up to 20 minutes each day. The time allotments suggested in the IDR lesson steps, however, are goals, not requirements, and IDR times should be adjusted as necessary to meet your students' particular needs and their capacities to remain engaged and attentive. You might consider increasing the time allotted to IDR gradually, for example, one to two minutes every two weeks.

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The table on the next page provides an overview of the reading times (shown by number of minutes) recommended for IDR for each grade and unit in *Making Meaning*. The table shows how stamina for independent reading builds both within and across grades.

Building Stamina for Independent Reading

Grade Level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Units 7+
K	up to 5	up to 7	up to 9	up to 10	10–15	10–15	up to 15
1	up to 5	5–10	10–15	up to 15	up to 15	up to 15	up to 15
2	up to 10	10–15	15–20	up to 20	up to 20	up to 20	up to 20
3	up to 15	15–20	20–25	up to 25	up to 25	up to 25	up to 25
4	up to 15	15–20	20–25	25–30	up to 30	up to 30	up to 30
5	up to 15	15–20	20–25	25–30	up to 30	up to 30	up to 30
6	up to 20	20–25	25–30	up to 30	up to 30	up to 30	up to 30

If your students are struggling to use IDR time responsibly, meet with students individually or as a group to discuss the problem and possible solutions. Encourage the students to set personal goals, and check in with them regularly about how they are spending their IDR time.

IDR MINI-LESSONS

These optional lessons, found in Appendix A, support and supplement the instruction you provide during IDR, focusing on topics such as selecting appropriate texts, conferring, self-monitoring, using word-analysis strategies, and fluency. The lessons include:

- "Choosing and Handling Books" (K–1)
- "Selecting 'Just-right' Books" (K–2)
- "Introducing IDR Conferences" (K–6)
- "Self-monitoring" (1–2)
- "Reading Punctuation" (1–2)
- "Reading Typography" (1–2)
- "Reading with Expression" (1–6)
- "Using Word-analysis Strategies" (1–6)
- "Selecting Appropriately Leveled Texts" (3–6)
- "Self-monitoring and Using 'Fix-up' Strategies" (3–6)
- "Reading in Meaningful Phrases" (3–6)

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TIPS FOR MANAGING IDR

Building a successful Individualized Daily Reading program is vital for reading achievement, but establishing and maintaining IDR—as well as making time for it—can be challenging. Here are some tips for implementing and managing IDR in your classroom:

- Establish and maintain a well-designed and well-stocked classroom library (see "Setting Up a Classroom Library" on page xli).
- Take the time to introduce and model IDR routines and procedures, such as choosing appropriate books, checking books in and out of the classroom library, and conferring. There are both core lessons and mini-lessons in *Making Meaning* developed specifically to help you with these essential aspects of IDR (see "IDR Mini-lessons" on page xliii).
- Create a classroom environment that is conducive to independent reading. If possible, arrange the room so the students have comfortable places to read away from their desks or tables.
- Set clear expectations for student behavior during IDR. Check in regularly to see how the students are doing, both with meeting your expectations and taking responsibility for how they spend independent reading time.
- Each day's IDR instruction establishes a clear purpose for independent reading (for example, practicing self-monitoring or visualizing to make sense of a text). Make sure the purpose is clear to the students, and take time at the end of IDR to discuss the reading focus with the students.
- Finally, make IDR a regular part of your schedule and protect that time. Scheduling IDR immediately after a *Making Meaning* lesson is ideal, but IDR may also be scheduled for another regular time each day, such as first thing in the morning or immediately after lunch or recess.

Vocabulary Teaching Guide

The *Vocabulary Teaching Guide* is a revision of *Vocabulary for Making Meaning Second Edition*. It supplements and supports the *Making Meaning* program by providing 30 weeks of vocabulary instruction at grades K–6. The lessons teach high-utility words found in or suggested by the *Making Meaning* read-aloud texts, as well as strategies the students can use to determine the meanings of words they encounter in their independent reading. The table on the next page lists the independent word-learning strategies taught at each grade level and provides a snapshot of how the strategies are developed across the grades.

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Development Across the Grades

Independent Word-learning Strategy	K	1	2	3	4	5	6
Recognizing synonyms	■	■	■	■	■	■	■
Recognizing antonyms	■	■	■	■	■	■	■
Using context to determine word meanings		■	■	■	■	■	■
Recognizing shades of meaning	■	■	■	■	■	■	■
Recognizing words with multiple meanings	■	■	■	■	■	■	■
Using inflectional endings	■	■					
Using knowledge of compound words to determine meanings			■	□			
Using prefixes to determine meanings	□	□	■	■	■	■	■
Using suffixes to determine meanings	□	□	■	■	■	■	■
Using Greek and Latin roots to determine word meanings				■	■	■	■
Recognizing idioms				■	■	■	■
Recognizing adages and proverbs					■	■	
Using a dictionary, glossary, or thesaurus			■	■	■	■	■
Analyzing word relationships to better understand words							■

■ formally taught □ informally explored or reviewed

At grades K–2, there are three days of vocabulary instruction each week. At grades 3–6, there are five days of instruction. Each week includes ongoing review activities that review previously learned words. Vocabulary words are taught and reviewed using engaging activities that require the students to use the words in partner and class conversations. For more information about the vocabulary lessons, including how the lessons are structured, suggestions for teaching the vocabulary lessons with the *Making Meaning* lessons, and the vocabulary assessments, see the Introduction in the *Vocabulary Teaching Guide*.

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Assessments

The assessment component of the *Making Meaning* program is designed to help you (1) make informed instructional decisions as you teach the lessons and (2) track your students' reading comprehension and social development over time. The expectation is that *all* of your students are developing—at their own pace—into readers with high levels of comprehension and that they can each develop positive, effective interpersonal skills and values.

The program includes both formative and summative assessment tools. Each assessment has a corresponding record sheet in the *Assessment Resource* Book, which you may use to record your students' progress. You can photocopy the forms in the *Assessment Resource Book*, or you can download and print the forms on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record, sort, synthesize, and report assessment data for each student and the whole class. For more information, see "CCC ClassView App" on page xlviii.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' academic and social growth over time through class observation and individual conferences. Formative assessments in *Making Meaning* comprise the following:

- **Class Assessment (K–6).** Class Assessment Notes within the lessons appear once per week and are designed to help you assess the performance and needs of the whole class. The assessment occurs during a lesson at a time when the students are demonstrating their use of the strategies they learned to make sense of text. During the assessment, you have the opportunity to randomly observe students working in pairs or individually (select strong, average, and struggling readers) as you ask yourself questions that focus your observations. You can record your observations on the corresponding "Class Assessment Record" sheet (CA).
- **IDR Conferences and Student Reading Goals and Interests Survey (K–6).** IDR conferences provide you with the opportunity for you to talk with individual students about their reading, identify areas of strength, and note areas in which students need more support. As you teach the lessons, an IDR Conference Note will alert you when a conference is suggested. You can record your observations from each conference on the corresponding "IDR Conference Notes" record sheet (CN). We encourage you to confer with each student at least once per unit. The "IDR Conference Notes" record sheets comprise an important source of information for the Individual Comprehension Assessment.

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The questions provided in the first "IDR Conference Notes" record sheet can be used as a beginning-of-year survey of the students' reading goals and interests. The questions in the final "IDR Conference Notes" record sheet of the year can serve as an end-of-year survey of the students' perceptions of their growth as readers, attitudes toward reading, and goals for summer reading.

For more information about the formative assessments in the program, see "Formative Assessments" in the Assessment Overview of the *Assessment Resource Book*.

SUMMATIVE ASSESSMENTS

Summative assessments allow you to evaluate and score each student's comprehension development, as well as the students' social development.

- **Social Skills Assessment (1–6).** The Social Skills Assessment allows you to note how well each student is learning and applying the social skills taught in the program and how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. As you teach the lessons, a Social Skills Assessment Note will alert you when a social skills assessment is suggested. We recommend that you do this assessment three times: at the beginning, middle, and end of the year. The "Social Skills Assessment Record" sheet (SS) allows you to track how individual students are doing with specific skills during the course of the year.
- **Individual Comprehension Assessment (K–6).** The Individual Comprehension Assessment, which is administered once per unit beginning in Unit 2 (grades 3–6) or Unit 3 (grades K–2), is designed to help you assess the strategy use and comprehension development of individual students. In grades 1–6, the assessment has two sections—Part A: Strategy Assessment and Part B: IDR Assessment—and reflection questions to help guide your assessment of each student's growth. In kindergarten, only the IDR Assessment and reflection questions are provided. The "Individual Comprehension Assessment" record sheet (IA) can be used to record each student's score on the assessment and help you assign grades.

For more information about the summative assessments in the program, see "Summative Assessments" in the Assessment Overview of the *Assessment Resource Book*.

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Using the Technology Features

The *Making Meaning* program incorporates digital technology to enhance your students' learning experience and streamline your preparation, instruction, and assessment processes.

Digital Teacher Resources

The program comprises a suite of digital resources, including the *Digital Teacher's Set* as well as access to the CCC Learning Hub and the CCC ClassView app.

DIGITAL TEACHER'S SET

The *Making Meaning Digital Teacher's Set* includes electronic versions of the *Teacher's Manual*, *Assessment Resource Book*, *Vocabulary Teaching Guide*, and *Reading Assessment Preparation Guide* (grades 3–6) for use on a tablet device or computer. Features of the *Digital Teacher's Set* include linked cross-references and direct access to the CCC Learning Hub, the CCC ClassView app (more information below), and professional development media.

CCC LEARNING HUB

The CCC Learning Hub (ccclearninghub.org) is your source for the following resources:

- Whiteboard activity charts (to display or print)
- Printable blackline masters, such as family letters and student handouts
- A digital reference copy of the *Student Response Book*
- A link to the CCC ClassView app, as well as direct links to printable or interactive assessment forms
- Professional development and instructional media

For more information, see the "Using the CCC Learning Hub" tutorial (AV39).

CCC CLASSVIEW APP

CCC ClassView is an online application that contains all of the assessment forms and instructions that are included in the *Assessment Resource Book*. This tool also enables you to electronically collect, sort, synthesize, and report assessment data for each student. You can access the CCC ClassView app by tapping the assessment icons or links in the

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Digital Teacher's Set, by going directly to the app (classview.org), or by clicking the CCC ClassView button on the grade-level program resources page on the CCC Learning Hub (ccclearninghub.org). For more information about this assessment tool, view the "Using the CCC ClassView App" tutorial (AV41).



Additional Technology Features

Additional lesson features integrate technology into the program in a variety of ways.

TECHNOLOGY TIPS

These notes, located in the margins of the core lessons, suggest ways to incorporate technology into the instruction or list related professional development media that support your use of technology in the classroom.

TECHNOLOGY EXTENSIONS

These optional activities identify ways in which you can use technology to extend instruction, when appropriate. For example, students might visit a website to investigate a topic or listen to an audio version of a book heard during a lesson.

TECHNOLOGY TUTORIALS

These videos help you understand how to effectively implement the program's technology features and how to use widely available technology, such as presentation tools. They include:

- "Getting Started with Your Print *Teacher's Manual*" (K–6)
- "Getting Started with Your *Digital Teacher's Set*" (K–6)
- "Using the CCC Learning Hub" (K–6)
- "Using CCC's Whiteboard Activities" (K–6)
- "Using the CCC ClassView App" (K–6)
- "Using Web-based Whiteboard Activities" (K–6)
- "Finding, Organizing, and Presenting Online Information" (K–6)
- "Using Web-based Maps and Related Tools" (K–6)
- "Using Presentation Tools" (3–6)
- "Creating Audio and Video in the Classroom" (3–6)
- "Using Blogs in the Classroom" (K–6)
- "Using Social Media" (3–6)
- "Creating Digital Stories" (K–6)

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TECHNOLOGY MINI-LESSONS

These optional lessons in grades 3–6 instruct students on a variety of technology subjects. These lessons include:

- "Navigating Safely Online"
- "Maintaining Privacy Online"
- "Showing Respect in Digital Communications"
- "Choosing Effective Search Terms"
- "Understanding Search Results"
- "Narrowing Search Results and Using Filters"
- "Evaluating Research Sources"

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Special Considerations

Teaching the Program in Multi-age Classrooms

If you are teaching a multi-age class, we recommend that you choose the level of the program that is appropriate for the majority of your students to use throughout the school year. Since the program provides instruction through read-aloud texts selected to be accessible to a wide range of students and includes time for Individualized Daily Reading practice and individual conferences, all of your students will be able to develop comfortably as readers even if the lessons are designed for students at a lower or higher grade level.



Support for English Language Learners (ELLs)

The *Making Meaning* program helps you implement effective teaching strategies to meet the needs of all students, including English Language Learners (ELLs). English Language Development (ELD) strategies are an inherent part of the program's design. In addition, through ELL Notes, we provide you with suggestions for modifying the instruction to enhance support for ELLs.

While the *Making Meaning* program is an effective tool in teaching comprehension to ELLs, it is not intended to stand alone as a comprehensive linguistic development program. It is assumed that additional support in second language acquisition is occurring for ELLs outside of this program.

ABOUT TEACHING READING COMPREHENSION TO ELLs

One myth about teaching ELLs is that good teaching alone will meet these students' linguistic and academic needs, and that they will simply "pick up" the language in the typical classroom context. While "good teaching" (using developmental, research-based instructional strategies) certainly benefits students learning English, it is important to build on each student's specific academic and linguistic strengths and plan instruction based on his or her needs. The first step is to develop an accurate picture of each child's level of English language proficiency and his or her previous academic experience.

STAGES OF SECOND LANGUAGE ACQUISITION

Learning a new language is a developmental process. The table on the next page outlines the generally accepted stages of acquiring a language and the characteristics of students in an immersion classroom at each stage. In an immersion classroom, the students are instructed

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in their second language (English) for all subjects. Progress from one stage to the next depends on a wide variety of factors, including cognitive and social development, maturity, previous academic experience, family education, home literacy practices, personality, cultural background, and individual learning styles.

Stages of Second Language Acquisition

Developmental Stages of Language Proficiency (under immersion)	Student Characteristics
Stage 1: Receptive or Preproduction (can last up to 6 months)	Often nonverbal during this period Acquires receptive vocabulary (words and ideas that children "take in" or learn before they begin to produce words verbally) Conveys understanding through drawing, writing, and gesturing Gradually becomes more comfortable in the classroom
Stage 2: Early Production (can last 6 months to 1 year)	Comprehends simple language Communicates with one key word and short phrases Verbally labels and categorizes Listens more attentively Begins to use present tense Writes words and some simple sentences
Stage 3: Speech Emergence (can last 1 to 3 years)	Has good comprehension of conversational language Sequences stories using words and pictures Is challenged by figurative language Speaks and writes simple sentences
Stage 4: Intermediate Fluency (can last 3 to 5 years)	Has excellent comprehension Uses newly acquired vocabulary Speaks, reads, and writes more complex sentences Participates in academic discussions Makes few grammatical errors May continue to be challenged by idioms and figurative language Demonstrates higher-order skills, such as analyzing, predicting, debating, etc.
Stage 5: Advanced Fluency (can last 5 to 7 years)	Has near-native fluency Demonstrates excellent comprehension Continues to develop academic vocabulary Continues to speak, read, and write increasingly complex sentences

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CONSIDERATIONS FOR PAIRING ELLs

A key practice in the *Making Meaning* program is to have students work in unit-long partnerships. Random pairing is suggested as a way to ensure equity by reinforcing the value of each child in the classroom (see "Random Pairing" on page xxvii). However, when considering the needs of English Language Learners, it may be advantageous to partner these students in a more strategic way. You might pair a beginning English speaker with a fluent English or multilingual speaker. It can be effective if the multilingual partner shares the ELL's primary language, but we recommend prudence in asking the more fluent English speaker to serve as translator. Another option is to place ELLs in trios with fluent English speakers to allow them more opportunities to hear English spoken in conversation. In this case, it is important to make sure that all three students are participating and including one another in the work.

HOW THE *MAKING MEANING* PROGRAM SUPPORTS ELLs

There are several effective English Language Development instructional strategies integrated throughout the *Making Meaning* program. These strategies help make the content engaging and comprehensible, support the students at their individual levels of language proficiency, and help the students see themselves as valuable members of the classroom community. The strategies included are shown in the chart below.

English Language Development (ELD) Strategies in the *Making Meaning* Program

Creating a respectful, safe learning community	Active, responsible learning High expectations for classroom interactions Explicit classroom procedures and routines Explicit social skills instruction Regular discussions to reflect on classroom values and community
Cooperative learning	Cooperative structures ("Turn to Your Partner" and "Think, Pair, Share") Ongoing peer partnerships Opportunities to express thinking orally and listen to others' thinking Discussing reading with partners Sharing work and reflecting
Authentic communication	Whole-class and partner discussions about interesting and important texts and topics Opportunities to respond to or engage with a text in a variety of modalities (discussion, writing, drawing)
Vocabulary development	Opportunities to preview and discuss read-aloud texts before lessons Building academic vocabulary

(continues)

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Language-rich environment	Rich, meaningful literature Engaging texts and book art Daily opportunities for listening, speaking, reading, and writing
Scaffolded instruction	Explicit teacher modeling Rereading text Prompts to begin responses Drawing on prior knowledge and experience Building background knowledge
Critical thinking	Questions that prompt higher-order thinking Exploring and responding to different viewpoints Generating independent thinking

ADDITIONAL STRATEGIES FOR SUPPORTING ELLs

In addition to the practices embedded in the *Making Meaning* lessons, ELL Notes provide specific suggestions for adapting instruction to meet the needs of English Language Learners. In addition, you can implement a number of general strategies to help ELLs participate more fully in the program. These include:

- **Speaking slowly.** Beginning English speakers can miss a great deal when the language goes by too quickly. Modifying your rate of speech can make a big difference in helping them to understand you.
- **Using visual aids and technology.** Photographs, realia (real objects), diagrams, and even quick sketches can help to increase a student's comprehension. When giving directions, physically modeling the steps and writing them where the students can see them while saying them aloud are effective ways to boost comprehension. Audiovisual resources, such as recordings of texts read aloud, author interviews, and interactive versions of read-alouds, can also be helpful.
- **Inviting expression through movement and art.** Having students express their thinking through movement and art can be enormously powerful. Drawing, painting, dancing, mimicking, role-playing, acting, singing, and chanting rhymes are effective ways for students to increase comprehension, build vocabulary, and convey understanding. The Total Physical Response (TPR) method developed by James Asher helps children build concepts and vocabulary by giving them increasingly complex verbal prompts (stand, sit, jump, etc.) that they act out physically and nonverbally (see the Bibliography on page 556).

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- **Building vocabulary.** ELL vocabulary is highlighted for most read-alouds in the program, and we recommend that you introduce this vocabulary (discuss it, act it out, draw it, etc.) and define it before and during the reading. In addition, you might brainstorm words related to particular read-alouds or themes. The students can then illustrate each word and post the illustrations next to the printed words, creating a visual chart to refer to as they read or listen to the read-aloud.
- **Preteaching.** It is a good idea to preteach concepts with ELLs whenever possible. This can mean previewing vocabulary, doing a picture walk of a story, or looking at realia or photographs before a lesson. Preteaching in a student's primary language can be particularly effective—teachers, instructional aides, parents, or other community members can be enlisted to help. Some of the *Making Meaning* read-aloud books are available in Spanish. For a list of these titles, visit Center for the Collaborative Classroom's website (collaborativeclassroom.org).
- **Simplifying questions.** Open-ended questions are used throughout the *Making Meaning* program to elicit language and higher-order thinking from students. These questions are often more complex in structure than closed or one-word-answer questions. While all learners, including ELLs, benefit from the opportunity to consider such questions, you might modify complicated questions into simpler ones to increase comprehension and participation by your ELLs. The table below lists some suggestions for simplifying questions.

Suggestions for Simplifying Questions

Suggestion	Original Question	Simplified Question
Use the simple present tense.	What was happening at the beginning of the story?	What happens at the beginning of the story?
Use active rather than passive voice.	How was the window broken in the story?	Who broke the window in the story?
Ask *who/what/where/when* questions rather than *how/why* questions.	How are you and your partner working together?	What do you and your partner do to work well together?
Avoid the subjunctive.	After hearing this part of the book, what do you think raptors might have looked like?	The part of the book we read today describes raptors. What do you think raptors looked like?
Provide definitions in the question.	Why is the old woman so reluctant to name the dog?	The old woman is reluctant; she does not want to name the dog. Why?
Provide context clues as part of the question.	Why is Sally Jane's visit to the reservoir important?	At the end of the story, Sally Jane visits the reservoir and thinks about what her mother said. What is important about that?

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Suggestions for Simplifying Questions *(continues)*

Suggestion	Original Question	Simplified Question
Elicit nonverbal responses. (Stages 1–3)	What do you see in this picture that tells about the words?	This picture shows the sentence "I like to paint." Point to the paints. Point to the paintbrushes.
Elicit responses of 1–2 words or short phrases. (Stages 1–3)	What do you think will happen when Peter puts the snowball in his pocket?	Peter puts the snowball in his pocket. Is that a good idea?

- **Assessing comprehension.** When students are in the preproduction and early production stages of language acquisition, it can be hard to assess exactly what they understand. It is important not to confuse lack of verbal response with lack of understanding. Rather than force ELLs to produce language before they are ready (which can raise anxiety and inhibit their progress), you can assess nonverbal responses while the students are actively engaged by asking yourself questions such as:
  - Do the student's drawings and written symbols communicate thinking or show evidence of my teaching (such as completing a sentence frame and illustrating it appropriately, or including a beginning, middle, and end of a story)?
  - Does the student nod, laugh, or demonstrate engagement through other facial expressions?
  - Does the student pick up academic and social cues from peers?
  - Does the student follow classroom signals and routines?
  - Does the student follow simple directions (such as "Please get out your pencils")?
  - Does the student utter, chant, or sing some familiar words or phrases?

ADDITIONAL MODIFICATIONS FOR ELLs

The additional English Language Development strategies outlined below can help you better meet the specific linguistic needs of your ELLs. These strategies can be implemented in small groups with your English Language Learners.

Read-aloud Lessons

- **Preview vocabulary.** Ask ELLs to draw or act out vocabulary and encourage them to give examples.
- **Take a picture walk.** Give ELLs an opportunity to become familiar with the illustrations in a text and make predictions to increase comprehension.
- **Modify cooperative structures.** Provide question prompts for verbal ELLs to use in partner conversations (for example, "Ask your partner, 'What will happen next?' ") and allow nonverbal ELL students to gesture, draw, act out, or write their ideas for their partners.

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Strategy Lessons

- **Use multiple modalities.** Encourage ELLs to use drama, drawing, realia, and writing to practice comprehension strategies.
- **Create visual aids.** Use chart paper or otherwise visually record the important parts of class discussions.
- **Review vocabulary.** Emphasize vocabulary and story language to help ELLs make sense of a text and use vocabulary meaningfully.

Guided Strategy Practice Lessons

- **Role-play or reenact parts of the text.** Encourage ELLs to demonstrate comprehension through active means.
- **Use journals.** Ask ELLs to draw or to draw and label in their reading journals to express their ideas. Have them share their drawings or writing with a partner as a "rehearsal" before sharing with the class.
- **Use visualizing.** Provide opportunities for the students to create and describe mental images from a text as a way to enhance their comprehension.

Independent Strategy Practice Lessons

- **Review the strategy.** While the students are working independently, have ELLs work in small groups to reinforce the strategy. Check in with the groups to assess the students' comprehension.
- **Have pairs or small groups share.** Have ELLs work in pairs or small groups to present their ideas to the whole class.
- **Prepare for class discussions.** Support participation in class discussions by giving ELLs time to "rehearse" what they want to share. Encourage them to share examples from a text or their own pictures or writing.

Individualized Daily Reading (IDR)

IDR is an excellent opportunity to provide ELLs with targeted comprehension support. Here are several ways to differentiate instruction during IDR:

- **Provide audiobooks.** Provide a variety of audiobooks so ELLs can listen to a story, hear standard pronunciation, develop story language, and increase their understanding.
- **Use partner reading.** Have ELLs read a book with a partner.
- **Respond to literature.** Ask ELLs to draw or write a response to the text they are reading independently (for example, draw the main character or write a sentence describing the problem in the story).

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- **Offer one-on-one support.** Enlist instructional assistants, student tutors, student teachers, primary-language speakers, and parents to read with ELL students during IDR.

By carefully observing your ELLs and employing some of the strategies suggested here (as well as those in the ELL Notes in the lessons), you will be able to support your students' development as readers and as caring, collaborative participants in your reading community.

Building the Home–School Connection

Keeping families informed about their children's participation in the *Making Meaning* program helps family members understand and appreciate how their children are developing as readers and how they can support that development.



FAMILY LETTERS

Each unit in the *Making Meaning* program includes a letter informing parents and caregivers about the most recent comprehension strategy and social skill their child has learned. The letters also offer suggestions for supporting students' independent reading at home. Family letters help strengthen the home–school connection and give parents and caregivers a way to be actively involved in their children's reading lives. The family letters are included in the Online Resources list for each unit and can be accessed via the CCC Learning Hub (collaborativeclassroom.org).

Integrating *Making Meaning* with Other Reading/Language Arts Programs

The *Making Meaning* program is designed to replace or enhance any reading comprehension program you may be using. How you integrate it with other components of your language arts program depends on the type of program you have. The following are suggestions for integrating *Making Meaning* with basal programs and programs that use literature circles and guided reading.

BASAL PROGRAMS

In many basal programs, reading comprehension instruction and language arts skills instruction are closely interconnected through each week's literature selection. A single book or reading might be used to teach the week's comprehension, grammar, spelling, word study, and writing. The *Making Meaning* program can enhance the intellectual and social impact of these programs significantly. Here are some suggestions for integrating *Making Meaning* lessons with basal programs:

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- The *Making Meaning* grade 2 program is designed in three-day weeks. This allows you to read the week's basal anthology selection on Monday, so the week's spelling, writing, grammar, and other language arts skills instruction can be linked to that reading. *Making Meaning* lessons can then be used to replace the basal's comprehension lessons during the rest of the week.
- In addition to other reading materials, basal anthologies can be used as independent reading material during Individualized Daily Reading (IDR).
- The basal anthology selection can be used as an alternative read-aloud text if you decide to repeat a week of instruction in the *Making Meaning* program.

LITERATURE CIRCLES

The *Making Meaning* program can support and enhance the work the students do in literature circles. The students can practice and strengthen the social development skills they have learned in *Making Meaning*, such as listening to others and explaining their thinking, as they interact in their circles. They can also apply the comprehension strategies they have learned to their literature circle selections, thereby building their understanding of the strategies and gaining experience in applying them to their individual, day-to-day reading. When the students are reading expository texts or narrative texts in the *Making Meaning* program, they can select the same type of text for their literature circle, and they can use their IDR time to read their circle selections.

GUIDED READING

The *Making Meaning* program integrates well with reading programs that include guided reading, which is also strategy-based. *Making Meaning* lessons can serve as the primary source of comprehension instruction, with guided reading providing extra support to those students who need additional instruction and practice in using the strategies in texts at their independent reading levels.

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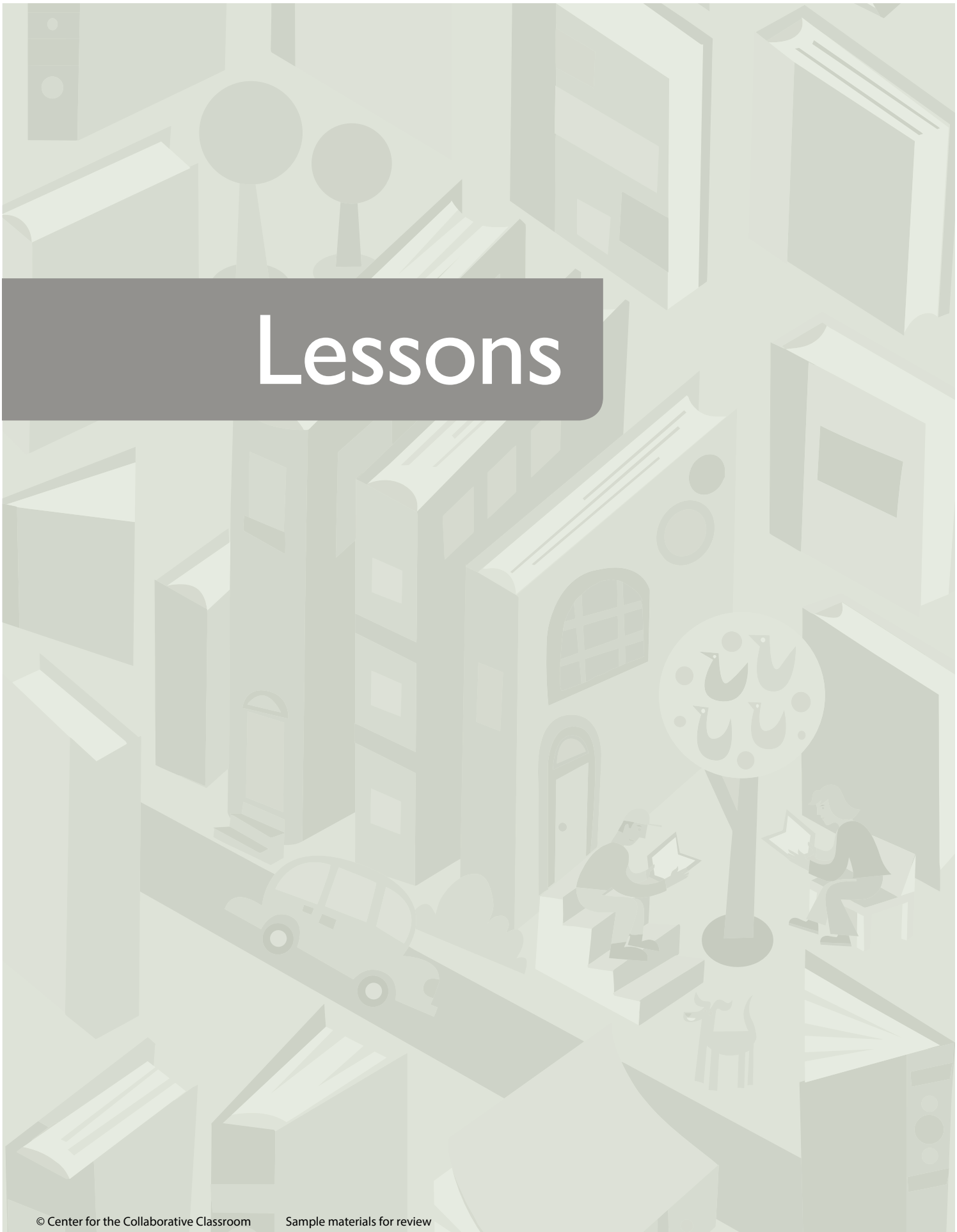
Lessons



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Unit 1

The Reading Community

FICTION AND NARRATIVE NONFICTION

During this unit, the students and teacher share their reading lives. The students identify key details in texts. They make text-to-self connections and consider differences in the points of view of characters. They begin Individualized Daily Reading (IDR) and learn procedures for selecting "just-right" books for independent reading, using the classroom library, and using the Reading Log section of their *Student Response Books*. Socially, they learn the procedures for gathering, "Turn to Your Partner," "Think, Pair, Share," and IDR. As they build a reading community and work in a responsible way, the students listen respectfully to the thinking of others and share their own.



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Unit 1 The Reading Community

RESOURCES

Read-alouds

- *McDuff Moves In*
- "The Library" from *Poppleton*
- *Sheila Rae, the Brave*
- *Girl Wonder: A Baseball Story in Nine Innings*

IDR Mini-lesson

- Mini-lesson 1, "Selecting 'Just-right' Books"

Technology Extension

- "Meet the Author: Deborah Hopkinson"

Extensions

- "Explore Text-to-self Connections: Discuss the Students' Favorite School Day"
- "Compare and Contrast Stories in a Series"

Assessment Resource Book

- Unit 1 assessments

Student Response Book

- Reading Log

Vocabulary Teaching Guide

- Week 1 (*McDuff Moves In*)
- Week 2 (*Sheila Rae, the Brave*)

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA2

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA3)
- (Optional) "Student Reading Level Summary" record sheet (SR1)

Reproducible

- Unit 1 family letter (BLM1)

Professional Development Media

- "Building a Community of Readers" (AV1)
- "Introducing Vocabulary During a Read-aloud" (AV2)
- "Cooperative Structures Overview" (AV4)
- "Using 'Turn to Your Partner'" (AV5)
- "Using 'Think, Pair, Share'" (AV7)
- "Planning a Lesson" (AV12)
- "Adapting Lessons for English Language Learners" (AV13)
- "Turning and Looking at the Speaker" (AV15)
- "Getting Started with IDR" (AV26)
- "Using the CCC Learning Hub" tutorial (AV39)
- "Using CCC's Whiteboard Activities" tutorial (AV40)
- "Using the CCC ClassView App" tutorial (AV41)

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OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Read-aloud:** *McDuff Moves In* **Focus:** ▪ Learning the procedure for gathering ▪ Hearing and discussing a story ▪ Answering questions about key details	**Listening Practice:** *McDuff Moves In* **Focus:** ▪ Hearing a story again to build comprehension ▪ Discussing a character's feelings and point of view	**Read-aloud:** "The Library" **Focus:** ▪ Hearing and discussing a story ▪ Making text-to-self connections ▪ Answering questions about key details
Week 2	**Read-aloud:** *Sheila Rae, the Brave* **Focus:** ▪ Learning the procedure for "Turn to Your Partner" ▪ Hearing and discussing a story	**Listening Practice:** *Sheila Rae, the Brave* **Focus:** ▪ Hearing part of a story again to build comprehension ▪ Discussing characters' feelings and points of view ▪ Making text-to-self connections ▪ Learning procedures for Individualized Daily Reading (IDR)	**Individualized Daily Reading** **Focus:** ▪ Learning a procedure for selecting "just-right" books ▪ Reading independently ▪ Discussing the independent reading
Week 3	**Read-aloud:** *Girl Wonder* **Focus:** ▪ Learning the procedure for "Think, Pair, Share" ▪ Hearing and discussing a story ▪ Discussing a character's feelings and point of view ▪ Making text-to-self connections ▪ Learning the procedure for selecting books from the classroom library	**Individualized Daily Reading** **Focus:** ▪ Learning how to use a reading log ▪ Reading independently ▪ Learning a procedure for returning books to the classroom library ▪ Discussing the independent reading	**Individualized Daily Reading** **Focus:** ▪ Reading independently ▪ Discussing the independent reading

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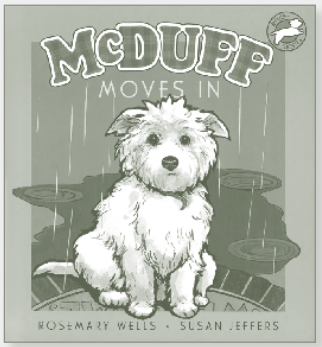
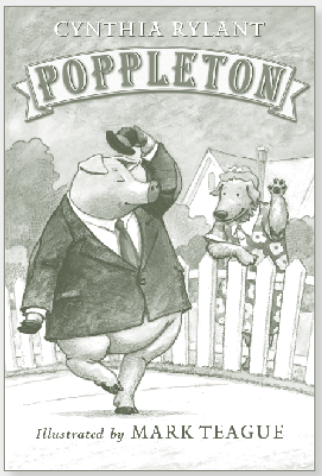
Week 1 OVERVIEW



McDuff Moves In

by Rosemary Wells, illustrated by Susan Jeffers

A little white dog finds a home and a name.



"The Library" from *Poppleton*

by Cynthia Rylant, illustrated by Mark Teague

Poppleton never misses his weekly trip to the library.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

Professional Development Media

- "Building a Community of Readers" (AV1)
- "Introducing Vocabulary During a Read-aloud" (AV2)
- "Adapting Lessons for English Language Learners" (AV13)
- "Turning and Looking at the Speaker" (AV15)
- "Using the CCC Learning Hub" tutorial (AV39)
- "Using the CCC ClassView App" tutorial (AV41)

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Comprehension Focus

- Students make text-to-self connections.
- Students answer questions to understand key details in a story.

Social Development Focus

- Teacher and students build the reading community.
- Students learn and practice the procedure for gathering for a read-aloud.
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Plan a space in the classroom, such as a rug area, for the class to gather. For read-alouds and discussions, the students should sit facing you, close enough to see the books you will share. If a rug area is not available, plan how the students will sit in their chairs facing you. Keep in mind that the students will begin partner work in Week 2, and your setup should allow for partners to easily turn to each other to talk.

✓ Familiarize yourself with the CCC Learning Hub (ccclearninghub.org), where the online resources for each lesson are located. For more information, view the "Using the CCC Learning Hub" tutorial (AV39).

✓ Prior to Day 1, consider previewing this week's read-aloud selections with your English Language Learners before you read them to the whole class. You might read them aloud while showing and discussing the illustrations, or have the students flip through them on their own. (You might also review the books for any difficult vocabulary; see Suggested Vocabulary and ELL Vocabulary in Step 4.)

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1); see page 4 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the lessons in the *Vocabulary Teaching Guide*, you will begin those lessons next week. (See "Vocabulary Teaching Guide" in the Introduction for more information about the vocabulary lessons.)

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Day 1 Read-aloud

Materials

- *McDuff Moves In*

Teacher Note

For more information, view "Building a Community of Readers" (AV1).

Technology Tip

"Building a Community of Readers" (AV1) is the first in a series of professional development videos in the *Making Meaning* program. For information about the content of the videos and how to view them, see "Professional Development Media" in the Introduction.

Teacher Note

If the students have already learned a procedure for gathering, use that procedure here. Simply remind the students of the procedure and of your expectations.

In this lesson, the students:

- Learn the procedure for gathering for a read-aloud
- Hear and discuss a story
- Answer questions about key details in the story
- Listen carefully
- Gather in a responsible way

1 Introduce the Reading Community

Introduce the *Making Meaning* program by explaining that this year the students will be creating a classroom reading community in which they read, think about, and talk about books together. They will also learn powerful reading comprehension strategies to help them make sense of what they read.

Point out that often students learn how to read words fluently, or smoothly and with expression, but still have a difficult time understanding what they read, especially as the books get more challenging. This year they will all work together, with your help, to grow as readers of all kinds of texts.

Explain that to learn the strategies well, they will need to share their thinking, listen carefully to one another, and work in a responsible way. For this reason, it will be important to create a reading community in which everyone feels welcome, safe, and respected. In the next few weeks, the students will focus on building a caring reading community in the classroom.

2 Learn the Procedure for Gathering for a Read-aloud

Explain that in the *Making Meaning* program, the students will gather regularly to hear stories read aloud and talk about them. Model where you will sit, and explain where you would like the students to sit. Before asking the students to move, state your expectations for how to gather in a responsible way.

> **You might say:**
>
> "I expect you to walk quickly, quietly, and without bumping into one another. It's also important to sit so others have room on the rug and to wait quietly until everyone is seated."

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Have the students practice gathering. As they practice, comment on what you observe without mentioning any of the students' names.

> **You might say:**
> "I notice people are sitting toward the front of the rug so that others can sit behind them."

If necessary, have the students return to their desks and practice the procedure until they are able to gather in an orderly way. Explain that you would like them to do the same thing every time they get ready for a read-aloud.

3 Introduce *McDuff Moves In*

Show the cover of *McDuff Moves In* and read the title and the names of the author and the illustrator aloud. Ask and briefly discuss as a class:

- **Q** *What can you tell about this book already?*
- **Q** *Do you think this will be a serious book or a funny book? Why do you think so?*
- **Q** *Are you sitting in a way that will help you listen? If not, what can you do?*

Teacher Note

During all read-alouds, make sure the students sit facing you and close enough to hear easily and see the illustrations.

4 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'Through an open window in the kitchen of number seven Elm Road wafted'—*wafted* means 'floated'—'wafted the smell of vanilla rice pudding and sausages.'").

Teacher Note

Since listeners can easily miss details at the beginning of a story, consider reading the first two pages twice. Pause between the readings, say that you will read the pages again, and ask the students to listen for any details they missed in the first reading.

Suggested Vocabulary

wafted: floated (p. 12)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

dogcatcher: person who catches dogs that wander the streets without an owner (p. 2)

tulip: kind of flower (p. 4; refer to the illustration)

collar: thin band worn around the neck of a dog or cat, usually with a tag saying the name of the owner (p. 16)

dog pound: place where dogs without homes are kept (p. 16)

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Facilitation Tip

During this unit, help the students learn that they are talking to *one another* (not just to you) during class discussions by directing them to **turn and look** at the person who is about to speak. Ask speakers to wait until they have the class's attention before starting to speak. If students are unable to hear the speaker, encourage them to politely ask the speaker to speak up. Repeating these techniques over the next few weeks will help the students learn to participate responsibly in class discussions. To see this Facilitation Tip in action, view "Turning and Looking at the Speaker" (AV15).

5 Discuss the Story

Facilitate a class discussion using questions such as:

- Q *Why does the little white dog go to Fred and Lucy's house? What in the story makes you think that?*
- Q *Why do you think Fred drives around in circles?*
- Q *How do Fred and Lucy come up with a name for McDuff?*

6 Reflect on Hearing and Discussing the Story

Ask and briefly discuss as a class:

- Q *What did you enjoy about hearing and discussing* McDuff Moves In *today?*

Explain that they will revisit *McDuff Moves In* in the next lesson.

Explain how you expect the students to return to their desks or transition to the next activity. If necessary, practice the procedure until the students are able to move in an orderly way.

Day 2 Listening Practice

Materials

- *McDuff Moves In*
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Practice the procedure for gathering for a read-aloud
- Hear a story read aloud again
- Discuss a character's feelings and point of view in the story
- Gather in a responsible way

1 Practice the Procedure for Gathering and Discuss Working Responsibly

Remind the students that they are creating a classroom reading community and that this year they will hear many stories read aloud and talk about them.

Review the procedure and your expectations for how the students will gather and have them move to their places (see Step 2 in Day 1).

If necessary, have the students return to their desks and practice again until they are able to move in an orderly, responsible way. Explain that during the next few weeks they will talk about ways to work responsibly

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during *Making Meaning* lessons. Explain that when the students are being *responsible*, they are acting in ways that help them learn and work well with their classmates.

Explain that one way the students work responsibly during *Making Meaning* lessons is by gathering and returning to their desks in an orderly way. That is important because gathering and returning to their desks in an orderly way ensures that no one gets hurt.

Explain that you will check in with the students at the end of the lesson about how they did working responsibly.

2 Review the Story and Explain the Purpose of Rereading

Show the cover of *McDuff Moves In*. Ask:

Q *What do you remember about this story?*

Explain that today you will reread *McDuff Moves In* aloud and ask the students to listen carefully for any details they missed during the first reading. Point out that rereading is an important technique for helping readers understand a book at a deeper level. This year you will often reread books or parts of books and ask the students to practice a reading comprehension strategy or to think more deeply about the reading.

3 Read Aloud

Read the story aloud again, slowly and clearly. Stop after:

p. 5 "So he went looking."

Ask:

Q *What do you remember about the story to this point?*

Have one or two volunteers share their thinking with the class. Reread the last sentence on page 5 and continue reading. Stop after:

p. 12 "Through an open window in the kitchen of number seven Elm Road wafted the smell of vanilla rice pudding and sausages."

Ask:

Q *How do you think McDuff feels about what is happening now? Why do you think that?*

Have one or two volunteers share their thinking with the class. Reread the last sentence on page 12 and continue reading. Stop after:

p. 18 " 'We certainly can't keep him,' Fred said. 'We're much too busy.' "

Ask:

Q *How do you think McDuff feels about what is happening now? Why do you think that?*

Have one or two volunteers share their thinking with the class.

ELL Note

You might provide the prompts "I remember . . ." and "I think McDuff feels . . ." to your English Language Learners to help them verbalize their answers to these questions. (For more information, see "Additional Modifications for ELLs" in the Introduction. To learn more, view "Adapting Lessons for English Language Learners" (AV13).

Teacher Note

Throughout the unit, the students discuss the feelings of characters in the read-alouds. This provides them with an informal introduction to the concept of point of view.

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Teacher Note

Class Assessment Notes appear throughout the program to prompt you to monitor the students as they discuss the reading. For more information, see "Class Assessment" in the Assessment Overview of the *Assessment Resource Book*.

Technology Tip

You may choose to record assessment data using printed forms found in the *Assessment Resource Book* or on the CCC Learning Hub (ccclearninghub.org). Alternatively, you might record data using the CCC ClassView app. For more information, view the "Using the CCC ClassView App" tutorial (AV41).

Teacher Note

We recommend that you describe behavior generally, rather than singling out students by name. When you focus on describing appropriate behavior, all of the students learn what it means to be responsible and they develop the intrinsic motivation to act accordingly.

CLASS ASSESSMENT NOTE

During the read-aloud and discussion, scan the class and ask yourself:

- Are the students able to sit quietly and listen to the story?
- Are the students contributing ideas to the discussion?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 4 of the *Assessment Resource Book*.

Reread the last two sentences on page 18 and continue reading to the end of the story.

4 Discuss as a Class

Ask:

Q *What did you hear during the second reading of the story that you missed during the first reading?*

5 Reflect on Gathering Responsibly

Remind the students that when they are being *responsible*, they are acting in ways that help them learn and work well with their classmates. Without mentioning any of the students' names, describe some responsible behaviors you noticed when the students gathered.

> **You might say:**
>
> "I noticed that you came to the rug quickly. You were careful not to bump into anyone. You sat quietly while everyone got settled."

Ask and briefly discuss questions such as:

Q *What did you do to gather in an orderly way?*

Q *What examples did you see of others gathering in an orderly way?*

Explain that tomorrow the students will hear and discuss another story. Tell the students how you expect them to return to their desks or transition to the next activity.

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Read-aloud Day 3

In this lesson, the students:

- Hear and discuss a story
- Make text-to-self connections to enjoy and understand the story
- Answer questions about key details
- Listen carefully
- Work in a responsible way

1 Review Procedures and Get Ready to Listen

Briefly review the procedure for gathering for a read-aloud. Gather the class with the students sitting, facing you. Review your expectations for the way the students will listen and speak during the reading and discussion.

2 Make Text-to-self Connections

Show the cover of *Poppleton* and read the title and the names of the author and the illustrator aloud. Explain that this book contains three stories about Poppleton and that today you will read a story called "The Library." Ask:

Q *What do you like about going to the library?*

Ask the students to keep their thoughts about the library in mind as they listen to the story.

3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'If there was a wonderful parade'—a *parade* is a 'celebration in which musical bands and other groups of people march together down the street'—'a wonderful parade in town on Monday, Poppleton would say, "Too bad. Library day."'").

Suggested Vocabulary

lip balm: moisturizer you put on your lips to keep them from getting dry (p. 30)

pocket watch: watch with a chain that is carried in a person's pocket (p. 30; refer to the illustration on p. 31)

duffel: bag to carry personal belongings (p. 30)

Materials

- "The Library" from *Poppleton* (pages 26–35)

ELL Note

Make sure the students understand that a *library* is a "place where books are kept for reading or borrowing."

Teacher Note

The Suggested Vocabulary and ELL Vocabulary lists include words that are important for the students to understand in order to comprehend the story. To maintain the flow of the story, these words should be defined during the reading but not discussed.

For more information, view "Introducing Vocabulary During a Read-aloud" (AV2).

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

parade: celebration in which musical bands and other groups of people march together down the street (p. 29; refer to the illustration)

tissues: pieces of thin, soft paper you use to blow your nose (p. 30; refer to the illustration)

book marker: piece of paper you put in a book to mark the last place you read (p. 30; refer to the illustration on p. 31)

buried his head in [a] book: (idiom) read a book for a long time (p. 32)

adventure book: book in which exciting things happen (p. 32)

librarian: person who works in a library (p. 34)

Stop after:

p. 29 "Poppleton took library day very seriously."

Ask:

Q *What do you know about Poppleton up to this point in the story?*

Have one or two volunteers share their thinking with the class. Reread the last sentence on page 29 and continue reading to the next stop:

p. 33 "But he loved his adventure."

Ask:

Q *What did you learn about Poppleton in the part of the story you just heard?*

Have one or two volunteers share their thoughts with the class. Reread the last sentence on page 33 and continue reading to the end of the story.

4 Discuss the Story

Facilitate a class discussion about the story by asking:

Q *Why is Monday Poppleton's favorite day? Explain your thinking.*

Describe some responsible behaviors you noticed as the students listened and spoke today, without mentioning any of the students' names. Briefly discuss:

Q *What did you do that helped you listen to others today?*

Have the students return to their desks or transition to the next activity.

ELL Note

You might provide the prompt "Monday is Poppleton's favorite day because . . ." to your English Language Learners to help them verbalize their answers to the question.

Teacher Note

It takes repeated experience for many students to learn how to talk about their own behavior and social interactions. By hearing your observations and then adding their own, the students will come to understand over time what "responsible behavior" means.

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EXTENSIONS

Explore Text-to-self Connections: Discuss the Students' Favorite School Day

Remind the students that Monday is Poppleton's favorite day because it is the day he visits the library. Discuss the following question as a class. Encourage the students to give reasons for their choices.

Q *What is your favorite school day? Why?*

Compare and Contrast Stories in a Series

Read aloud "Neighbors" in *Poppleton*. Invite the students to compare it to "The Library" by asking questions such as:

Q *What is the same in the two stories?*

Q *What makes the story "The Library" different from the story "Neighbors"?*

You might also read aloud and discuss similarities and differences between the above stories and the third story in *Poppleton*, "The Pill," or between stories in other Poppleton books by Cynthia Rylant, such as *Poppleton Forever* or *Poppleton in Winter*. Alternatively, you might read aloud and discuss other books in the McDuff series by Rosemary Wells, such as *McDuff's Wild Romp* or *McDuff Comes Home*.

Vocabulary Note

Next week you will revisit *McDuff Moves In* to teach the Week 1 vocabulary lessons.

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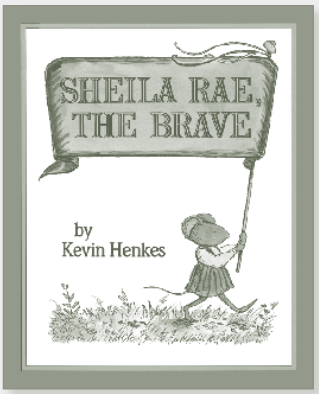
Week 2 OVERVIEW



Sheila Rae, the Brave

by Kevin Henkes

Sheila Rae isn't afraid of anything until one day she gets lost. Her sister, Louise, comes to her rescue.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- (Optional) "Student Reading Level Summary" record sheet (SR1)

Professional Development Media

- "Cooperative Structures Overview" (AV4)
- "Using 'Turn to Your Partner'" (AV5)
- "Getting Started with IDR" (AV26)
- "Using CCC's Whiteboard Activities" tutorial (AV40)

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Comprehension Focus

- Students make text-to-self connections.
- Students consider different characters' feelings and points of view.
- Students begin Individualized Daily Reading (IDR).

Social Development Focus

- Teacher and students build the reading community by sharing their reading lives.
- Students learn procedures for "Turn to Your Partner" and IDR.
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Sheila Rae, the Brave*, with your English Language Learners before you read it to the whole class.

✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing," "Considerations for Pairing ELLs," and "Cooperative Structures" in the Introduction. For more information, view "Cooperative Structures Overview" (AV4).

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA2); see page 5 of the *Assessment Resource Book*.

✓ Prior to Day 2, create several book bins, each filled with 10–15 books for the students to select from during IDR (see Step 6). If possible, we recommend having one bin for every three to four students. Be sure to include fiction and nonfiction titles at a variety of levels. Determine where in your classroom you will place each bin (for example, at tables or in other locations around the room).

✓ Prior to Day 3, determine the procedure you would like the students to follow when selecting books at their independent reading levels during IDR (see Step 2).

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 1 lessons this week.

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Day 1 Read-aloud

Materials

- *Sheila Rae, the Brave*

Teacher Note

If you are teaching other programs from Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the *Making Meaning* lessons.

Teacher Note

The partners you assign today will stay together for the unit. Take some time at the beginning of today's lesson to let them get to know each other by talking informally in a relaxed atmosphere. You might have them report to the class some interesting things they learned about each other.

Teacher Note

If your students are unfamiliar with "Turn to Your Partner," this lesson may require an extended class period. If they are already familiar with the procedure, you do not need to model it in Step 2. Instead, remind the students of your expectations.

To see an example, view "Using 'Turn to Your Partner'" (AV5).

Teacher Note

Use a signal that the students will notice but that does not interrupt their discussions, such as a raised hand. This allows the students to finish what they are saying before turning to face you.

In this lesson, the students:

- Learn "Turn to Your Partner"
- Hear and discuss a story
- Listen to one another
- Gather in a responsible way

1 Pair Students and Introduce "Turn to Your Partner"

Explain that in this reading community, you will often ask the students to talk in pairs about their thinking. Randomly assign partners (see "Do Ahead" in the Week Overview) and make sure they know each other's names.

Explain that when the class gathers, you would like partners to sit together, facing you. Gather the class. If necessary, have partners return to their desks and practice the procedure until they are able to gather in a responsible way.

Explain the "Turn to Your Partner" procedure.

> **You might say:**
>
> "Sometimes I will ask a question and say, 'Turn to your partner.' When you hear this, you will turn to face your partner and talk about the question. When I raise my hand, you will finish what you're saying, raise your own hand so others can see the signal, and turn back to face me."

2 Briefly Model "Turn to Your Partner"

Have a volunteer act as your partner. Model turning to face each other and introducing yourselves by your full names. Then ask partners to turn and introduce themselves. After a moment, signal for the students to turn back to face you. Have the class practice "Turn to Your Partner" by asking:

Q *If you could have any animal as a pet, what animal would you have? Turn to your partner.*

Scan the class as partners talk, without intervening. When most pairs have finished talking, signal for the students' attention. Have one or two volunteers share their thinking with the class. Then ask:

Q *Did you and your partner both get to talk? What can you do next time to be sure you both get time to talk?*

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Explain that today the students will have several opportunities to turn to their partners to discuss their thinking.

3 Introduce *Sheila Rae, the Brave*

Show the cover of *Sheila Rae, the Brave* and read the title and the author's name aloud. Tell them that Kevin Henkes is also the illustrator. Explain that Sheila Rae does brave things in this story, but something surprising happens to her.

4 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read, using the procedure you used in Week 1, Day 3 (see Step 3).

Suggested Vocabulary

fearless: not afraid (p. 14)
stray: lost or without a home (p. 16)
bared: showed (p. 16)
occurred: came to mind (p. 19)
familiar: well-known or easily recognized (p. 19)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

patting herself on the back: (idiom) bragging; talking about how brave she is (p. 9)
Sheila Rae stepped on every crack in the sidewalk without fear: Sheila Rae wasn't afraid to step on the cracks even though some people think it brings bad luck (p. 10)
no-handed: without using her hands (p. 11; refer to the illustration)
scaredy-cat: (idiom) unkind name for someone who is afraid of something (p. 13)
evil creatures: scary make-believe people or animals (p. 17)

Stop after:

p. 13 "'You're always such a scaredy-cat,' Sheila Rae called.

'Am not,' whispered Louise."

Ask:

Q *What has happened so far in the story? Turn to your partner.*

Scan the class as partners talk, without intervening. When most pairs have finished talking, signal for the students' attention and have one or

Teacher Note

The pages of *Sheila Rae, the Brave* are unnumbered. For easy reference, pencil in page numbers beginning with the number 1 on the right-hand title page that includes the author's name. (Page 5 begins, "Sheila Rae wasn't afraid of anything.") This system is used throughout the program for all read-alouds with unnumbered pages.

Teacher Note

Notice that you ask the question before saying, "Turn to your partner." This gives the students a chance to hear and consider the question before moving to face their partners.

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two volunteers share their thinking with the class. Then reread page 13 and continue reading to the next stop. Stop after:

p. 19 "It suddenly occurred to Sheila Rae that nothing looked familiar."

Ask:

Q *What's happening? What do you think will happen next? Turn to your partner.*

Have partners discuss the questions. When most pairs have finished talking, signal for the students' attention. Have one or two volunteers share their thinking with the class. Reread page 19 and continue reading to the next stop. Stop after:

p. 25 " 'No, we're not,' said Louise. 'I know the way home. Follow me!' "

Ask:

Q *What is happening now in the story? Turn to your partner.*

When most pairs have finished talking, signal for the students' attention. Have one or two volunteers share their thinking with the class. Then reread the last three sentences on page 25 and continue reading to the end of the story.

5 Discuss the Story

Facilitate a discussion about the story using questions such as:

Q *What surprising thing happens in this story? Why is that surprising?*

Reread the last sentence on page 32, "And they walked backwards into the house with their eyes closed," and ask:

Q *What do you think this part of the story tells us about Sheila Rae and Louise? What makes you think that?*

> **Students might say:**
>
> "I think it means that Sheila Rae and Louise are going to be brave together."
>
> "They are trying to show that they are both brave."
>
> "They are going to help each other be brave."

6 Reflect on "Turn to Your Partner"

Help the students reflect on how they did with "Turn to Your Partner" by asking:

Q *How did you do with "Turn to Your Partner"? In what ways did it go well?*

Q *What would you like to do differently next time?*

Remind the students that they will have lots of chances to hear stories and talk to one another this year. They will have another chance to hear and talk about this story as a class in the next lesson. Have the students return to their desks or transition to the next activity.

Facilitation Tip

Continue to prompt the students to **turn and look** at the person who is about to speak (for example, "[Beth] will speak now. Let's all turn and look at her"). During the discussion, scan the class to ensure that the students are looking at the person who is speaking. If necessary, interrupt the discussion to remind the students of your expectations.

Teacher Note

If the students have difficulty answering these questions, offer some ideas such as those listed in the "Students might say" note. The "Students might say" notes help you anticipate possible student responses as you plan your lessons.

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Listening Practice

Day 2

In this lesson, the students:

- Share their reading lives
- Hear part of a story read aloud again
- Discuss characters' feelings and points of view in the story
- Make text-to-self connections to enjoy and understand the story
- Learn the procedure for Individualized Daily Reading (IDR)
- Listen to one another and work in a responsible way

ABOUT INDIVIDUALIZED DAILY READING IN SECOND GRADE

Today the students are introduced to Individualized Daily Reading (IDR). During IDR the students read independently each day. Then they reflect on and discuss what they have read. We recommend that you base the length of time the students read independently on their attention and engagement. You might begin with 10 minutes and gradually add time in the coming weeks. The goal is for the students to eventually be able to sit silently and read independently for up to 20 minutes.

If you have not already done so, we encourage you to establish a classroom library with a wide range of texts at various levels. There are a number of ways to set up and organize a classroom library. For more information, see "Setting Up a Classroom Library" in the Introduction.

1 Discuss the Students' Reading Lives

Review the procedure and your expectations for gathering for a read-aloud. Gather the class with partners sitting together, facing you. Explain that in order to build a strong classroom reading community, it is important to share our lives as readers. Share with the class a little bit about your reading life.

> **You might say:**
>
> "I love to read, and I try to read every day. Usually I read in the evening after dinner. I sit with my cat in a puffy yellow chair in the corner of my living room. I've always enjoyed reading mysteries, although recently my favorite books have been about adventures in the great outdoors. I'm starting to get interested in flying, so I plan to read some books about that soon."

Materials

- *Sheila Rae, the Brave*
- "Questions About Our Reading Lives" chart (WA1)
- "Class Assessment Record" sheet (CA2)
- Collection of fiction and nonfiction books in book bins, prepared ahead

Teacher Note

For additional support with setting up procedures and expectations for IDR, view "Getting Started with IDR" (AV26).

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Teacher Note

The questions are intended to stimulate the students' thinking about their reading lives. It is not necessary for them to remember all of the questions or to answer all of them.

Technology Tip

Whiteboard activities (WA) are interactive charts that can be displayed using an interactive whiteboard. Alternatively, you may print the whiteboard activities and project them using a projection device. For more information, view the "Using CCC's Whiteboard Activities" tutorial (AV40).

Teacher Note

Provide opportunities in the coming days for students who don't have a chance to share their reading lives today to do so.

ELL Note

Questions like those at the end of Step 1 help the students get to know one another, which in turn creates a sense of community that benefits everyone. English Language Learners in particular rely on having a supportive environment in which they can take the necessary risks to practice and grow in their new language.

Display the "Questions About Our Reading Lives" chart (WA1). Read the questions aloud and ask the students to think about them silently for a few moments.

WA1

Questions About Our Reading Lives

- What are some books you have read or heard that you really love?
- Where is your favorite place to read a book?
- What things do you love to read about?

Signal for the students' attention and explain that partners will use these questions to share about their reading lives with each other.

Have partners discuss their reading lives. Once most of the pairs have finished, signal for the students' attention. Have one or two pairs share what they talked about with the whole class. As the students share, facilitate the discussion by asking questions such as:

Q *What question do you have for [Gary] about what he shared?*

Q *Who also likes [adventure stories] like [Shelley] just shared? What [adventure stories] have you read?*

2 Review Procedures and Get Ready to Listen

Review the procedure for gathering and have partners sit together. Explain that during today's reading, you will again stop several times and ask them to use "Turn to Your Partner" to talk about their thinking. Remind them that the purpose of this is to give all the students a chance to think more about what they are learning by talking with one another.

3 Review the Story and Reread Part of It Aloud

Show the cover of *Sheila Rae, the Brave*. Ask:

Q *What do you remember about this story? Turn to your partner.*

Have partners discuss the question. Signal for the students' attention and ask a few pairs to share with the class what they remember. Explain that today you will reread part of *Sheila Rae, the Brave*, starting with her decision to walk home from school a new way. Ask the students to listen carefully for any details they missed during the first reading.

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CLASS ASSESSMENT NOTE

During the read-aloud and discussion, scan the class and ask yourself:

- Are the students taking turns sharing ideas?
- Are the students able to recall details from the story?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 5 of the *Assessment Resource Book*.

Read aloud slowly and clearly, beginning on page 12 and continuing to the end of the story.

4 Discuss the Characters' Feelings and Make Text-to-self Connections

Point out that Sheila Rae and Louise sometimes feel differently from one another. Ask:

Q *How do you think Sheila Rae feels when she starts walking home? What in the story makes you think that?*

Ask a few volunteers to share their thinking with the class. As the students offer their ideas, reread the text that supports their thinking. (For example, if the students say that Sheila Rae feels brave, read aloud from page 14: "Sheila Rae started off, skipping. 'I am brave,' she sang. 'I am fearless.'") In the same way, discuss:

Q *How do you think Louise feels when Sheila Rae says she's going to walk home a new way? What in the story makes you think that?*

Explain that thinking about what different characters feel helps us understand and enjoy a story. Ask:

Q *When have you felt brave like Sheila Rae? Turn to your partner.*

Scan the class as partners talk, without intervening. When most pairs have finished talking, signal for the students' attention and have one or two volunteers share their thinking with the class. Then ask:

Q *When have you felt scared like Louise? Turn to your partner.*

After a few moments, signal for the class's attention. Have one or two volunteers share their thinking with the class.

5 Reflect on Working Together

Ask:

Q *How did we do listening to each other today during class discussions?*

Q *What might you do differently the next time we are having a class discussion?*

Have one or two volunteers share their thinking with the class.

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TEKS 5.A.i
Student/Teacher Activity
Step 6

6 Introduce Individualized Daily Reading

Tell the students that beginning today they will spend time each day reading independently, or on their own. Explain that this time is called Individualized Daily Reading, or IDR. Tell the students that reading books every day will help them grow as readers and will help them understand and enjoy what they read. State your expectations for how the students will act responsibly during IDR.

Teacher Note

You might choose to do IDR at the end of the reading lesson or at another time of the day. If you have already established procedures for independent reading, simply remind the students of your expectations.

TEKS 5.A.ii
Student/Teacher Narrative
Step 6
["You might say" example]

> **You might say:**
>
> "During IDR it's important that you read silently to yourselves for the entire time. It's also important that you stay seated and do not wander around the classroom. Reading silently and staying seated helps the people around you concentrate so that they can enjoy their own stories."

Direct the students' attention to the book bins, and tell them that today they will select books they are interested in reading from these bins. State your expectations for how the students will select and then return the books to the book bins.

Teacher Note

You might model how you would like the students to select books from the bin, how to return them, and how to share the books fairly.

TEKS 5.A.ii
Student/Teacher Activity
Step 6
[third and fourth paragraphs]

Group the students so that there are an equal number of students sharing each book bin. Have each group move to a table or other assigned location, and give the students a few minutes to select books from the bins. Circulate as they work and provide assistance as needed. When most of the students have selected a book, signal for their attention. Explain that they will now silently read the books they have selected for a few minutes.

Teacher Note

Base the length of time the students are reading independently on their attention and engagement. Gradually add time, as your students are ready. The goal is for them to read independently for up to 20 minutes by Unit 4.

Have the students read silently for up to 10 minutes. Signal to let the students know when it is time to stop reading.

Ask and briefly discuss:

Q *What did you enjoy about the book(s) you read today?*

Have a few volunteers share what they enjoyed. Have each volunteer share the title of his book, the author's name, and what he enjoyed about the book. Tell the students that they will have many more opportunities to read books they enjoy independently. Explain that reading books they enjoy will help them grow as readers. Have the students return their reading materials to the bins and then return to their desks or transition to the next activity.

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Individualized Daily Reading

Day 3

In this lesson, the students:

- Practice the procedure for IDR
- Learn a procedure for selecting "just-right" books
- Read independently for up to 10 minutes
- Discuss the independent reading
- Share their reading lives
- Listen to one another and work in a responsible way

ABOUT READING LEVELED TEXTS DURING IDR

In order for the students to grow as readers, they need to spend time reading texts they can comprehend and read fluently with few miscues (accuracy errors). For that reason, during IDR they read books at their independent reading levels. In this unit, they learn a procedure for choosing books at appropriate levels and self-monitoring strategies to help them think about how well they understand what they are reading. For more information, see "Reading Appropriately Leveled Texts" in the Introduction.

If you have administered a formal reading assessment to identify each student's independent reading level, you might record each student's data on the "Student Reading Level Summary" record sheet (SR1).

1 Review the Procedure for IDR

If necessary, review the procedure and your expectations for gathering. Gather the class with the students sitting, facing you. Review that yesterday the students started IDR. Remind the students that IDR is a time when each student reads a book she enjoys independently, or on her own. Remind the students that reading books they enjoy will help them grow as readers and will help them understand and enjoy what they read. If necessary, remind the students of your expectations for how the students will act responsibly during IDR.

> **You might say:**
>
> "During IDR it's important that you read silently to yourselves for the entire time. It's also important that you stay seated and do not wander around the classroom. Reading silently and staying seated helps the people around you concentrate so that they can enjoy their own stories."

Materials

- Collection of fiction and nonfiction books in book bins

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Teacher Note

For additional support with helping the students select just-right books, you might teach IDR Mini-lesson 1, "Selecting 'Just-right' Books" (found in Appendix A).

TEKS 5.A.i
Student/Teacher Narrative
Step 2

2 Introduce "Just-right" Books

Tell the students that during IDR, they will silently read books that are just right for them. Explain that a "just-right" book is not too hard and not too easy. It has words they can read and understand, and a story or topic that is interesting to them. Explain that reading books that are just right will help them grow as readers.

Tell the students that today they will learn one way to select "just-right" books. Then describe the procedure you would like them to use.

Teacher Note

If you have established a different system for identifying "just-right" books for the students, such as Lexile levels, colored dots on books, or leveled bins, explain how to use that system instead and model it if necessary.

You might say:

"First, select a book that looks interesting to you. Open the book to a page with a lot of words on it and begin reading that page quietly to yourself. As you read, count the words on the page that you do not know. If you count more than five words that you do not know, the book may be too hard. If you are able to read all the words on the page very quickly and the book doesn't seem interesting, it may be too easy. If you selected a book that seems too hard or too easy, put it back and select another book. Once you have found a book that looks just right, begin reading it."

3 Practice Selecting "Just-right" Books

TEKS 5.A.i
Student/Teacher Activity
Step 3

Direct the students' attention to the book bins, and tell them that today they will practice choosing "just-right" books from these bins. If necessary, remind the students of your expectations for how they will select and then return books to the book bins.

Have the students move to their tables or other assigned locations and give them a few minutes to select books from the bins. Circulate as they work and provide assistance as needed. When most of the students have selected a book, signal for their attention. Explain that they will now read the books they have selected silently for a few minutes.

Have the students read silently for up to 10 minutes. Signal to let the students know when it is time to stop reading.

4 Reflect on the Independent Reading

Ask and briefly discuss:

- **Q** *What book did you read?*
- **Q** *Was the book you chose a "just-right" book? How do you know?*
- **Q** *If the book was not just right for you, what did you do?*

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Describe some responsible behaviors you noticed as the students were selecting and reading their books.

> **You might say:**
>
> "I noticed that many students waited patiently to look through the book bins. I also noticed that when students finished reading their books they placed their books neatly back in the bins and each chose another book to read. In addition, I noticed students reading silently during IDR, which helped others concentrate on their reading."

Explain that these are some examples of responsible behaviors that all the students can practice. Have the students return their books to the bins and return to their desks or transition to the next activity.

Vocabulary Note

Next week you will revisit *Sheila Rae, the Brave* to teach the Week 2 vocabulary lessons.

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Week 3 OVERVIEW



Girl Wonder: A Baseball Story in Nine Innings

by Deborah Hopkinson, illustrated by Terry Widener

This story is based on the life of Alta Weiss, who played baseball for an all-male, semiprofessional team in the early 1900s.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA2

Assessment Form

- "Class Assessment Record" sheet (CA3)

Reproducible

- Unit 1 family letter (BLM1)

Professional Development Media

- "Using 'Think, Pair, Share'" (AV7)
- "Planning a Lesson" (AV12)

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Comprehension Focus

- Students make text-to-self connections.
- Students read independently.

Social Development Focus

- Teacher and students build a reading community.
- Students learn the procedure for "Think, Pair, Share."
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Girl Wonder: A Baseball Story in Nine Innings*, with your English Language Learners before you read it to the whole class.

✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA3); see page 6 of the *Assessment Resource Book*.

✓ Prior to Day 2, introduce your students to the classroom library and give them time to become familiar with its organization. For more information, see "Setting Up a Classroom Library" in the Introduction.

✓ Prior to Day 2, prepare to model completing a book entry on the "Reading Log" chart (see Step 3).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student. For more information about the family letters, see "Family Letters" in the Introduction.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 2 lessons this week.

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Day 1 Read-aloud

Materials

- *Girl Wonder*
- "Class Assessment Record" sheet (CA3)

In this lesson, the students:

- Learn "Think, Pair, Share"
- Hear and discuss a story
- Discuss a character's feelings and point of view in the story
- Make text-to-self connections to enjoy and understand the story
- Learn a procedure for selecting books from the classroom library and read independently for up to 10 minutes
- Listen to one another and work in a responsible way

Teacher Note

If your students are already familiar with "Think, Pair, Share," simply remind them of your expectations. To see an example, view "Using 'Think, Pair, Share'" (AV7).

1 Introduce and Practice "Think, Pair, Share"

Review the procedure and your expectations for gathering for a read-aloud. Gather the class with partners sitting together, facing you.

Explain that today the students will learn another way to help them talk in pairs, called "Think, Pair, Share." Explain that "Think, Pair, Share" is like "Turn to Your Partner." The difference is that the students think by themselves before they talk with their partners. Explain that you will ask the students a question and they will think quietly about it for a moment. Then, when you say "Turn to your partner," they will turn to their partners and begin talking. When you signal for their attention, they will end their conversations and turn their attention back to you. Some pairs will then share their thinking with the class.

To have the students practice "Think, Pair, Share," ask:

Q *What is one thing you want to keep in mind today to help your partner conversation go well?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and then have a few pairs share with the class what they discussed. Explain that at the end of the lesson, you will ask the students how they did working with their partners today.

2 Introduce *Girl Wonder*

Teacher Note

You might briefly explain how baseball is played. At a minimum, tell the students that the *pitcher* is the "player who throws the ball to the batter," the *batter* is the "player who tries to hit the ball," and when a batter misses three pitches thrown by the pitcher, the batter "strikes out."

Show the cover of *Girl Wonder* and read the title and the names of the author and the illustrator aloud. Tell the students that this story is based on the life of Alta Weiss, a woman who lived about a hundred years ago. Show the photograph of Alta on the back cover of the book. Explain that Alta was one of the first women to play baseball on a men's team at a time when sports like baseball were thought to be for men only.

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3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below, clarifying vocabulary as you read.

Suggested Vocabulary

shot: flew fast and straight (p. 4)
bopped: hit (p. 4)
bull's-eye: the center of a target (p. 6)
zing: fly fast (p. 6)
wonder: something that is surprising because it is so unusual (p. 6)
smirked: smiled in a mean, hurtful way (p. 12)
crusty: tough (p. 14)
twitter: chatter nervously (p. 20)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

Pop: Father (p. 5)
got some arm on her: able to throw something hard and far (p. 5)
struck out: made the batter miss the ball three times (p. 10)
dough: (slang) money (p. 17)
show your stuff: (idiom) show people that you can do something (p. 17)
for a flash: for just a second (p. 20)

Stop after:

p. 11 "Still, every once in a while, I wondered if they might be right."

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What do you know about Alta so far?* [pause] *Turn to your partner.*

Signal for the students' attention and have one or two volunteers share what they discussed with the class. Reread page 11 and continue reading to the next stop.

p. 17 "'But you better not make a fool of me.'"

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *How do you think Alta feels now? When have you felt like her?* [pause] *Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their ideas with the class. Reread the last sentence on page 17 and continue reading to the next stop.

p. 20 "Full count."

Teacher Note

You might use self-stick notes to mark the places where the suggested vocabulary words appear. Write the meaning of the word on the note to help you define it smoothly without interrupting the reading. For more information, see "Preparing the Daily Lessons" in the Introduction. To learn more, view "Planning a Lesson" (AV12).

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 6, 13, and 27.

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Facilitation Tip

Continue to remind the students to **turn and look** at the person who will speak. Ask speakers to wait until they have the class's attention before starting to speak. Scan the class to ensure that all the students are actively listening and participating in the discussion. Notice the effect of using this facilitation technique on the students' engagement in class discussions over time.

Teacher Note

If the students have difficulty answering this question, offer some examples like those in the "Students might say" note.

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What do you think will happen next?* [pause] *Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their thinking. Reread the last sentence on page 20 and continue reading to the end of page 32.

4 Discuss the Story

Ask and discuss as a class:

Q *Why did Alta join the Independents baseball team?*

> **Students might say:**
>
> "She wanted to be able to play on a team."
>
> "She wanted to prove that she could play baseball as well as men can."

Remind the students that a *wonder* is "something that is surprising because it is so unusual." Then ask:

Q *Why do you think some people called Alta "Girl Wonder"? Turn to your partner.*

Have the students discuss the question in pairs; then have a few volunteers share their thinking with the class. Notice which students eagerly participate and contribute to the discussion and which students, if any, are reluctant.

CLASS ASSESSMENT NOTE

Ask yourself questions such as:

- Are the students contributing ideas to the discussion?
- Are the students' ideas centered on the story?
- Are the students having difficulty listening to the story?
- Are the students having difficulty listening to one another?

Record your observations on the "Class Assessment Record" sheet (CA3); see page 6 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are contributing ideas that are centered on the story, continue with the lesson.
- If ***about half of the students*** are contributing ideas that are centered on the story, you might ask additional questions such as:

  Q *What made Alta different from a lot of other girls?*

  Q *What did Alta do especially well?*

(continues)

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CLASS ASSESSMENT NOTE *(continued)*

- If ***only a few students*** are contributing ideas that are centered on the story, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Unit 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

Have a few volunteers share their thinking with the class.

5 Reflect on "Think, Pair, Share"

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *How does having time to think before you talk with your partner help you?* [pause] *Turn to your partner.*

After pairs have had a chance to talk, signal for the students' attention and have one or two volunteers share their thinking with the class.

INDIVIDUALIZED DAILY READING

6 Practice Selecting "Just-right" Books from the Classroom Library

Review that last week the students started IDR and that IDR is a time when each student reads books that are just right independently, or on his own. Remind the students that a "just-right" book is not too hard and not too easy and it has words that they can read and understand; it also has a story or topic that is interesting to them. Explain that today they will start choosing "just-right" books from the classroom library. State your expectations for how the students will select books.

> **You might say:**
>
> "I expect you to walk quietly to the library and carefully browse through the books. If you take out a book and decide that you do not want to read it, place it back where you found it. Once you have found a book, take it to a comfortable place in the classroom where you would like to read."

Explain that you will select a few students at a time to go to the classroom library and select books. While they are waiting for their turn, they will select and read books from the book bins. Have the students move to a table or other assigned location and give them a few minutes to select their books. Then have them read silently for up to 10 minutes.

Teacher Note

Alternative texts can be used to reteach a *Making Meaning* lesson or as a substitute for a provided read-aloud text. A list of these texts is available in the General Resources section of the CCC Learning Hub (ccclearninghub.org). For more information, see "Preparing the Daily Lessons" in the Introduction.

ELL Note

Cooperative structures like "Turn to Your Partner" and "Think, Pair, Share" support the language development of English Language Learners by providing frequent opportunities for them to talk about their thinking and listen to others.

Teacher Note

You might choose to do IDR at the end of the reading lesson or at another time of the day. If you have already established procedures for independent reading, simply remind the students of your expectations.

Teacher Note

If you have already established a procedure for selecting books from your classroom library, use that procedure here. Alternatively, you might have the students continue to select their books from book bins or any other collection of books you have available.

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Teacher Note

If your students need more time to practice this procedure, you might repeat this lesson during the next few IDR sessions or at another time. Once the students are familiar with the procedure, you might have them select more than one book from the classroom library at a time.

Discontinue the use of the book bins once all of the students have selected books from the classroom library.

Teacher Note

We recommend that you allow the students to keep their IDR books in their desks or another designated location.

Technology Tip

Prior to doing this activity, locate a few age-appropriate sources that provide information about Deborah Hopkinson. Search for information online using the keywords "biography Deborah Hopkinson" or "about Deborah Hopkinson." You might wish to bookmark the web pages that you will share with your students in your browser.

Select two or three students to walk quietly to the classroom library and each select a book. Once they have selected books from the library, have them find a comfortable place to sit in the classroom and read silently to themselves. Repeat the procedure until all of the students have had a chance to select books.

Signal to let the students know when it is time to stop reading. Help the students reflect on how they did selecting books and reading independently by sharing some of your observations. Remind the students that these are examples of behaviors that all the students can practice. Have the students return to their desks and put away their books.

TECHNOLOGY EXTENSION

Meet the Author: Deborah Hopkinson

The students may be interested in learning more about Deborah Hopkinson, the author of *Girl Wonder* and many other award-winning works of fiction and nonfiction, including *A Band of Angels*, *Sweet Clara and the Freedom Quilt*, *Sky Boys: How They Built the Empire State Building*, and *Shutting Out the Sky: Life in the Tenements of New York, 1880–1924*. Tell the students that Deborah Hopkinson likes to write about amazing people who are not well known, like Alta Weiss. Ask:

Q *What else would you like to know about Deborah Hopkinson?*

Have a few volunteers share their thinking. As they respond, record their ideas where everyone can see them. Display the online sources you located that contain information about Deborah Hopkinson and read those sections aloud. Ask:

Q *What is something you learned about Deborah Hopkinson?*

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Individualized Daily Reading

Day 2

In this lesson, the students:

- Learn how to use a reading log
- Practice "Think, Pair, Share"
- Read independently for up to 10 minutes
- Learn a procedure for returning books to the classroom library
- Discuss the independent reading
- Work in a responsible way

Materials

- *Student Response Book*, Reading Log section
- "Reading Log" chart (WA2)

1 Review Selecting "Just-right" Books and Using the Classroom Library

Have the students bring their books and gather, facing you. Remind the students that it is important during IDR to select books that are just right—not too hard and not too easy. Review the procedure you would like them to use to select "just-right" books.

Review your expectations for how the students will use the classroom library and for IDR. Have a brief discussion about how the students will interact during book selection. Ask:

Q *What will you do today to make book selection go smoothly?*

2 Read Independently

Have the students find a quiet place to read. Then have them read silently for up to 10 minutes. Circulate and assist the students as needed. Signal to let the students know when it is time to stop reading.

3 Model Completing an Entry in the Reading Log

Have the students return to their desks with partners sitting together. Distribute a *Student Response Book* to each student. Explain that it contains activities (things to do) that will help them with their reading this year. Ask each student to write her name on the inside front cover and then turn to the first page of the Reading Log section at the back of the *Student Response Book*. Explain that this is where they will write comments about each book they finish. Display the "Reading Log" chart (WA2) and ask the students to watch as you model writing a book entry in the log. Use a book that the students are all familiar with, such as *Sheila Rae, the Brave*.

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ELL Note

Consider having your students with limited English proficiency draw a picture in the comments column of the reading log.

You might say:

"I'm going to write an entry for the book *Sheila Rae, the Brave*. In the first column, I'll write today's date. In the next column, I'll write the title of the book and then underline it to show that this is the title of a book. In the next column, I'll write the author's name, Kevin Henkes. In the last column, I'm going to write a comment, or a sentence that tells what I think about the book. I'll write: *I like this book because I have a little sister like Louise.*"

WA2

Reading Log

Date	Title	Author	Comment
9/25/17	Sheila Rae, the Brave	Kevin Henkes	I like this book because I have a little sister like Louise.

Tell the students that now they will practice writing an entry in their reading logs. Remind the students of another book they are familiar with. Write today's date, the book's title, and the author's name in the "Reading Log" chart (WA2), and have the students write the same information in their reading logs. Then use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What are some comments you might write about [*Girl Wonder*]?* [pause] *Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their thinking.

Students might say:

"You can write a sentence about what the story is about."

"You can write why you liked it or didn't like it."

"You can write about [Alta Weiss]."

Have each student write her comments about the book in the appropriate column. Then have a few volunteers share with the class what they wrote. Have any student who finished a book today record it in his reading log.

Teacher Note

Plan a brief class discussion after the students have made several entries in the Reading Log section of their *Student Response Books* so they have a chance to hear about the books their classmates are reading and the kinds of comments they are writing about the books.

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4 Introduce a Procedure for Returning Books to the Classroom Library

Explain that after each student has finished reading a book and writing a comment about it in her reading log, she will return it to the classroom library and then select another book. State your expectations for how the students will return books. If necessary, model the procedure.

> **You might say:**
>
> "I expect you to walk carefully and quietly to the classroom library so you do not disturb students who are reading. Gently place your book in the book return box. Once you have returned your book, select a new book, and then find a quiet place to read it."

Tell the students that in the coming days they will have a chance to return their books to the classroom library and select new ones.

Teacher Note

If you have already established a procedure for returning books to your classroom library, use that procedure here.

Individualized Daily Reading Day 3

In this lesson, the students:

- Read independently for up to 10 minutes
- Discuss the independent reading
- Practice using a reading log
- Listen to one another
- Work in a responsible way

Materials

- *Student Response Book*, Reading Log section
- Copy of this unit's family letter (BLM1) for each student

1 Review Procedures and Expectations for IDR

Have the students bring their books and gather with partners sitting together, facing you. Review the procedures and your expectations for using the classroom library and for IDR. Ask:

Q *What examples have you seen of people handling books in a responsible way? Turn to your partner.*

Q *What do we want to remember today to take the best possible care of our classroom library? Turn to your partner.*

Have a few volunteers share what they discussed with the class.

> **Students might say:**
>
> "Put the books back where you got them."
>
> "Handle the books carefully so you don't rip the pages."

Teacher Note

If necessary, remind the students that when they are being responsible, they are acting in ways that help them learn and work well with their classmates.

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ELL Note

You might want to help your English Language Learners select books at appropriate levels. Providing a limited number of teacher-selected texts will help them make good choices.

Teacher Note

During IDR you will often ask the students to talk in pairs about their reading. When dismissing the students to find a place to read, you will need to determine if you would like the students to sit near their reading partners or if they may share with any classmates nearby.

Teacher Note

During the initial weeks of IDR, students are invited to share more generally about the texts they are reading. Once they have had practice talking about their independent reading in broader terms, more of the suggestions for sharing their reading will focus on the use of the strategy they are learning, as well as providing opportunities to review previously learned strategies.

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

Vocabulary Note

Next week you will revisit *Girl Wonder: A Baseball Story in Nine Innings* to teach the Week 3 vocabulary lessons.

2 Read Independently

Have the students find quiet places to sit and read. Then have them read silently for up to 10 minutes. Tell the students that you will ask them to talk with a partner about what they read at the end of the reading time. Circulate and assist the students as needed.

3 Discuss the Independent Reading

Signal to let the students know when it is time to stop reading. Gather the students with partners sitting together, facing you. Explain that at the end of IDR, you will often ask the students to talk in pairs or as a class about what they read. Model briefly sharing the title and the author of a book you are reading and what it is about.

> **You might say:**
>
> "I read a book called *Girl Wonder* by Deborah Hopkinson. It's about a girl named Alta Weiss who loved playing baseball and who played really well."

Have the students take turns discussing what they read with their partners. After partners have had a chance to share, have a few volunteers share with the class the titles and authors of their books and what their books are about.

4 Reflect on IDR and Fill Out the Reading Log

Facilitate a discussion by asking questions such as:

Q *What are we doing well during IDR? What do we need to work on?*

Q *What was one thing you liked about sharing what you read in pairs today?*

If appropriate, help the students identify areas where they are doing well or having problems. Ask the students to return to their desks, and have any student who finished a book today record it in the Reading Log section of his *Student Response Book*.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 1. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

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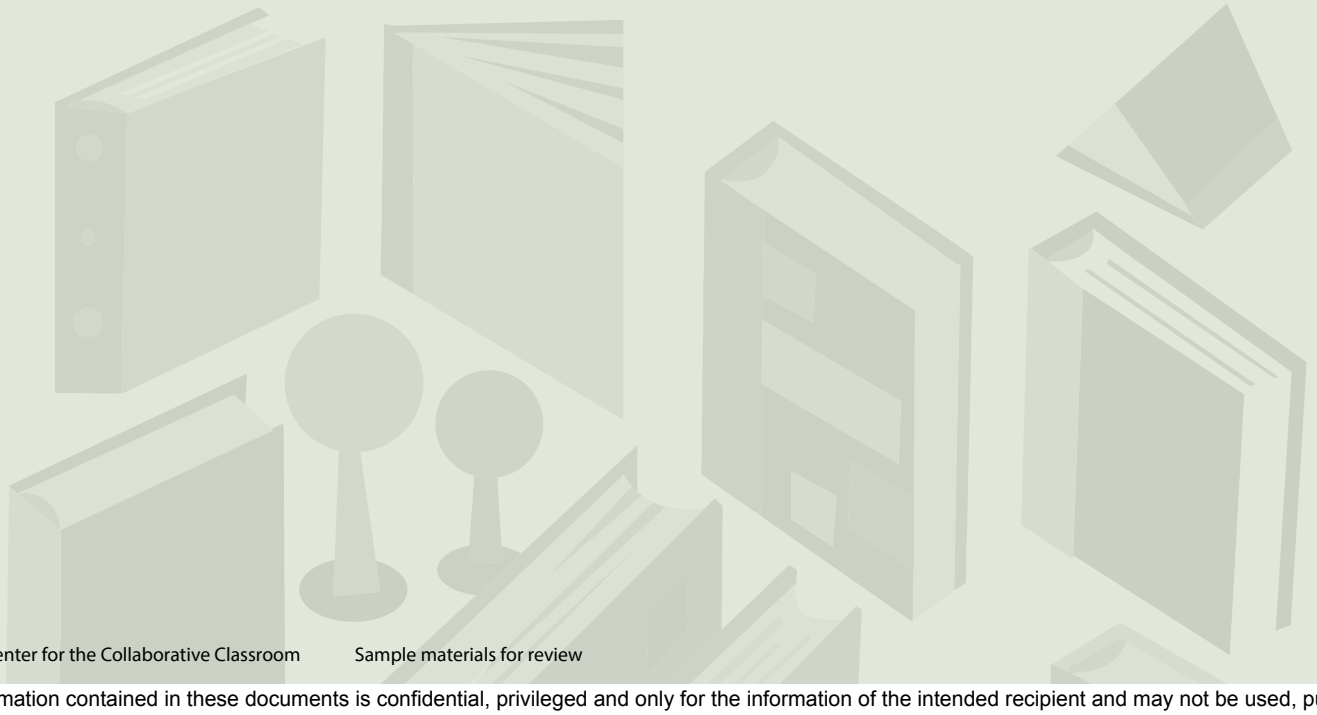
Unit 2

Making Connections

FICTION

During this unit, the students identify key details and important ideas in stories. They continue to consider differences in the points of view of characters and make text-to-self connections. They also make text-to-text connections as they compare two versions of a folktale and discuss the tales' messages. During IDR, the students practice monitoring their own reading and confer with the teacher individually about their reading lives. They read independently and share their reading in pairs and with the class. Socially, they relate the value of caring to their behavior and develop the skill of explaining their thinking to others.



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Unit 2 Making Connections

RESOURCES

Read-alouds

- *Jamaica Tag-Along*
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- *The Three Little Pigs*
- *The Three Little Wolves and the Big Bad Pig*

Writing About Reading Activities

- "Write About and Draw Text-to-self Connections to *Jamaica Tag-Along*"
- "Write About Favorite Parts of *Alexander and the Terrible, Horrible, No Good, Very Bad Day*"

IDR Mini-lessons

- Mini-lesson 3, "Self-monitoring"
- Mini-lesson 4, "Reading with Expression"

Technology Extensions

- "Explore a Genre: Folktales"
- "Meet the Illustrator: Helen Oxenbury"

Extensions

- "Explore Reading Dialogue Aloud with Expression"
- "Explore First-person Point of View in *Alexander and the Terrible, Horrible, No Good, Very Bad Day*"
- "Compare Jamaica and Alexander"
- "Compare Multiple Versions of a Familiar Tale"
- "Discuss the Students' Reading Goals and Interests"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA4)
- "IDR Conference Notes" record sheet (CN1)
- "IDR Conference Class Record" sheet (CR1)
- "Social Skills Assessment Record" sheet (SS1)

Reproducibles

- Unit 2 family letter (BLM1)
- (Optional) "Dialogue in *Jamaica Tag-Along*" (BLM2)

Professional Development Media

- "Cooperative Structures Overview" (AV4)
- "Adapting Lessons for English Language Learners" (AV13)
- "Social Reflection" (AV14)
- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Setting Up IDR Conferences" (AV28)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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RESOURCES *(continued)*

Assessment Resource Book

- Unit 2 assessments

Student Response Book

- "A Time I Had a Very Bad Day"
- "How Two Stories Are Alike and Different"

Vocabulary Teaching Guide

- Week 3 (*Girl Wonder: A Baseball Story in Nine Innings*)
- Week 4 (*Jamaica Tag-Along*)
- Week 5 (*Alexander and the Terrible, Horrible, No Good, Very Bad Day*)
- Week 6 (*The Three Little Pigs*)

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Unit 2 Making Connections

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

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GRADE 2 OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Individualized Daily Reading** **Focus:** ▪ Learning a procedure for self-monitoring ▪ Reading independently	**Read-aloud:** *Jamaica Tag-Along* **Focus:** ▪ Hearing and discussing a story ▪ Answering questions to understand key details and important ideas ▪ Referring to the text to support their thinking ▪ Discussing characters' feelings and points of view	**Strategy Lesson:** *Jamaica Tag-Along* **Focus:** ▪ Hearing a story again to build comprehension ▪ Referring to the story to support their thinking ▪ Making text-to-self connections ▪ Discussing characters' feelings and points of view ▪ Discussing the story's message
Week 2	**Read-aloud:** *Alexander and the Terrible, Horrible, No Good, Very Bad Day* **Focus:** ▪ Hearing and discussing a story ▪ Answering questions to understand key details and important ideas ▪ Referring to the text to support their thinking ▪ Discussing the story's message	**Strategy Lesson:** *Alexander and the Terrible, Horrible, No Good, Very Bad Day* **Focus:** ▪ Retelling a story to build comprehension ▪ Making text-to-self connections ▪ Referring to the text to support their thinking	**Independent Strategy Practice:** *Alexander and the Terrible, Horrible, No Good, Very Bad Day* **Focus:** ▪ Reading independently ▪ Making text-to-self connections ▪ Referring to the text to support their thinking
Week 3	**Read-aloud:** *The Three Little Pigs* **Focus:** ▪ Hearing and discussing a story ▪ Answering questions to understand key details and important ideas ▪ Referring to the text to support their thinking ▪ Discussing the story's message	**Strategy Lesson:** *The Three Little Pigs* **Focus:** ▪ Retelling a story to build comprehension ▪ Referring to the text to support their thinking ▪ Exploring making text-to-text connections	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Making text-to-self connections ▪ Referring to the text to support their thinking
Week 4	**Read-aloud:** *The Three Little Wolves and the Big Bad Pig* **Focus:** ▪ Hearing and discussing a story ▪ Answering questions to understand key details and important ideas ▪ Referring to the text to support their thinking ▪ Discussing the story's message	**Strategy Lesson:** *The Three Little Wolves and the Big Bad Pig* **Focus:** ▪ Hearing a story again to build comprehension ▪ Making text-to-text connections ▪ Comparing two versions of the same story ▪ Referring to the text to support their thinking	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Making text-to-text connections ▪ Referring to the text to support their thinking

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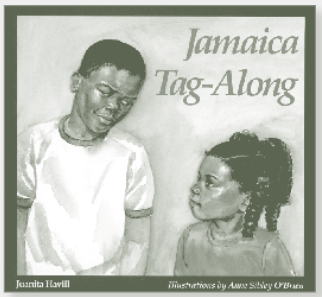
Week 1 OVERVIEW



Jamaica Tag-Along

by Juanita Havill, illustrated by Anne Sibley O'Brien

When Jamaica's brother refuses to let her play basketball with him, she goes off on her own and makes a new friend.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducible

- (Optional) "Dialogue in *Jamaica Tag-Along*" (BLM2)

Professional Development Media

- "Cooperative Structures Overview" (AV4)
- "Adapting Lessons for English Language Learners" (AV13)
- "Asking Open-ended Questions and Using Wait-time" (AV17)

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Comprehension Focus

- Students make text-to-self connections.
- Students answer questions to understand key details and important ideas in a story.
- Students discuss a story's message.
- Students read independently.

Social Development Focus

- Students relate the value of caring to their behavior.
- Students develop the skill of explaining their thinking.

DO AHEAD

- ✓ Make available texts at a variety of levels that the students can use to practice making connections during IDR and Independent Strategy Practice throughout the unit.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing," "Considerations for Pairing ELLs," and "Cooperative Structures" in the Introduction. For more information, view "Cooperative Structures Overview" (AV4).



- ✓ Prior to Day 1, prepare the "Thinking About My Reading" chart on a sheet of chart paper (see Step 2). Also prepare to model the self-monitoring procedure in a book read independently during IDR (see Step 3).
- ✓ Prior to Day 2, consider previewing this week's read-aloud selection, *Jamaica Tag-Along*, with your English Language Learners before you read it to the whole class.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1); see page 8 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 3 lessons this week.

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Day 1 Individualized Daily Reading

Materials

- "Thinking About My Reading" chart, prepared ahead

Teacher Note

If you are teaching other programs from Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the *Making Meaning* lessons.

Teacher Note

The students will be assigned new partners at the beginning of each unit, and partners will stay together throughout the unit. This structure helps the students reflect on their interactions and solve problems over time.

Teacher Note

To provide the students with additional support with self-monitoring strategies, you might teach IDR Mini-lesson 3, "Self-monitoring" (found in Appendix A).

In this lesson, the students:

- Begin working with new partners
- Learn a procedure for self-monitoring
- Read independently for 10–15 minutes
- Work in a responsible way

1 Pair Students and Get Ready to Work Together

Randomly assign partners (see "Do Ahead") and make sure they know each other's names. Gather the class with partners sitting together, facing you. Explain that partners will work together for the next four weeks. Remind the students that they have been practicing choosing "just-right" books. Ask:

Q *What do you think about when you are choosing a "just-right" book? Turn to your partner.*

> **Students might say:**
>
> "I think about if the book looks interesting to me."
>
> "I read a few pages to see if I can read most of the words."
>
> "I look for books that have characters I like in them."

Explain that today they will learn another way to decide if the books they are reading are just right for them.

2 Introduce Self-monitoring

Remind the students that reading books that are just right for them helps them grow as readers. Explain that one way good readers know if a book is just right for them is by pausing while they are reading to think about how well they understand what they have just read.

Direct the students' attention to the "Thinking About My Reading" chart, and explain that these are questions the students can ask themselves as they are reading to help them know if the books are just right for them.

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Thinking About My Reading

What is happening in my book?

Can I understand what I am reading?

Can I read most of the words?

Point to and read each question on the chart aloud. Tell the students that if they do not understand their books, they should go back and reread. If they still do not understand, they may need to get a new book.

Explain that today they will read independently and practice stopping to ask themselves the questions on the chart.

3 Model Self-monitoring

Have the students watch as you model reading a book and asking yourself the questions on the "Thinking About My Reading" chart.

> **You might say:**
>
> "I chose the book [*The Salamander Room* by Anne Mazer] to read during IDR. I'm going to read the first few pages quietly to myself. Now I'm going to check to see if this book is right for me. I'll ask myself the first question on the chart, 'What is happening in my book?' In this part of the book, Brian finds a salamander in the woods and brings it home to live with him. Brian makes the salamander a bed. I can retell what's happening in the part of the book I just read. Next, I'll ask myself the second question, 'Can I understand what I am reading?' Yes, I can understand what I am reading. Brian knows how to take good care of the salamander. Finally, I'll ask myself the third question, 'Can I read most of the words?' Yes, so far I can read all of the words. Based on my answers to these questions, I think that I can continue reading this book."

Explain that today the students will read independently and that you will stop them every few minutes to have them think about how well they understand what they just read. Tell the students that when you stop them, you would like them to think about each of these questions quietly before continuing to read.

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4 Read Independently and Self-monitor

Have the students get their books and begin reading silently. After 3–5 minutes, signal for their attention and read the questions on the chart aloud. Pause after each question to give the students time to think. Remind them that if they do not understand what they have read, they should go back and reread.

Have the students resume reading silently. After 3–5 minutes, stop them again and repeat the procedure. Invite students who do not think their books are just right for them to select different books.

Have the students continue reading silently. As they read, circulate among them and ask individual students to read parts of their books aloud and tell you what those parts are about. If a student is struggling to understand the text in his book, use the questions on the chart to help him be aware of his own comprehension. After 3–5 minutes, signal to let the students know when it is time to stop reading.

5 Reflect on Independent Reading

Ask and briefly discuss:

Q *Is the book you are reading just right for you? How did you decide?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I had a hard time reading a lot of words in the first few pages of my book, so I decided to choose a new one."
>
> "I decided my book was just right because I could read the words and I knew what was happening."

Then ask:

Q *What did you do to take responsibility for yourself during independent reading today?*

Tell the students that they will continue to practice thinking about their own reading in the coming lessons. Have the students return to their desks and put away their books.

Teacher Note

Post the "Thinking About My Reading" chart in the classroom so the students can continue to refer to it during IDR.

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Read-aloud Day 2

In this lesson, the students:

- Hear and discuss a story
- Answer questions about key details and important ideas
- Refer to the story to support their thinking
- Discuss characters' feelings and points of view in a story
- Read independently for 10–15 minutes and practice self-monitoring
- Explain their thinking

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Tell the students that today they will listen to you read a story aloud, and they will talk in pairs and with the class about the story. Remind the students that it is important to listen carefully so that they can talk about the story afterward.

2 Introduce *Jamaica Tag-Along*

Show the cover of *Jamaica Tag-Along* and read the title and the names of the author and the illustrator aloud. Explain that this is a story about a girl named Jamaica and her brother, Ossie. Explain that a *tag-along* is a younger child who follows an older child and tries to do the same things as the older child.

3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read, using the procedure you used in Step 4 in Unit 1, Week 1, Day 1.

Suggested Vocabulary

dribbled: bounced the ball to keep it under control (p. 8)
at a distance: from far away (p. 8)
whirled: quickly spun around (p. 10)
rim: top edge of a basketball hoop (p. 10)
ditch: long, narrow hole (p. 20)
repair: fix (p. 23)
smoothed: made even and flat (p. 25)
moat: water-filled ditch (p. 25)

Materials

- *Jamaica Tag-Along*
- "Thinking About My Reading" chart

Teacher Note

Use self-stick notes to mark stopping places in the book and to remind yourself of questions, instructions, or other information you want to convey to the students during the read-aloud.

ELPS 2.I.iv

Steps 3–5 and margin notes on p. 48

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

court: playing area (p. 3)

shoot baskets: (idiom) play basketball (p. 4)

serious ball: (idiom) basketball the way adults play (p. 7)

missed a shot: tried to throw the ball into the hoop but didn't make it (p. 10)

sandlot: area where kids can play in the sand (p. 15)

stroller: baby carriage (p. 17; refer to the illustration)

ELL Note

English Language Learners may benefit from more frequent stops and discussions during the reading. For example, you might stop after pages 7, 19, and 23. For more information, view "Adapting Lessons for English Language Learners" (AV13).

Read pages 3–15. Stop after:

p. 15 "Jamaica walked slowly over to the sandlot."

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *How is Jamaica feeling? Why is she feeling that way?* [pause] *Turn to your partner.*

When most pairs have finished talking, signal for the students' attention. Have one or two volunteers share their thinking.

Reread the last sentence on page 15 and continue reading to the end of the story.

4 Discuss the Story

Facilitate a class discussion of the story. Ask:

Q *What happens in this story? Turn to your partner.*

Have one or two pairs share what they discussed with the class. As the students talk about the story, probe their thinking with questions such as:

Q *Why does Jamaica want to go along and play basketball with her brother Ossie? What part of the story tells you that?*

Q *Why doesn't Ossie want Jamaica to play basketball with him and his friends? Explain your thinking.*

Q *What happens at the end of the story?*

Teacher Note

The purpose of this discussion is to make sure the students have a surface-level understanding of the story. If necessary, reread parts of the text to help clarify plot details.

TEKS 8.C.i
TEKS 8.C.vii
Student/Teacher Narrative Step 4

5 Reflect on Partner Conversations

Facilitate a brief discussion about how partners talked and listened to each other today. Ask:

Q *What did you like about working with your partner today?*

Explain that in the next lesson the students will talk more about *Jamaica Tag-Along*.

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INDIVIDUALIZED DAILY READING

6 Read Independently and Practice Self-monitoring

Direct the students' attention to the "Thinking About My Reading" chart, and review that yesterday they practiced asking themselves questions as they were reading to help them decide if their books were just right for them. Explain that again today, you will stop them as they are reading and ask them to think about the questions on the chart. Tell the students that if they decide that the books they are reading are not just right, they may each choose another book to read.

Have the students collect their books and each find a quiet place to read. Have them read silently for 10–15 minutes. Stop the students periodically and have them monitor their comprehension by thinking about the questions on the chart.

As the students read, circulate among them and check individual students' comprehension by asking each student to read a selection aloud to you and tell you what it is about. If a student is struggling to understand the text, use the questions on the chart to help her be aware of her own comprehension.

Signal to let the students know when it is time to stop reading. Facilitate a brief discussion about how the students are doing thinking about their own reading. Ask:

Q *If you do not understand something you just read, what might you do?*

Q *If you do not know a lot of the words in the book you are reading, what should you do?*

Tell the students that they will continue to practice thinking about their own reading during IDR. Have the students return to their desks and put away their books.

Teacher Note

Base the length of time the students are reading independently on their attention and engagement. Gradually add time as your students are ready. The goal is for them to read independently for up to 20 minutes by Unit 4.

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Day 3 Strategy Lesson

Materials

- *Jamaica Tag-Along*
- "Class Assessment Record" sheet (CA1)
- "Thinking About My Reading" chart

In this lesson, the students:

- Hear a story read aloud again
- Refer to the story to support their thinking
- Make text-to-self connections to enjoy and understand the story
- Discuss characters' feelings and points of view and the story's message
- Read independently for 10–15 minutes and practice self-monitoring
- Reflect on how to act in a caring way

ABOUT MAKING CONNECTIONS

One of the ways that young students naturally make sense of text is by making personal, or text-to-self, connections to the plot or characters in a story. As they continue to hear stories, students begin to see similarities and make connections between stories (text-to-text connections) and identify themes in stories. In reading and talking, they accumulate experiences and background knowledge that help them make sense of text. Making connections increases both their enjoyment and understanding of stories and language. In this unit, the students have numerous opportunities to make text-to-self connections during class discussions and IDR. In Weeks 3 and 4, when they hear two retellings of a familiar folktale, they also explore making text-to-text connections.

Teacher Note

In this unit, the students begin Strategy lessons, Guided Strategy Practice lessons, and Independent Strategy Practice lessons. The purpose of the Strategy lesson is to introduce the comprehension focus for the week, while the Guided Strategy Practice lesson gives the students an opportunity to practice using the strategy with your support. Teacher support gradually decreases as the students become more comfortable with the strategy. In the Independent Strategy Practice lesson, the students apply the strategies they are learning to texts they are reading independently. For more information, see "Preparing the Daily Lessons" in the Introduction.

1 Introduce Making Text-to-self Connections

Gather the class with partners sitting together, facing you. Show the cover of *Jamaica Tag-Along* and remind the students that in the previous lesson they listened to this story and discussed it.

Tell the students that one thing good readers do is think about how stories they are reading remind them of their own lives—of things that have happened to them, things they have done, and people they know. Explain that when you think about how a story reminds you of your own life, you are making a personal connection to the story. Explain that making connections to stories helps us understand and enjoy them. Tell the students that today you will reread *Jamaica Tag-Along* without stopping. Explain that as they listen, you would like them to think about how the story reminds them of their own lives.

TEKS 6.E.i
TEKS 7.A.i
Student/Teacher Narrative Step 1

2 Reread the Story

Reread the entire story aloud slowly and clearly, showing the illustrations.

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3 Make Text-to-self Connections

TEKS 6.E.i
TEKS 7.A.i
Student/Teacher Activity Step 3

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *How does what happens in* Jamaica Tag-Along *remind you of your own life?* [pause] *Turn to your partner.*

Circulate and listen as the students discuss the question.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students connecting to important ideas in the story rather than to details?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 8 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are making text-to-self connections to important ideas in the story, proceed with the lesson.
- If ***about half of the students*** are making text-to-self connections to important ideas in the story, proceed with the lesson and plan to check in with students who are not making connections during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:
  - **Q** *What does that remind you of in your own life?*
  - **Q** *How are you like this character? How are you different?*
- If ***only a few students*** are able to make text-to-self connections to important ideas in the story, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

After a few moments, signal to bring the students' attention back to you, and have a few volunteers share their thinking with the class. As each student talks about his own experiences, ask him what part of the story reminds him of his own life. As the student shares, probe his thinking with questions such as:

Q *How did you feel?*

Q *How do you think [Jamaica/Ossie/Berto] feels? Why do you think [she/he] feels that way?*

Teacher Note

Allow sufficient time for the students to initiate the discussion. If the students have difficulty making connections, you might stimulate their thinking by identifying a part of the story that reminds you of a situation in your own life. You might also ask questions such as:

Q *Have you ever felt left out of an activity you wanted to join? How did you feel?*

Q *What did you do when you couldn't join?*

Teacher Note

Initially, young students may make text-to-self connections to literal details, for example, "I like to play basketball like Ossie and Jamaica." As they hear and discuss more stories, they begin to connect to important ideas in them (for example, recalling a time when they were excluded from an activity is a connection that helps them understand an important idea in *Jamaica Tag-Along*).

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Facilitation Tip

During this unit, we invite you to focus on two questioning techniques: **asking open-ended questions** and **using wait-time**. Notice that most of the questions we suggest are open-ended, inviting many responses. They often begin with words like *what*, *how*, and *why* and cannot be answered with a single word. We encourage you to ask the questions as they are written and note how the students respond. Because these questions require thought, we suggest that you use at least 10 seconds of wait-time before calling on anyone. This gives everyone a chance to think before talking. To see this Facilitation Tip in action, view "Asking Open-ended Questions and Using Wait-time" (AV17).

4 Reflect on Working Together

Remind the students that they have been working on creating a caring and safe community of readers. Ask the students to listen carefully as you reread the following excerpts from pages 20–23:

> **p. 20** "'Berto,' the woman pushing the stroller said, 'leave this girl alone. Big kids don't like to be bothered by little kids.' "
>
> **p. 23** "'That's what my brother always says,' Jamaica said. She started to repair the castle. Then she thought, but I don't like my brother to say that. It hurts my feelings."

Ask:

Q *What can we learn about working with others from this part of the story? Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their thinking with the class. Then ask:

Q *What does this mean for our community of readers? Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their thinking with the class.

> **Students might say:**
>
> "If I know that something will hurt my feelings, I won't do it to others."
>
> "I don't like it when people make fun of me, so I won't make fun of anyone else."

Explain that the students will think about making personal connections with more stories in the coming weeks.

INDIVIDUALIZED DAILY READING

5 Read Independently and Practice Self-monitoring

Remind the students that they have been practicing asking themselves questions as they are reading to help them think about whether the books they are reading are just right for them. Direct their attention to the "Thinking About My Reading" chart, and explain that again today you will stop them as they are reading and ask them to think about the questions on the chart. Remind them that if they decide their books are not just right for them, they each may choose another book.

Have the students collect their books and find quiet places to read. Have the students read silently for 10–15 minutes. Stop them periodically and have them monitor their comprehension by thinking about the questions on the chart.

As the students read, circulate among them and check individual students' comprehension by asking each student to read a selection aloud to you and tell you what it is about. If a student is struggling to understand the text, use the questions on the chart to help her be aware of her own comprehension.

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Signal to let the students know when it is time to stop reading. Facilitate a brief discussion about how the students are doing thinking about their own reading. Ask:

Q *Is the book you are reading just right for you? How do you know?*

Tell the students that they will continue to practice thinking about their own reading in the coming weeks. Have the students return to their desks. Have any student who has finished a book today record it in his reading log.

WRITING ABOUT READING

Writing About Reading activities provide the students with opportunities to write about texts they discuss in the *Making Meaning* program. The activities are optional and can be done at the end of the lesson or at another time. For more information, see "Extending the Instruction" in the Introduction.

Write About and Draw Text-to-self Connections to *Jamaica Tag-Along*

Show the cover of *Jamaica Tag-Along*. Remind the students that they heard this story earlier and talked about how part of it reminded them of their own lives. Ask:

Q *What do you remember about the book* Jamaica Tag-Along*?*

Q *How does this story remind you of your own life?*

If the students struggle to answer the question, stimulate their thinking by asking questions such as:

Q *Ossie is older than Jamaica. Who do you know who is older than you or younger than you? What is it like to be around a child who's not the same age as you?*

Q *Ossie and Jamaica are siblings, or brother and sister. Do you have a sibling or another relative, such as a cousin? What is that like?*

> **Students might say:**
>
> "It reminds me of my cousin Shalaya. She's younger than me and she wants to do everything I do."
>
> "I have a brother who plays basketball, like Ossie."
>
> "My neighbor and I play together a lot. Sometimes she plays with other friends and doesn't invite me."

Remind the students that when they think about how a story reminds them of their own lives, they are making connections to the story. Review that making connections to stories helps readers enjoy and understand them. Ask the students to watch as you think aloud and model writing about a connection between *Jamaica Tag-Along* and your own life.

Materials

- *Jamaica Tag-Along*
- Writing and drawing paper
- Crayons or markers

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You might say:

"The book *Jamaica Tag-Along* reminds me of my sister Amy. I'll write: *The book Jamaica Tag-Along reminds me of my sister Amy. Amy is four years older than me, and when I was little I wanted to do everything she did.* Lots of times she didn't let me tag along but sometimes she did. I'll write: *Often she told me not to tag along, but sometimes she let me join her and her friends. I always felt so special and happy when Amy and her friends included me in their games.*"

Have the students draw a picture about how *Jamaica Tag-Along* reminds them of their own lives and write a few sentences describing it. If time permits, invite the students to share their writing and drawings with the class.

EXTENSION

Explore Reading Dialogue Aloud with Expression

Explain that when characters speak in a story, it is called *dialogue*, and that reading dialogue aloud can help us understand what the characters are like and how they feel. Distribute the copies of "Dialogue in *Jamaica Tag-Along*," and explain that this is the dialogue from two parts of the story in which Jamaica and Ossie talk to each other. Ask the students to listen carefully as you read aloud the first passage with expression.

Read the dialogue from the first passage aloud with expression; then ask:

Q *What did you notice about how I read Ossie's words?*

Q *What did you notice about how I read Jamaica's words?*

Explain that partners will read the dialogue from the second passage aloud with expression. Have partners decide who will read each character's lines. Then have them practice reading the dialogue aloud. (You might signal to the students after 1 or 2 minutes and have them switch roles.) Then ask:

Q *How did reading Jamaica and Ossie's dialogue aloud with expression help you understand what the characters are like and how they're feeling?*

Students might say:

"It helped me understand how much Ossie wants to be left alone by Jamaica."

"When I said Jamaica's words I felt mad and sad, just like Jamaica must feel."

Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Dialogue in *Jamaica Tag-Along*" (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself.

Teacher Note

For additional support with teaching students to read with expression, you might teach IDR Mini-lesson 4, "Reading with Expression" (found in Appendix A).

Vocabulary Note

Next week you will revisit *Jamaica Tag-Along* to teach the Week 4 vocabulary lessons.

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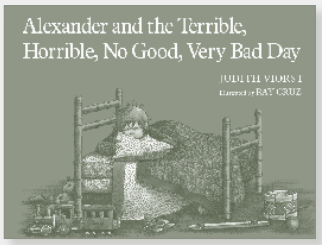
Week 2 OVERVIEW



Alexander and the Terrible, Horrible, No Good, Very Bad Day

by Judith Viorst, illustrated by Ray Cruz

One bad thing after another happens to Alexander.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)
- "IDR Conference Class Record" sheet (CR1)

Professional Development Media

- "Social Reflection" (AV14)
- "Setting Up IDR Conferences" (AV28)

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Comprehension Focus

- Students make text-to-self connections.
- Students answer questions to understand key details and important ideas in a story.
- Students read independently.

Social Development Focus

- Students relate the value of caring to their behavior.
- Students develop the skill of explaining their thinking.

DO AHEAD

- ✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, with your English Language Learners before you read it to the whole class.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA2); see page 9 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a class set of "IDR Conference Notes" record sheets (CN1); see page 12 of the *Assessment Resource Book*. This week, you will begin conferring with individual students during IDR and documenting your observations and suggestions for each student. You might record the date(s) you confer with each student using the "IDR Conference Class Record" sheet (CR1); see page 145 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, prepare a sheet of chart paper with the title "Reading Comprehension Strategies."
- ✓ Prior to Day 3, prepare to model making a personal connection to *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (see Step 3).

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 4 lessons this week.

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Day 1 Read-aloud

Materials

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- "Thinking About My Reading" chart

In this lesson, the students:

- Hear and discuss a story
- Answer questions about key details and important ideas
- Refer to the story to support their thinking
- Discuss the story's message
- Read independently for 10–15 minutes and self-monitor
- Explain their thinking

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Explain that today the students will hear you read a book aloud, and then talk in pairs and with the class about the story. Ask:

Q *When you talk about the story with your partner, why is it important that both of you explain your thinking?*

Encourage the students to focus on explaining their thinking clearly today.

2 Introduce *Alexander and the Terrible, Horrible, No Good, Very Bad Day*

Show the cover of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* and read the title and the names of the author and the illustrator aloud. Explain that as the students listen to the story you would like them to think about what happens to Alexander and why he is having a very bad day.

3 Read Aloud

Read the book aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

car pool: group of parents who take turns driving their children to and from school (p. 8)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

carsick: feeling sick from riding in a car (p. 8)

double-decker: two scoops high (p. 13)

elevator: cage or platform that carries people or things up and down between floors of a building (p. 18)

marble: small glass ball used in a children's game (p. 29)

Read pages 5–15. Stop after:

p. 15 "It was a terrible, horrible, no good, very bad day."

Ask:

Q *What are some things that happen to Alexander that make his day terrible? Turn to your partner.*

When most pairs have finished talking, signal for the students' attention. Have one or two volunteers share their ideas and explain their thinking. Then reread the sentence on page 15 and continue reading to the end of the story.

4 Discuss the Story

Facilitate a brief discussion by asking:

Q *Why is Alexander having a terrible, horrible day? What part of the story tells you that? Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their thinking with the class. Then ask:

Q *What does Alexander learn about terrible days at the end of the story? Explain your thinking. Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their thinking with the class.

5 Reflect on How the Students Explained Their Thinking

Discuss how partners worked together and explained their thinking. Ask questions such as:

Q *How did you do with explaining your thinking to your partner?*

Q *What might you do differently next time?*

Explain that in the next lesson the students will talk about *Alexander and the Terrible, Horrible, No Good, Very Bad Day* and how the story may remind them of their own lives.

ELL Note

English Language Learners may benefit from more frequent stops and discussions during the reading, for example, after pages 7 and 21.

Facilitation Tip

Notice the **open-ended questions** that you are asking during this discussion. To study the effect of open-ended questions on students' thinking, experiment by asking a closed question first (such as "Did you find out something about your partner?" or "Did your partner like your story?") and noting the responses. Then restate the question as an open-ended question and note the responses. Remember to use 10 seconds of **wait-time** after the question before you invite the students to respond.

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INDIVIDUALIZED DAILY READING

6 Read Independently and Self-monitor

Review that the students have been asking themselves questions as they read to help them think about whether the books they are reading are just right for them. Direct their attention to the "Thinking About My Reading" chart. Explain that today you will not stop the students as they read and that they will be responsible for thinking about the questions on the chart on their own. Remind them that if they decide a book is not right for them, they may select a different book to read.

Have the students get their books and read silently for 10–15 minutes. As the students read, circulate among them and ask individual students to read part of their book aloud and tell you what it is about. If a student is struggling to understand the text, use the questions on the chart to help her be aware of her own comprehension.

Signal to let students know when it is time to stop reading. Facilitate a brief discussion about how the students did monitoring their own reading by asking questions such as:

Q *Is the book you are reading just right for you? What questions helped you decide?*

Q *What did you do to take responsibility for yourself during IDR today?*

Have the students return to their desks and put away their books.

Day 2 Strategy Lesson

Materials

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- *Student Response Book* page 3
- Crayons or markers
- "Class Assessment Record" sheet (CA2)
- "Thinking About My Reading" chart
- Class set of "IDR Conference Notes" record sheets (CN1)

In this lesson, the students:

- Retell a story
- Make text-to-self connections to enjoy and understand the story
- Refer to the story to support their thinking
- Read independently for 10–15 minutes
- Explain their thinking

ABOUT IDR CONFERENCES

This week you will begin conferring with the students during IDR. Early in the year, the IDR conferences focus on helping you get to know the students as readers. As the year progresses, your conferences will focus more on assessing

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the students' comprehension, supporting struggling readers, and encouraging self-monitoring strategies. To learn more, see "IDR Conferences" in the Assessment Overview of the *Assessment Resource Book*.

1 Review Making Text-to-self Connections

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Show the cover of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* and remind the students that in the previous lesson they heard this story and talked about it.

Explain that today the students will retell the story in their own words, make personal connections to the characters or events in the story, and then draw pictures of their connections.

2 Retell the Story

Have the students retell the story. Ask:

Q *What happens to Alexander during his terrible, horrible, no good, very bad day?*

Have a few volunteers share with the class what they remember about the story. As the students offer their ideas, reread the text that supports their thinking (for example, if a student says "Alexander got gum in his hair," read aloud from page 5: "I went to sleep with gum in my mouth and now there's gum in my hair . . ."). If the students have difficulty retelling the story, reread all or parts of it. Alternatively, show them the illustrations and ask them what is happening.

3 Briefly Discuss Text-to-self Connections

Use "Think, Pair, Share" to discuss:

Q *What happens in* Alexander and the Terrible, Horrible, No Good, Very Bad Day *that reminds you of your own life?* [pause] *Turn to your partner.*

Signal for the students' attention and have a few volunteers share their thinking with the class. (Later in the lesson, more students will have an opportunity to share their personal connections.)

> **Students might say:**
>
> "I had a really bad day once. I woke up late and got to school late. Then I forgot my homework. And at recess I got into a fight with my best friend Randy."
>
> "One day my mom promised to take me to the park, but it rained so we couldn't go. I didn't have anything to do, and my big sister wouldn't share her markers with me. Then my dad got mad at me because I spilled my drink on the carpet. It was a horrible day."

Teacher Note

For more information, view "Setting Up IDR Conferences" (AV28).

ELPS 4.G.ii
Step 2

Teacher Note

After asking the question, pause for 10 seconds to give the students time to think. Then say "Turn to your partner" and have partners discuss the question.

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ELL Note

If necessary, write students' dictated sentences above their pictures.

Probe the students' thinking by asking:

Q *How was what happened to you [the same as/different from] what happened to Alexander? Explain your thinking.*

4 Write About and Draw Text-to-self Connections

Have the students turn to *Student Response Book* page 3, "A Time I Had a Very Bad Day." Explain that they will use the page to write about and draw a picture of a time they had a very bad day, like Alexander. Make crayons or markers available to the students.

Circulate and observe as the students write and draw.

CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students connect the writing and pictures about their own lives to the story?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 9 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are connecting the writing and pictures about their lives to the story, proceed with the lesson.
- If ***about half of the students*** are connecting the writing and pictures about their lives to the story, proceed with the lesson and plan to check in with students who are not making text-to-self connections during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:

  Q *What does that remind you of in your own life?*

  Q *How are you like this character? How are you different?*

- If ***only a few students*** are connecting the writing and pictures about their lives to the story, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

When the students complete their writing and drawings, have partners share and talk about them. Then have a few volunteers share their writing and describe their drawings for the class.

Remind the students that when they think about how a story reminds them of their own lives, they are doing something that good readers do—making personal connections. Explain that the students will continue to make personal connections as they hear stories in the coming weeks.

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INDIVIDUALIZED DAILY READING

5 Read Independently and Begin Conferring About the Students' Reading Lives

Tell the students that during IDR this year you will be conferring, or talking, with individual students about the books they are reading, what they like to read, and how they feel about reading. Explain that while you are conferring with individual students, the rest of the class will read their books silently. State your expectations for how the students will act responsibly while you are conferring with individual students.

> **You might say:**
>
> "When I am talking with a student about his reading, it is important for you to read silently for the entire time. If you finish reading a book before IDR is over, you can reread the book or you may begin reading a new book."

Explain that when they have finished reading their books, the students may fill out their reading logs and then return the books to the classroom library and select new ones. Remind the students of your expectations for how to return and choose books responsibly.

Explain that at the end of IDR you will ask the students to share what they are reading and what they like about their books. Have the students get their books and find a quiet place to read. Remind them to use questions on the "Thinking About My Reading" chart to practice monitoring their own comprehension as they read. Have them read silently for 10–15 minutes.

After the students have settled into their reading, confer with individual students. Pause between conferences to circulate among the students and check in with them.

IDR CONFERENCE NOTE

Beginning today, and continuing throughout the week, confer individually for a few minutes with each student to learn more about her reading habits, how she feels about herself as a reader, and what she is interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 12 of the *Assessment Resource Book*. You will continue to use the "IDR Conference Notes" record sheets during conferences throughout the program.

Teacher Note

Rather than having the students determine when they are ready to return their books, you might establish a schedule for them to follow when returning and checking out books from the classroom library. For example, you might allow four or five students go to the library each day. You might also have the students use the classroom library at different times of the day (for example, during the morning routine or after lunch).

We recommend that the students keep enough books in their desks to last them for a week's worth of independent reading. This will help ensure that the students spend IDR time engaged in reading rather than browsing for books in the classroom library.

Teacher Note

You might use the "IDR Conference Notes" record sheet (CN1) as a survey of the students' reading goals and interests. For more information, see "IDR Conferences" in the Assessment Overview of the *Assessment Resource Book*.

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Signal to let the students know when it is time to stop reading. Model looking through a book and sharing the title, the author, and one thing you like about it.

> **You might say:**
>
> "I read a story called 'The Library' in the book *Poppleton* by Cynthia Rylant. I especially like how Poppleton brings all these things with him to the library and spreads them out on the table to use while he is reading. I think that is funny."

Have one or two volunteers share with the class the titles and authors of their books and what they like about their books. Ask and briefly discuss:

Q *What went well during IDR today?*

Q *What can we do to help it go better next time?*

Have the students return to their desks and put away their books.

WRITING ABOUT READING

Write About Favorite Parts of *Alexander and the Terrible, Horrible, No Good, Very Bad Day*

Materials

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*

Show the cover of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* and remind the students that they heard this story earlier. Page through the book slowly, showing the illustrations. Ask:

Q *What happens in the story* Alexander and the Terrible, Horrible, No Good, Very Bad Day?

Have a few volunteers share their thinking. Explain that retelling stories in their own words helps readers think about what happens in the stories and talk about the stories with other people. Explain that when people talk about stories, they often like to talk about their favorite parts of the stories. Ask:

Q *What is your favorite part of this story?*

Q *What happens in that part?*

Q *Why is that your favorite part?*

Have a few volunteers share their thinking with the class. Show the parts of the book the students refer to as they share. Ask the students to watch as you think aloud and model writing about what happens in your favorite part of the story and why it is your favorite part.

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You might say:

"My favorite part of the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* is the part when Alexander and his two brothers, Anthony and Nick, are waiting for their mom to get the car. Anthony makes Alexander fall in the mud and Alexander starts crying. Then Nick calls Alexander a crybaby and Alexander punches Nick. When their mother comes, Alexander gets in trouble. It's my favorite part because I know exactly how Alexander feels. I remember having a fight once with my cousin. I got a time-out and he didn't. I thought that was unfair! I'll write: *My favorite part of Alexander and the Terrible, Horrible, No Good, Very Bad Day is when Alexander describes how his brother Anthony makes him fall in the mud and he starts crying. Then his other brother, Nick, calls him a crybaby and Alexander punches Nick. When their mother comes, Alexander gets in trouble. It's my favorite part because I know exactly how Alexander feels. I remember having a fight with my cousin once and being the only one to get a time-out. It was unfair, just like what happened to Alexander.*"

Have the students each write about what happens in her favorite part of the story. If time permits, ask a few volunteers to share their writing with the class.

EXTENSION

Compare Jamaica and Alexander

Show the covers of *Jamaica Tag-Along* and *Alexander and the Terrible, Horrible, No Good, Very Bad Day.* Have the students briefly retell the stories. Use "Think, Pair, Share" to discuss:

Q *In what ways are Jamaica and Alexander alike? In what ways are they different?* [pause] *Turn to your partner.*

Signal for the students' attention and have a few volunteers share their thinking with the class.

Students might say:

"Alexander is having a bad day and so is Jamaica. Later, Jamaica's day gets better when her brother plays with her."

"Jamaica gets into an argument with her brother and so does Alexander."

"Jamaica feels good at the end of the story, but Alexander is still in a grouchy mood."

ELL Note

To support your English Language Learners, consider showing them the illustrations in both books prior to having them retell the stories.

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Day 3 Independent Strategy Practice

Materials

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- "Reading Comprehension Strategies" chart, prepared ahead, and a marker
- Small self-stick notes for each student
- A variety of fiction and narrative nonfiction texts for independent reading

In this lesson, the students:

- Read independently
- Make text-to-self connections
- Refer to the stories to support their thinking
- Reflect on how to act in a caring way

1 Introduce the "Reading Comprehension Strategies" Chart

Gather the class with partners sitting together, facing you. Remind the students that they talked about *Alexander and the Terrible, Horrible, No Good, Very Bad Day* and made connections between what happens in the story and their own lives. Review that making personal connections is a strategy that good readers use to help them enjoy and understand stories.

Direct the students' attention to the "Reading Comprehension Strategies" chart. Read the title aloud, and explain that you are going to use the chart to keep a list of strategies good readers use to help them make sense of what they read. Write *making personal connections* on the chart. Explain that making personal connections to stories is one of the reading comprehension strategies the students will focus on learning and using this year.

Reading Comprehension Strategies

– making personal connections

Teacher Note

Post the "Reading Comprehension Strategies" chart where the students can refer to it during the year. You will add strategies to the chart as they are introduced in the program. Refer to the chart regularly to remind the students to use the strategies in their reading throughout the day.

2 Introduce Making Text-to-self Connections with Books Read Independently

Explain that today the students will read independently and think about experiences in their lives that help them connect with characters or what is happening in their stories. Tell them that they will probably not make personal connections with every story they read. As they are reading, they should think about the parts of their stories that remind them

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of their own lives. Then they should mark these places with self-stick notes. Later, they will talk about their connections in pairs.

3 Model Making Text-to-self Connections

Model making a personal connection by reading aloud the page or pages you selected from *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, thinking aloud about a connection you made to this part of the story, and placing a self-stick note in the margin of the page.

> **You might say:**
>
> "This reminds me of a time when I was young and my two older brothers wouldn't let me sit by the window in the car. I always had to sit in the middle because I was the smallest. It made me mad because I couldn't see and I was uncomfortable. That's probably how Alexander feels. I'm going to stick my note here next to this part of the story."

Explain that at the end of the independent reading time, the students who made personal connections with their stories will share their ideas with their partners and the class.

4 Read Independently and Make Text-to-self Connections

Make sure each student has a story at his or her appropriate reading level, and distribute several self-stick notes to each student. Have the students sit next to their partners and read silently for 10–15 minutes, marking with self-stick notes places in the story where they make personal connections. After 5–7 minutes, stop the students and have partners take turns sharing the titles and authors of their books and any connections they made. Then, without sharing as a class, have the students continue reading.

ELL Note

Note challenging vocabulary in your English Language Learners' independent reading books, and be ready to define unfamiliar words for them as they read.

ELPS 3.E.i
Steps 4–6

5 Discuss the Students' Text-to-self Connections

Discuss the passages the students marked and the connections they made, using questions such as the following. Encourage the students to start by saying the titles and authors of their books and then explaining their thinking.

Q *What personal connection, if any, did you make to a character or event in the story? Turn to your partner.*

Q *How did what happened to you help you think about the [character/story]? Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their thinking with the class.

Facilitation Tip

Notice the **open-ended questions** that you are asking during this discussion. To study the effect of open-ended questions on students' thinking, experiment by asking a closed question first (such as "Did you make a personal connection to a character or event in the story?" or "Do you have a question for [Alex] about what he shared?") and noting the responses. Then restate the question as an open-ended question and note the responses. Remember to use 10 seconds of **wait-time** after the question before you invite the students to respond.

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Teacher Note

The reflection that appears at the end of many lessons is important to the students' growth as readers and to their social development. We encourage you to spend a few minutes at the end of the lesson helping the students reflect on their work and interactions. For more information see "Focus on Social/Ethical Development" in the Introduction. To learn more, view "Social Reflection" (AV14).

Vocabulary Note

Next week you will revisit *Alexander and the Terrible, Horrible, No Good, Very Bad Day* to teach the Week 5 vocabulary lessons.

TEKS 10.E.i
Student/Teacher Narrative
Student/Teacher Activity
Extension (all)

6 Reflect on Partner Work

Facilitate a brief discussion about how the students have interacted with their partners during the past two weeks. Ask:

Q *What are some things that are working well for you and your partner during partner talks?*

Q *What can you do to make your partner talks go even better?*

> **Students might say:**
>
> "I can sit still and look at my partner when she's talking."
>
> "I can say 'That's interesting' or 'Please say more about that' so he knows I'm really interested in what he has to say."

Ask the students to return to their desks, and have any student who has finished a book today record it in her reading log.

EXTENSION

Explore First-person Point of View in *Alexander and the Terrible, Horrible, No Good, Very Bad Day*

Open to page 1 of *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Read page 1 aloud, and then ask:

Q *Who is telling this story?*

Q *How do you know who is telling the story? What word does the boy use to talk about himself?*

If necessary, explain that Alexander is telling the story. Point out that we know he is telling the story because he uses the word *I* to talk about himself. Tell the students that when the person telling the story is a character in the story, we say the story is told from the first-person point of view. Explain that words like *I*, *me*, and *my* are clues that can help the students recognize first-person point of view.

Write the following sentences where all of the students can see them.

I went to the library and checked out three of my favorite books.

Jason went to the library and checked out three of his favorite books.

Have the students read the sentences quietly to themselves. Then ask:

Q *Which of these sentences is written using first-person point of view? How do you know?*

Have a few volunteers share their thinking with the class. If necessary, point out that the words *I* and *my* in the first sentence are clues that help the students know that the sentence is written using the first-person point of view.

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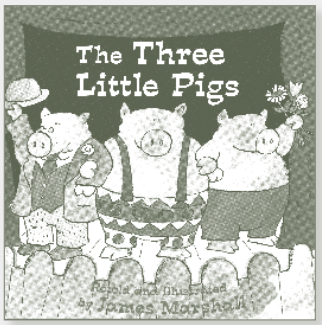
Week 3 OVERVIEW



The Three Little Pigs

by James Marshall

In this familiar but lively retelling of the classic folktale, the third pig cleverly outwits the "lean and hungry" wolf.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)

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Comprehension Focus

- Students make text-to-self connections.
- Students answer questions to understand key details and important ideas in a story.
- Students discuss the story's message.
- Students read independently.

Social Development Focus

- Students relate the value of caring to their behavior.
- Students develop the skill of explaining their thinking.

DO AHEAD

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *The Three Little Pigs*, with your English Language Learners before you read it to the whole class.

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA3); see page 10 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 5 lessons this week.

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Day 1 Read-aloud

Materials

- *The Three Little Pigs*
- "Thinking About My Reading" chart

In this lesson, the students:

- Hear and discuss a story
- Answer questions about key details and important ideas
- Refer to the story to support their thinking
- Discuss the story's message
- Read independently for 10–15 minutes
- Explain their thinking

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Explain that today the students will hear you read a book aloud, and then talk in pairs and as a class about the story. Ask:

Q *If you don't understand something your partner says about the story, what might you say to your partner?*

> **Students might say:**
>
> "I might say, 'I didn't understand that. Can you please say it again?'"
>
> "I could say, 'Can you say that again in another way, please?'"

Encourage the students to focus on explaining their thinking clearly today. If a student does not understand something her partner has said, she should politely ask her partner to repeat it.

2 Introduce *The Three Little Pigs*

Show the cover of *The Three Little Pigs* and read the title and the author's name aloud, pointing out that the author is also the illustrator. Explain that *The Three Little Pigs* is a *folktale*, "a story that has been told and retold by storytellers since long, long ago." Folktales often begin with the words "Once upon a time," and they usually include a lesson about life. Point out that because folktales like *The Three Little Pigs* are often told and read to children, this folktale may already be familiar to them.

TEKS 9.A.i
Student/Teacher Narrative
Step 2

3 Read Aloud

Read the book aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Teacher Note

The pages of *The Three Little Pigs* are unnumbered. For easy reference, pencil in page numbers, beginning with the number 1 on the right-hand title page that includes the author's name. (Page 3 begins, "Once upon a time an old sow . . . .") This system is used throughout the program for all read-alouds with unnumbered pages.

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Suggested Vocabulary

sow: adult female pig (p. 3)
happened by: visited (p. 7)
loitering about: remaining nearby for no good reason (p. 18)
scrumptious: delicious (p. 21)
displeasure: anger (p. 22)
put out: mad (p. 25)
butter churn: container in which butter is made (p. 26)
stoked the fire: added wood to the fire so it would get very hot (p. 28)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

be sure to write: write letters to me (p. 3)
straw: thick grass that has dried and turned yellow (p. 4; refer to the illustration)
mind your own business: don't tell me what to do (p. 5)
gobbled up: quickly ate (p. 9)
put on his most dazzling smile: smiled a big, friendly smile (p. 21)
turnips: type of vegetable (p. 21)
lost track of the hour: forgot to pay attention to what time it was (p. 26)

Read pages 3–9. Stop after:

p. 9 "And he gobbled up the little pig."

Ask:

Q *What has happened so far?*

Have one or two volunteers share their thinking. Reread the sentence on page 9 and continue reading to the next stop:

p. 15 "And he gobbled up the little pig."

Ask:

Q *What happens to the second little pig? Turn to your partner.*

When most pairs have finished talking, signal for the students' attention. Without sharing as a class, reread the sentence on page 15 and continue reading to the end of the story.

4 Discuss the Story

Ask and briefly discuss the following questions. Encourage the students to explain their thinking clearly.

Q *Why do you think the wolf is friendly to the third little pig? What in the story makes you think that? Turn to your partner.*

ELL Note

English Language Learners may benefit from more frequent stops and discussions during the reading, for example, after pages 18 and 24.

Facilitation Tip

When you **ask open-ended questions**, are you **using wait-time** for at least 10 seconds to give everyone a chance to think before talking? If not, try counting to yourself after asking a question. If you often hear from the same few students during class discussions, extend the wait-time to encourage broader participation.

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When most pairs have finished discussing the questions, have one or two volunteers share their ideas with the class. Then ask:

Q *What does the third little pig do when the wolf acts friendly? Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their thinking with the class.

> **Students might say:**
>
> "The wolf realizes huffing and puffing won't work because the house is too strong. He decides to be nice to trick the pig into becoming his friend so he can eat the pig."
>
> "The pig isn't tricked by the wolf. The pig tricks the wolf by acting like he'll do what the wolf wants but then not doing it."

Remind the students that folktales like the story of the three little pigs often teach an important lesson about life, and that some stories teach more than one lesson. Use "Think, Pair, Share" to discuss:

Q *What important lessons about life can we learn from this story? Why do you think so?* [pause] *Turn to your partner.*

> **Students might say:**
>
> "One important lesson is that when people are mean, it can end up hurting them. The wolf is mean, and he ends up getting eaten by the third little pig."
>
> "Even if you're not big and strong, you can take care of yourself. The third little pig is smaller than the wolf but he figures out how to stay safe and not get gobbled up."
>
> "Sometimes people act differently than how they feel. The wolf acts nice, but really he's angry. The third little pig acts like he wants to be the wolf's friend, but really he's just trying to protect himself."

After a few moments, signal to bring the students' attention back to you, and have a few volunteers share their thinking with the class.

5 Reflect on How the Students Explained Their Thinking

Facilitate a brief discussion about how partners worked together and explained their thinking. Ask questions such as:

Q *How did your partner do with explaining his or her thinking to you?*

Q *Why is it important that we try to explain our thinking clearly to each other?*

Explain that in the next lesson the students will talk about *The Three Little Pigs* and how that story reminds them of other stories they have heard or read.

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INDIVIDUALIZED DAILY READING

6 Read Independently and Confer

Review that last week you started conferring, or talking, with individual students during IDR. Tell the students that you will confer with individual students again today, so it is important that they read silently. Explain that at the end of IDR, you will ask the students to share what they are reading and what they like about their books.

Have the students get their books and read silently for 10–15 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with students about their reading habits, how they feel about themselves as readers, and what they are interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 12 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have one or two volunteers share with the class the titles and authors of the books they are reading and what they like about their books. Have the students return to their desks and put away their books.

ELL Note

Your students with limited English proficiency will benefit from reading picture books with illustrations that support the story.

Teacher Note

Continue to periodically remind the students to ask themselves the questions on the "Thinking About My Reading" chart as they read independently, and to select different books if they decide the ones they are reading are not just right for them.

Teacher Note

If the students struggle to share what they like about their books, model looking through a book, finding a part or picture in the book that you like, and then talking about why you like it.

Strategy Lesson Day 2

In this lesson, the students:

- Retell a story
- Refer to the story to support their thinking
- Explore making text-to-text connections to enjoy and understand the story
- Explain their thinking
- Read independently for 10–15 minutes

Materials

- *The Three Little Pigs*
- "Class Assessment Record" sheet (CA3)

1 Retell the Story

Gather the class with partners sitting together, facing you. Show the cover of *The Three Little Pigs* and remind the students that in the previous lesson they heard this story and talked about it.

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Have the students retell the story. Ask:

Q *What happens to the three little pigs?*

Have a few volunteers share with the class what they remember about the story. As the students offer their ideas, reread the text that supports their thinking (for example, if the students say, "The second little pig built a house of sticks," read aloud from page 10, "The second little pig met a man with a load of sticks"). If the students have difficulty retelling the story, reread all or parts of it. Alternatively, show the students the illustrations and ask them what is happening.

2 Discuss What the Students Like About the Story

Use "Think, Pair, Share" to discuss the following question. Encourage the students to explain their thinking clearly.

Q *What do you like about the story* The Three Little Pigs*?* [pause] *Turn to your partner.*

Circulate and listen as the students discuss the question.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to express their opinions of the story?
- Are they able to explain their thinking clearly?

Record your observations on the "Class Assessment Record" sheet (CA3); see page 10 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to express their opinions and explain their thinking, proceed with the lesson.
- If ***about half of the students*** are able to express their opinions and explain their thinking, proceed with the lesson and plan to check in with students who are struggling to explain their thinking. You might have the students tell you about what they just read and follow up with questions such as:

  Q *What do you like about this part of the story?*

  Q *What in the story makes you think that [there is going to be a storm]?*
- If ***only a few students*** are able to express their opinions and explain their thinking, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

Signal for the students' attention and have a few volunteers share their thinking with the class.

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3 Explore Making Text-to-text Connections

TEKS 9.A.i
Student/Teacher Activity
Step 3

Remind the students that the story begins "Once upon a time," and that stories that begin this way are often read to children. Use "Think, Pair, Share" to discuss:

Q *What other stories like* The Three Little Pigs *have you heard or read? Why does that story remind you of* The Three Little Pigs? [pause] *Turn to your partner.*

Signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I read the book *Snow White and the Seven Dwarves*. It begins with the words 'Once upon a time,' too."
>
> "My dad read me a story called *The Tortoise and the Hare*. It reminds me of *The Three Little Pigs* because it's about animals that can talk, and my dad says it's a very old story."
>
> "Last year the teacher read us *The Three Billy Goats Gruff*. It has three goats, which is kind of like the three pigs. Instead of a wolf, there's a big mean troll who tries to gobble up the billy goats."

Remind the students that when they read *Jamaica Tag-Along* and *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, they made personal connections to the characters and events in the stories. Tell them that today they did something else that good readers do—they made connections between stories. Explain that thinking about how stories are alike and how they are different is another way to make sense of stories.

Teacher Note

This question prepares the students for the text-to-text connections they will practice making next week between *The Three Little Pigs* and *The Three Little Wolves and the Big Bad Pig*. Making connections between texts is challenging for young students. Initially, the connections they make may be based more on details than on substantive aspects of the stories, such as plot or theme.

INDIVIDUALIZED DAILY READING

4 Read Independently and Confer

Tell the students that you will continue talking with individual students during IDR today, so it is important that they read silently. Have the students get their books and read silently for 10–15 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with students about their reading habits, how they feel about themselves as readers, and what they are interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 12 of the *Assessment Resource Book*.

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Teacher Note

During IDR, it is not necessary for the students to talk with their regular partners. They may talk with any classmates sitting nearby.

Signal to let the students know when it is time to stop reading. Have the students take turns sharing their books with a partner. Ask each student to read the title and author of her book and tell her partner what she likes about the book. Have the students return to their desks and put away their books.

Day 3 Independent Strategy Practice

Materials

- Small self-stick notes for each student
- A variety of fiction and narrative nonfiction texts for independent reading

Teacher Note

The students will continue to focus on text-to-self connections this week to gain further practice. They will have an opportunity next week to think about connections between texts.

In this lesson, the students:

- Read independently
- Make text-to-self connections
- Refer to the stories to support their thinking
- Reflect on how to act in a caring way

1 Review Making Text-to-self Connections

TEKS 6.A.ii
Student/Teacher Narrative
Step 1

Have the students gather with partners sitting together, facing you. Remind the students that they have been making personal connections to the parts of the stories that remind them of people or events in their own lives. Ask and briefly discuss as a class:

Q *How does making a personal connection to a story help you enjoy the story?*

Explain that today they will continue to look for personal connections as they read independently.

2 Read Independently and Make Text-to-self Connections

Teacher Note

You might model using self-stick notes for your students.

Make sure each student has a story at his or her appropriate reading level, and distribute several self-stick notes to each student. Explain that as they read they should use self-stick notes to mark places in their books where characters or events remind them of things in their own lives. Later they will explain their personal connections in pairs. Emphasize that they may not make personal connections with every book.

Have the students sit next to their partners and read silently for 10–15 minutes. Signal to let the students know when it is time to stop reading.

TEKS 6.A.ii
Student/Teacher Activity
Steps 2 and 3

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3 Discuss the Students' Text-to-self Connections

Have partners share what they marked and the personal connections they made. After a few minutes, ask a few volunteers to share their connections with the class. Ask each student to say the title and author of the story before sharing the connection. Then ask:

- Q *What is happening in the part of the story you just read?*
- Q *What personal connection did you make to a character or event in the story?*
- Q *What questions do you want to ask [Kathy] about what she shared?*

Explain that the students will continue making connections between their reading and their own lives in order to better understand and enjoy what they read. Tell them that they will not always need to mark the places in their books where they make personal connections, but they will always be expected to think about making connections as they read.

4 Reflect on the Reading Community

Facilitate a brief discussion about the reading community. Ask questions such as:

- Q *What do you think we're doing well in our reading community?*
- Q *What can we do to make sure everyone feels like part of our community?*

> **Students might say:**
>
> "We're having good discussions about stories."
>
> "We can make sure everyone gets a chance to talk."

Ask the students to return to their desks, and have any student who has finished a book today record it in his reading log.

TEKS 1.A.ii
Student/Teacher Activity
Step 3

Teacher Note

Next week you will assess your students' social skill development.

Vocabulary Note

Next week you will revisit *The Three Little Pigs* to teach the Week 6 vocabulary lessons.

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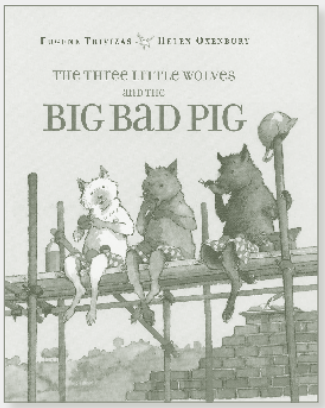
Week 4 OVERVIEW



The Three Little Wolves and the Big Bad Pig

by Eugene Trivizas, illustrated by Helen Oxenbury

In this funny, surprising version of the traditional tale, three innocent little wolves must fend off a menacing pig.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheet (CA4)
- "IDR Conference Notes" record sheet (CN1)
- "Social Skills Assessment Record" sheet (SS1)

Reproducible

- Unit 2 family letter (BLM1)

Professional Development Media

- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students make text-to-text connections.
- Students answer questions to understand key details and important ideas in a story.
- Students compare two versions of the same story.
- Students discuss the story's message.
- Students read independently.

Social Development Focus

- Students relate the value of caring to their behavior.
- Students develop the skill of explaining their thinking.

DO AHEAD

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *The Three Little Wolves and the Big Bad Pig*, with your English Language Learners before you read it to the whole class.

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA4); see page 11 of the *Assessment Resource Book*.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student. (For more information about the family letters, see "Family Letters" in the Introduction.)

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 6 lessons this week.

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Day 1 Read-aloud

Materials

- *The Three Little Wolves and the Big Bad Pig*

In this lesson, the students:

- Hear and discuss a story
- Answer questions about key details and important ideas
- Refer to the story to support their thinking
- Discuss the story's message
- Read independently for 10–15 minutes
- Reflect on how to act in a caring way

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Explain that today the students will hear you read a story aloud, and then talk in pairs and with the class about the story. Encourage the students to continue to focus on explaining their thinking clearly as they talk about the story today.

2 Introduce *The Three Little Wolves and the Big Bad Pig*

Show the cover of *The Three Little Wolves and the Big Bad Pig* and read the title and the names of the author and the illustrator aloud. Ask and briefly discuss as a class:

Q *What can you tell about this book from the title and the illustration (the picture) on the front cover?*

Q *Do you think this will be a serious book or a funny book? Why do you think so?*

> **Students might say:**
>
> "It's like *The Three Little Pigs* but in this one the pig is bad and the wolves are good."
>
> "I think it's going to be funny because everyone knows pigs aren't bad, but in this book he's a 'big bad pig' like the 'big bad wolf.'"
>
> "I think it will be funny because the wolves look kind of silly and cute, not scary."

Ask the students to keep their ideas in mind as they listen to the story.

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3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

pneumatic drill: large, heavy, mechanical tool used for drilling holes into hard materials (p. 16; refer to the illustration)

flamingo: large, pink bird (p. 24; refer to the illustration)

fragile: not strong; easily broken (p. 26)

scent: pleasant smell (p. 28)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

wheelbarrow: small cart with handles and usually one wheel, used to push small loads (p. 4; refer to the illustration)

fetched: got (p. 10)

sledgehammer: large, heavy hammer (p. 10; refer to the illustration)

concrete: strong building material made by mixing cement, sand, broken rock, and water (p. 12; refer to the illustration)

barbed wire, iron bars, armor plates, heavy metal padlocks: very strong metal materials used to build and protect buildings (p. 18; refer to the illustration on p. 19)

scorched: burned (p. 23)

Read pages 3–9. Stop after:

p. 9 ". . . but the house didn't fall down."

Ask:

Q *What has happened so far?*

Have one or two volunteers share their thinking. Then reread the last sentence on page 9 and continue reading to the next stop:

p. 23 "The three little wolves just managed to escape with their fluffy tails scorched."

Ask:

Q *What has happened in the part I just read?*

Have one or two volunteers share their thinking. Reread the sentence on page 23 and continue reading to the next stop:

p. 27 "'Then I'll huff and I'll puff and I'll blow your house down!' said the pig."

ELL Note

English Language Learners may benefit from more frequent stops and discussions during the reading, for example, after pages 14 and 18.

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Ask:

Q *What's happening? What do you think will happen next? Turn to your partner.*

When most pairs have finished talking, signal for the students' attention. Without sharing as a class, reread the last sentence on page 27 and continue reading to the end of the story.

Facilitation Tip

Reflect on your experience over the past four weeks **asking open-ended questions** and **using wait-time**. Do these techniques feel comfortable and natural to you? Do you find yourself using them throughout the school day? What effect has their repeated use had on your students' thinking and participation in discussions? Continue to use and reflect on these techniques throughout the year.

4 Discuss the Story

Ask:

Q *What surprising things happen in this story? Why is that surprising? Turn to your partner.*

When most pairs have finished discussing the questions, have one or two volunteers share their ideas with the class.

> **Students might say:**
>
> "It's surprising that the wolves decide to build a house out of flowers because that would be such an easy thing to destroy."
>
> "I was surprised that the pig and the wolves live happily ever after because they were enemies before."

Ask:

Q *What did you enjoy about this story?*

Remind the students that folktales like the story of the three little pigs often teach an important lesson about life, and that some stories teach more than one lesson. Ask and discuss as a class:

Q *What important lessons about life can we learn from this story? Why do you think so?*

> **Students might say:**
>
> "I enjoyed the fact that the pig was the bad guy instead of the wolves. That made it funny."
>
> "I think one lesson is that strength doesn't always win. Sometimes you win by being nice."
>
> "If you trust people, they might trust you back. The wolves decided to trust the pig and they became best friends."
>
> "It's nicer to be friends than to be enemies. Being enemies is scary, and being friends makes you feel good."

5 Reflect on Working Together

Remind the students that they have been working on creating a caring and safe community of readers. Ask the students to listen carefully as you reread the last few pages of *The Three Little Wolves and the Big Bad Pig*.

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Reread beginning with the last sentence on page 26 and continuing to the end of the story.

Ask:

Q *What can we learn about working with others from this part of the story? Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their thinking with the class. Then ask:

Q *What does this mean for our community of readers? Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their thinking with the class.

> **Students might say:**
>
> "We should give everyone a chance to be part of the community."
>
> "We can include everyone, even if they're different from us."

Explain that in the next lesson the students will talk about *The Three Little Wolves and the Big Bad Pig* and how that story is similar to and different from *The Three Little Pigs*.

INDIVIDUALIZED DAILY READING

6 Read Independently and Discuss the Students' Books

Have the students get their books and read silently for 10–15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with students about their reading habits, how they feel about themselves as readers, and what they are interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 12 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask the students to think about the most interesting or exciting things they read about today. Then have a few volunteers share the titles and authors of their books and the most interesting or exciting things they read with the class. Have the students return to their desks and put away their books.

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SOCIAL SKILLS ASSESSMENT NOTE

During this final week of this unit, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1). Access and print a record sheet from the CCC Learning Hub (ccclearninghub.org) or make a copy from page 144 of the *Assessment Resource Book*. Note that you will use the same record sheet to document each student's progress when you reassess social skill development in Units 6 and 10. For more information, see "Social Skills Assessment" in the Assessment Overview of the *Assessment Resource Book*.

TECHNOLOGY EXTENSION

TEKS 9.A.i
Student/Teacher Activity
Technology Extension

Explore a Genre: Folktales

Over the past two weeks the students were introduced to folktales through the stories *The Three Little Pigs* and *The Three Little Wolves and the Big Bad Pig*. Remind the students that a *folktale* is a "story that has been told and retold by storytellers since long, long ago." Folktales often begin with the words "Once upon a time," and they usually include a lesson about life. Ask:

Q *What folktales have you heard or read?*

Have the students watch or listen to the folktales you located. After each one, briefly discuss questions such as:

Q *What do you think the lesson is in this folktale?*

Q *How can this lesson help you in your own life?*

Technology Tip

There are many folktales available online as text, audiobooks, or videos. Prior to doing this activity, go online and locate one or two age-appropriate folktales. Try to choose at least one audiobook or video folktale. Search for folktales online using keywords such as "folktales for children," "folktales for kids video," or "folktales audiobook." You might bookmark any student-friendly sites you discover on classroom computers for students to visit later.

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Strategy Lesson Day 2

In this lesson, the students:

- Hear a story read aloud again
- Make text-to-text connections to enjoy and understand the story
- Compare two versions of the same story
- Refer to the story to support their thinking
- Read independently for 10–15 minutes
- Reflect on how to act in a caring way

Materials

- *The Three Little Wolves and the Big Bad Pig*
- *The Three Little Pigs* from Week 3
- *Student Response Book* pages 4–5
- "Class Assessment Record" sheet (CA4)
- "How Two Stories Are Alike and Different" chart (WA1)

1 Introduce Making Text-to-text Connections

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Review that for the past few weeks, the students have been making personal connections to the people or events in stories. Explain that readers also make connections between stories, and that this helps them enjoy and understand the stories. Remind the students that they heard *The Three Little Pigs* and another story called *The Three Little Wolves and the Big Bad Pig*. Show the cover of *The Three Little Pigs*. Ask:

TEKS 6.E.ii
Student/Teacher Narrative
Step 1

Q *What do you remember about the story* The Three Little Pigs*?*

Have a few volunteers share their thinking with the class. Show the cover of *The Three Little Wolves and the Big Bad Pig*. Explain that you will reread the story and that you want them to listen carefully for what is the same and what is different between this story and *The Three Little Pigs*.

2 Reread the Story

Reread the entire story aloud slowly and clearly, showing the illustrations.

3 Discuss Text-to-text Connections

Ask:

TEKS 6.E.ii
Student/Teacher Activity
Step 3

Q *What is the same about the two stories? Turn to your partner.*

After most pairs have finished talking, signal for the students' attention and have one or two volunteers share their thinking with the class. Then ask:

Q *What is different about the two stories? Turn to your partner.*

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After most pairs have finished talking, have one or two volunteers share their thinking with the class.

> **Students might say:**
>
> "Both stories have one big bad animal and three little animals."
>
> "In both stories, the big bad animal tries to destroy the houses and eat the little animals."
>
> "In the second story, the big bad animal is a pig instead of a wolf, and the little animals are the wolves."
>
> "In the first story, two little pigs get eaten but the third one doesn't. In the second story, none of the little wolves gets eaten and they become friends with the pig."

If necessary, point out that both stories include three little animals that build their homes out of various materials and a big bad animal who is determined to destroy their homes. Use "Think, Pair, Share" to discuss:

Q *If you were going to write a story like* The Three Little Pigs *or* The Three Little Wolves and the Big Bad Pig, *what might happen in it?* [pause] *Turn to your partner.*

> **Students might say:**
>
> "Instead of a house made out of flowers like the wolves made, maybe I would have the pigs build a house made out of stuffed animals."
>
> "Instead of writing about wolves and pigs, I could write a story about three little ants and a big bad spider."
>
> "Maybe at the end, after the animals became friends, they could help teach other animals to get along."

After a few moments, signal to bring the students' attention back to you, and have a few volunteers share their thinking with the class.

4 Compare Parts of the Stories

Have the students turn to *Student Response Book* pages 4–5, "How Two Stories Are Alike and Different." Explain that on these pages are a passage from *The Three Little Pigs* and a passage from *The Three Little Wolves and the Big Bad Pig*. Tell the students that as you read each passage aloud, you want them to follow along. Afterward, you will ask the students to underline parts of each passage that make the two stories alike and to circle parts of each passage that make the two stories different.

Read each passage aloud slowly and clearly. Then have the students underline parts of each passage that make the stories alike and circle parts that make them different. Circulate and observe the students as they mark the passages.

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CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify similarities and differences between the two stories?

Record your observations on the "Class Assessment Record" sheet (CA4); see page 11 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to identify similarities and differences between the two stories, proceed with Independent Strategy Practice on Day 3.
- If ***about half of the students*** are able to identify similarities and differences between the two stories, proceed with Day 3 and plan to check in with students who are not making connections during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:
  - **Q** *What other stories have you read or heard about [someone who's brave]?*
  - **Q** *What other stories about [animals] have you read or heard?*
- If ***only a few students*** are making connections between the two stories, you might give the class additional instruction by repeating Days 1 and 2 of last week and this week using a pair of alternative books before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

When the students have finished marking the passages, have partners share and discuss what they underlined and what they circled. Display the "How Two Stories Are Alike and Different" chart (WA1). Have a few volunteers share what they marked and discuss how the parts they marked are alike or different. Use the students' ideas to mark parts on the chart that are alike or different. For example, you might underline the part in each passage where the animal knocks on the door and circle the references to the "lean and hungry wolf" and the "big bad pig."

Remind the students that when they think about how two stories are alike and different, they are doing something that good readers do—making connections between stories.

5 Reflect on Class Discussions

Facilitate a brief discussion about how partners worked together and explained their thinking. Ask questions such as:

- **Q** *What are we doing to work well together during our class discussions?*
- **Q** *What problems are we having during class discussions? What can we do to work on those problems?*

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Explain that in the next lesson the students will think about making personal connections with stories they read independently.

INDIVIDUALIZED DAILY READING

6 Read Independently and Make Text-to-text Connections

Remind the students that good readers make connections between what they are reading now and other stories they have read before. Encourage them to notice connections between what they read today and other books they are familiar with. Explain that at the end of IDR, you will ask them to talk about the connections they made. Have the students get their books and read silently for 10–15 minutes. After the students have settled into their reading, confer with individual students.

Teacher Note

In Unit 3, you will begin conferring with the students about the books they will be reading during IDR. If you have not met with all of your students to discuss the questions in this unit's "IDR Conference Notes" record sheet, you may want to do so before beginning the next unit.

IDR CONFERENCE NOTE

Continue to confer individually with students about their reading habits, how they feel about themselves as readers, and what they are interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 13 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask the students to think about connections between the books they are reading and other books they have read or heard. Then have a few volunteers share with the class. Each should tell the title and author of his book, what the book is about, and the connections he made. If the students have difficulty making connections between books, invite them to share their opinions of their books. Have the students return to their desks and put away their books.

Teacher Note

Before moving on to Unit 3, you might review the students' responses to the questions on the "IDR Conference Notes" record sheet (CN1) to identify patterns across the members of the class, as well as individual responses that stand out to you. After analyzing the students' responses, you might facilitate a class discussion about what you learned about them as readers and how you plan to build their love of reading over the course of the year. For ideas on how to facilitate this discussion, see the extension "Discuss the Students' Reading Goals and Interests" on the next page.

EXTENSIONS

Compare Multiple Versions of a Familiar Tale

Read aloud two or more versions of another familiar folktale or fable, and have the students discuss similarities and differences between each version and the important lessons in the stories.

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For example, you might use a few of the many versions of the Cinderella tale. Retellings that stay true to the classic 1697 rendering by Charles Perrault include those by Barbara McClintock, Marcia Brown, Barbara Karlin (illustrated by James Marshall), and Amy Ehrlich (illustrated by Susan Jeffers). More unconventional treatments include *Cinder Edna* by Ellen Jackson (illustrated by Kevin O'Malley), *Cindy Ellen: A Wild Western Cinderella* by Susan Lowell (illustrated by Jane Manning), and *Seriously, Cinderella Is SO Annoying! The Story of Cinderella as Told by the Wicked Stepmother* by Trisha Speed Shaskan (illustrated by Gerald Guerlais). There are also many wonderful non-Western versions of the folktale, such as *The Rough-Face Girl* by Rafe Martin (illustrated by David Shannon), *Yeh-Shen: A Cinderella Story from China* by Ai-Ling Louie (illustrated by Ed Young), *Cendrillon: A Caribbean Cinderella* by Robert D. San Souci (illustrated by Brian Pinkney), and *The Persian Cinderella* by Shirley Climo (illustrated by Robert Florczak).

Alternatively, you might use several retellings of the classic fable attributed to Aesop, "The Tortoise and the Hare." Authors Jerry Pinkney, Saviour Pirotta, and Michael Hague have all published their own collections of Aesop's fables, each of which includes this story. See also *The Tortoise and the Hare* by Janet Stevens and the same title by Roberto Piumini (illustrated by Barbara Nascimbeni).

Discuss the Students' Reading Goals and Interests

Remind the students that during IDR conferences over the past few days you asked each student questions about his or her ideas and feelings about reading. Tell the students that you learned a lot about the kinds of books the class is interested in reading, as well as how each student wants to grow as a reader.

> **You might say:**
>
> "Many of you said you are interested in reading nonfiction about animals this year. We'll read some nonfiction books about animals, including books about insects and spiders. Some of you said you'd like to read fictional (make-believe) stories, including fairy tales. I also learned that some students are eager to read poetry this year."

Explain that you will use this information to make sure everyone has fun reading this year. Ask and briefly discuss:

Q *What are you excited to read about this year?*

Q *How do you want to grow as a reader this year?*

> **Students might say:**
>
> "I'm excited to read books about sports this year."
>
> "I want to read all the Junie B. Jones books."
>
> "I want to be able to read longer books."

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Technology Tip

Prior to doing this activity, locate a few age-appropriate online sources that provide information about Helen Oxenbury (you might look for interviews, examples of her illustrations, or biographies). Search for information using the keywords "Helen Oxenbury."

For more information about using web-based resources, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

TECHNOLOGY EXTENSION

Meet the Illustrator: Helen Oxenbury

Invite the students to learn more about Helen Oxenbury, the illustrator of *The Three Little Wolves and the Big Bad Pig*. Show the cover of the book and tell the students that Helen Oxenbury, the illustrator of *The Three Little Wolves and the Big Bad Pig*, has illustrated many popular books including *We're Going on a Bear Hunt*, *Farmer Duck*, and *Big Momma Makes the World*. Tell the students that when Helen Oxenbury was a child, she was often sick and had to stay home from school. To keep herself busy, she drew a lot. Ask:

Q *What else would you like to know about Helen Oxenbury?*

Have a few volunteers share their thinking. As the students respond, record their ideas where everyone can see them. Display the online sources you located that contain information about Helen Oxenbury, and read aloud the sections you have identified. Ask:

Q *What is something you learned about Helen Oxenbury?*

Encourage interested students to check out other books illustrated by Helen Oxenbury from the classroom, school, or public library.

Day 3 Independent Strategy Practice

Materials

- Small self-stick notes for each student
- "Reading Comprehension Strategies" chart
- A variety of fiction and narrative nonfiction texts for independent reading
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Read independently
- Make text-to-text connections
- Refer to the stories to support their thinking
- Reflect on how to act in a caring way

1 Review Making Text-to-text Connections

Have the students gather with partners sitting together, facing you. Remind the students that yesterday they made connections between *The Three Little Pigs* and *The Three Little Wolves and the Big Bad Pig*. Ask and briefly discuss as a class:

Q *How does making connections between stories help you understand and enjoy what you read? Turn to your partner.*

Signal for the students' attention and have a few volunteers share their thinking with the class.

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Students might say:

"When I think about how a story is like or different from another story, I notice things about the story that I hadn't paid attention to before."

"I like seeing the same thing in two different stories, like the three little pigs and the three little wolves. It makes me curious to see if I can find that thing in more stories."

"It's like a game, seeing how different stories match up and how they're different."

Explain that today they will continue to look for connections between stories as they read independently.

2 Read Independently and Make Text-to-text Connections

Make sure each student has a story at his or her appropriate reading level, and distribute several self-stick notes to each student. Explain that as the students read, they should use the notes to mark places in their stories where characters or events remind them of things they have heard or read in other stories. Later they will explain their connections in pairs. Remind the students that they may not make connections with every story.

Have the students sit next to their partners and read silently for 10–15 minutes. Signal to let the students know when it is time to stop reading.

3 Discuss Text-to-text Connections



Have partners share what they marked and the connections they made. After a few minutes, ask a few volunteers to share their connections with the class. Ask each volunteer to say the title of the book he is reading. Then ask the student:

Q *What is happening in the part of the story you just read?*

Q *What connection did you make between a character or event in the story and a character or event in another story?*

Encourage other class members to ask the student questions by asking:

Q *What questions do you want to ask [Julio] about what he shared?*

Refer to the "Reading Comprehension Strategies" chart and write *making connections between stories* on the chart. Explain that this is a strategy that readers use to make sense of what they read. Tell the students that they will continue making connections between the books they read in order to better understand and enjoy what they read. Explain that they will not always need to mark the places in their books where they make connections to other books, but they will always be expected to think about making connections as they read.

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Reading Comprehension Strategies

- making personal connections
- making connections between stories

4 Reflect on Partner Work and Community

Facilitate a brief discussion about how the students interacted and how they helped to create a caring and safe community of readers. Ask questions such as:

Q *Think about how you and your partner worked together for the last four weeks. What were some things that worked well for you and your partner during partner talks?*

Q *What did you do to help your classmates feel comfortable sharing their ideas?*

> **Students might say:**
>
> "I listened and didn't talk when other people were talking."
>
> "When someone shared something embarrassing, I didn't laugh or make fun of him."

Ask the students to return to their desks, and have any student who finished a book today record it in her reading log.

Vocabulary Note

Next week you will revisit *The Three Little Wolves and the Big Bad Pig* to teach the Week 7 vocabulary lessons.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 2. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

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Unit 3

Visualizing

EXPOSITORY NONFICTION, POETRY, AND FICTION

During this unit, the students visualize to make sense of various types of text. As they visualize, they informally use schema and make inferences. They also explore how alliteration and regular beats supply rhythm and meaning in poems. During IDR the students practice visualizing and self-monitoring their reading comprehension, write in their reading journals, and begin to confer with the teacher individually about their use of comprehension strategies. Socially, they analyze the effect of their behavior on others and on the group work, and they act in fair and caring ways. They also develop the skills of taking turns talking and listening and helping one another share.



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Unit 3 Visualizing

RESOURCES

Read-alouds

- *A Tree Is Nice*
- "My Baby Brother"
- "Bees, Bothered by Bold Bears, Behave Badly"
- "Raccoon"
- *POP! A Book About Bubbles*
- *The Paperboy*

Writing About Reading Activities

- "Write About Drawings of 'My Baby Brother'"
- "Write About Mental Images of *POP! A Book About Bubbles*"

IDR Mini-lesson

- Mini-lesson 2, "Introducing IDR Conferences"

Technology Extensions

- "Use a Class Blog to Communicate About *Making Meaning* Texts"
- "Meet the Author and Illustrator: Dav Pilkey"

Extensions

- "Read the Rest of *A Tree Is Nice* and Visualize"
- "Explore Rhyming Words in 'My Baby Brother'"
- "Explore Alliteration in Other Poems"
- "Explore Rhythm in Other Poems"
- "Read Aloud and Discuss Poems About Bubbles"
- "Stroll with *The Paperboy*"
- "Show Illustrations and Retell *The Paperboy*"
- "Think About Alternative Endings"
- "Make a Class Book"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA6

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA4)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)
- "Individual Comprehension Assessment Student Record" sheet (SR2)
- "Individual Comprehension Assessment Class Record" sheet (CR2)

Reproducibles

- "Drawing and Writing Page" (BLM1)
- Unit 3 family letter (BLM2)
- (Optional) "My Baby Brother" (BLM3)
- (Optional) "Excerpt from *POP! A Book About Bubbles*" (BLM4)

Professional Development Media

- "Asking Questions Once and Using Wait-time" (AV25)
- "Using the Individual Comprehension Assessment" (AV31)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)
- "Using Blogs in the Classroom" tutorial (AV45)

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RESOURCES *(continued)*

Assessment Resource Book

- Unit 3 assessments

Student Response Book

- "How I Pictured 'My Baby Brother'"
- "How I Pictured 'Raccoon'"
- "How I Pictured *The Paperboy*"
- Reading Journal

Vocabulary Teaching Guide

- Week 7 (*The Three Little Wolves and the Big Bad Pig*)
- Week 8 (*A Tree Is Nice*)
- Week 9 ("Bees, Bothered by Bold Bears, Behave Badly"; "Raccoon")
- Week 10 (*POP! A Book About Bubbles*)

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Unit 3 Visualizing

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

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GRADE 2 OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Read-aloud:** *A Tree Is Nice* **Focus:** ▪ Hearing and discussing an expository nonfiction book ▪ Visualizing to make sense of the book	**Read-aloud/Strategy Lesson:** "My Baby Brother" **Focus:** ▪ Hearing and discussing a poem ▪ Visualizing a character in the poem ▪ Drawing mental images of the character	**Guided Strategy Practice:** "My Baby Brother" **Focus:** ▪ Hearing a poem again to build comprehension ▪ Visualizing a character in the poem ▪ Connecting mental images to the poem
Week 2	**Read-aloud:** "Bees, Bothered by Bold Bears, Behave Badly" **Focus:** ▪ Hearing and discussing a poem ▪ Visualizing characters in the poem ▪ Connecting mental images to the poem ▪ Exploring alliteration in the poem	**Read-aloud/Strategy Lesson:** "Raccoon" **Focus:** ▪ Hearing and discussing a poem ▪ Visualizing a character in the poem ▪ Connecting mental images to the poem ▪ Drawing mental images	**Guided Strategy Practice:** "Raccoon" **Focus:** ▪ Hearing a poem again to build comprehension ▪ Visualizing a character in the poem ▪ Connecting mental images to the poem ▪ Exploring rhythm in the poem
Week 3	**Read-aloud:** *POP! A Book About Bubbles* **Focus:** ▪ Hearing and discussing an expository nonfiction book ▪ Visualizing to make sense of the book ▪ Connecting mental images to the book	**Guided Strategy Practice:** *POP! A Book About Bubbles* **Focus:** ▪ Hearing parts of an expository nonfiction book again to build comprehension ▪ Visualizing to make sense of the book ▪ Connecting mental images to the book	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Visualizing to make sense of a text ▪ Connecting mental images to the text ▪ Learning how to use a reading journal
Week 4	**Read-aloud:** *The Paperboy* **Focus:** ▪ Hearing and discussing a story ▪ Visualizing a character in the story ▪ Connecting mental images to the story	**Guided Strategy Practice:** *The Paperboy* **Focus:** ▪ Hearing a story again to build comprehension ▪ Visualizing to make sense of the story ▪ Drawing and writing about mental images ▪ Connecting mental images to the story	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Visualizing to make sense of a story ▪ Connecting mental images to the story

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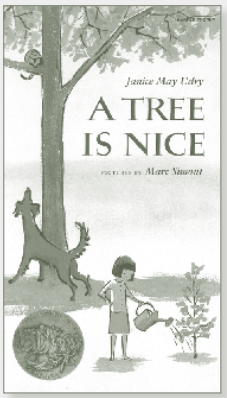
Week 1 OVERVIEW



A Tree Is Nice

by Janice May Udry, illustrated by Marc Simont

This book encourages readers to think about the many ways to enjoy and appreciate trees.

Poem

"My Baby Brother"

by Mary Ann Hoberman (see page 114)

An adoring older sibling sings the praises of a beloved baby brother in this poem.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)

Reproducible

- (Optional) "My Baby Brother" (BLM3)

Professional Development Media

- "Asking Questions Once and Using Wait-time" (AV25)

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Comprehension Focus

- Students visualize to make sense of text.
- Students informally use schema and inference as they visualize.
- Students read independently.

Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Consider previewing this unit's read-aloud selections with your English Language Learners before you read them to the whole class. You might read them aloud while showing and discussing the illustrations, or you might have the students flip through them on their own. You might read each poem once without stopping and then reread it, stopping frequently to discuss it and to check for understanding. In addition, you might show the students realia (objects) or pictures of creatures mentioned in the poems (such as a raccoon or a bear) to support their comprehension.

✓ Make available texts at a variety of levels so that the students can practice visualizing during IDR and Independent Strategy Practice throughout the unit.

✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit.

✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 21 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 2, review some of the poems and chants the students have learned this year. If your students have not heard much poetry this year, consider taking time to immerse them in poetry before you proceed with this unit. You might have the students act out the poems and move and clap to the rhythms as you read them aloud.
- ✓ Prior to Day 2, practice reading aloud the poem "My Baby Brother" so that you can read it aloud smoothly and with the proper rhythm.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1); see page 14 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 7 lessons this week.

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Read-aloud Day 1

In this lesson, the students:

- Begin working with new partners
- Hear and discuss an expository nonfiction book
- Visualize to make sense of the book
- Read independently for 15–20 minutes
- Act in fair and caring ways

ABOUT VISUALIZING

Readers create unique mental images from texts based on their own *schema*, or background knowledge and experiences, and inferences they make from descriptive language. Visualizing enhances readers' understanding and enjoyment of both narrative and expository texts. While some young readers do it naturally, others benefit from instruction about visualizing. All of the students benefit from reflecting on the fact that they are visualizing. In this unit, the students visualize as they listen to read-alouds and read independently. (For more information, see "The Grade 2 Comprehension Strategies" in the Introduction.)

1 Get Ready to Work with New Partners

Randomly assign partners and make sure they know each other's names. Gather the students with partners sitting together, facing you. Explain that for the next four weeks, each student will work with the same partner. Explain that one way partners can be fair and caring to each other is to make sure they both have a chance to share. Ask:

Q *What will you do today to make sure that both you and your partner have a turn to talk?*

Have a few students share their ideas with the class. Tell the students that as they work in pairs in the coming days, they will focus on finding ways to help each other and on making sure that both partners have a turn to talk.

2 Introduce *A Tree Is Nice* and Visualizing

Without showing the cover of the book, explain that today's read-aloud is *A Tree Is Nice*, written by Janice May Udry and illustrated by Marc Simont. It is a book about many ways to enjoy trees. Ask the

Materials

- *A Tree Is Nice* (pages 3–18)
- *Assessment Resource Book* page 18
- Class set of "IDR Conference Notes" record sheets (CN1)

Teacher Note

If you are teaching other programs from Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the *Making Meaning* lessons.

TEKS 6.D.i
Student/Teacher Narrative
Step 2

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students to close their eyes and picture trees they have seen. Encourage their thinking with prompts such as:

- *Think about the size and shape of the tree.*
- *Think about the color of the tree and its leaves.*
- *Think about the location of the tree.*

After a few moments, ask the students to open their eyes and talk with their partners about the trees they pictured. Tell the students to listen carefully to their partners because they will share their partners' mental images with the class.

After the students share their mental images in pairs, ask:

Q *What kind of tree did your partner see?*

Have a few volunteers share their partners' mental images with the class.

Explain that you will read part of *A Tree Is Nice* aloud without showing the illustrations. Explain that hearing the book without seeing the illustrations will help them make images in their minds from the words. Making mental images helps them be better readers. Explain that you will read each section twice before asking the students to describe their mental images.

Teacher Note

If necessary, explain that a *mental image* is a picture in your mind.

Teacher Note

As you read *A Tree Is Nice*, the students will practice visualizing and making connections between their mental images and the text. In this lesson, you will read only the first parts of the book (pages 3–18). For more visualizing practice using *A Tree Is Nice*, see the extension "Read the Rest of *A Tree Is Nice* and Visualize" on page 106.

Teacher Note

The pages of *A Tree Is Nice* are unnumbered. For easy reference, pencil in page numbers beginning with the number 1 on the right-hand title page that includes the author's name. (Page 3 begins "Trees are very nice.") This system is used throughout the program for all read-alouds with unnumbered pages.

3 Read Aloud and Visualize

Read pages 3–18 using the procedure described on the next page. Clarify vocabulary as you read.

TEKS 6.D.i
Student/Teacher Activity
Step 3

Suggested Vocabulary

trunk: main part of a tree (p. 13; refer to the illustration on p. 12)
limbs: large branches (p. 13; refer to the illustration)
play pirate ship: pretend we are pirates on a ship (p. 13)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

bonfire: large outdoor fire (p. 11)
hoe: tool for loosening and breaking up earth (p. 18; refer to the illustration on p. 19)

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Have the students close their eyes and create images in their minds as you read pages 3–8 aloud twice.

Read slowly and clearly, pausing between the readings. Stop after:

p. 8 "The leaves whisper in the breeze all summer long."

Use "Think, Pair, Share" to discuss:

Q *What did you see in your mind? What sounds did you imagine?* [pause] *Turn to your partner.*

Signal for the students' attention and have a few volunteers share their mental images with the class. As the students share, ask which words or phrases helped them create their images. Reread the last sentence before the stopping point, and then continue reading to the next stopping point. Follow the same procedure after:

p. 11 "Then we pile them up with our rakes and have a bonfire."

p. 15 "If it is an apple tree we can climb it to pick the apples."

p. 18 "It is a good place to lean your hoe while you rest."

4 Discuss the Reading

Facilitate a brief discussion by asking:

Q *What did you hear about trees in today's reading?*

Q *What are some of the ways you can enjoy a tree?*

5 Reflect on Taking Turns

Remind the students that earlier they talked about ways to make sure each partner had a chance to talk. Ask:

Q *What did you and your partner do today to make sure you both had a chance to share? What might you do differently when you work together again?*

> **Students might say:**
>
> "When my partner talked, I just listened. Then we switched."
>
> "One time I could talk first, and the next time she could talk first."

Tell the students that they will continue to practice taking turns and talking about their mental images in the coming days.

Teacher Note

The purpose of rereading the text is to help the students focus on the words or phrases that trigger their mental images. Talking about their mental images helps partners identify these words or phrases. The students also come to realize that each person's visual image is unique.

Facilitation Tip

During this unit, we invite you to practice **asking questions once** and then **using wait-time**. This means not repeating the question or asking it again in a different way; it means just asking the question once, and then using wait-time to give the students time to think before calling on anyone to respond. If the students are confused by a question or need to hear it again, encourage them to ask you to repeat or rephrase the question. This builds student responsibility for focusing on the discussion and helps the students develop the habit of listening the first time. To see this Facilitation Tip in action, view "Asking Questions Once and Using Wait-time" (AV25).

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INDIVIDUALIZED DAILY READING

6 Read Independently/Introduce Conferring About Books

Remind the students that you have been conferring, or talking with them one-on-one, about their reading lives during IDR. Explain that starting this week, IDR conferences will focus on the books they are reading. Explain that by conferring with them about their reading, you can learn about their strengths as readers and talk with them about how they can become even stronger readers. Remind the students that when you are conferring with individual students, it is important that the rest of the class read silently.

Have the students get their books and read silently for 15–20 minutes. Ask them to think as they read about what in their reading reminds them of their own lives, and explain that you will ask them about this at the end of IDR. After the students have settled into their reading, confer with individual students.

After the students have settled into their reading, select a student and have her bring a book she can read to the conference.

IDR CONFERENCE NOTE

Over the next three weeks, confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 18) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 21 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have one or two volunteers share with the class the titles of their books, the authors' names, what the books are about, and what in their reading reminds them of their own lives. Have the students return to their desks and put away their books.

ELL Note

Help your English Language Learners choose books at their appropriate reading levels. Providing a limited number of teacher-selected books will help them make good choices.

Teacher Note

Base the length of time the students are reading independently on their attention and engagement. Gradually add time, as your students are ready. The goal is for them to read independently for up to 20 minutes by Unit 4.

Teacher Note

For additional support, you might teach IDR Mini-lesson 2, "Introducing IDR Conferences" (found in Appendix A).

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

EXTENSION

Read the Rest of *A Tree Is Nice* and Visualize

Reread pages 3–18 of *A Tree Is Nice* and then continue reading the rest of the book. Stop once or twice during the second half of the read-aloud to have the students visualize the text and have partners share their mental images with each other before you show the illustrations and continue to read.

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Read-aloud/Strategy Lesson

Day 2

In this lesson, the students:

- Hear and discuss a poem
- Visualize a character in the poem
- Draw mental pictures of the character
- Read independently for 15–20 minutes
- Act in fair and caring ways
- Take turns talking and listening

Materials

- "My Baby Brother" (see page 114)
- *Student Response Book* page 6
- Crayons and markers
- "Reading Comprehension Strategies" chart and a marker

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Remind the students that they listened to parts of *A Tree Is Nice* and made mental images of the words. Explain that today you will read a poem aloud, and they will talk with their partners again about their mental images. Remind them to treat each other in a fair and caring way by taking turns.

2 Introduce "My Baby Brother"

Tell the students that you will read aloud a poem called "My Baby Brother" by Mary Ann Hoberman. Ask and briefly discuss:

Q *What do you think you know about poems?*

> **Students might say:**
>
> "They have lots of short lines."
>
> "Sometimes they rhyme."
>
> "A poem doesn't take up the whole page, like a story."
>
> "I think a poem gives you a picture in your head."

3 Read Aloud and Visualize the Baby

Tell the students that you will read the poem aloud twice. Ask them to close their eyes and each make a mental image of the baby brother as they listen. Read "My Baby Brother" on page 114 (including the title) aloud twice, slowly and clearly, pausing between the readings. Clarify vocabulary during the first reading.

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Suggested Vocabulary

velvet: smooth and soft

dimple: small hollow in a person's cheek or chin

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

perfect: just right; the very best

tiny: very small

Explain that the students will talk with their partners about their mental images. Tell the students to listen carefully to their partners because they will share their partners' mental images with the class. Use "Think, Pair, Share" to discuss:

Q *How do you picture the baby brother?* [pause] *Turn to your partner.*

Have a few volunteers share their mental images with the class. As the students share, ask which words or phrases helped them create their images.

4 Draw Mental Pictures of the Baby

After partners have had a chance to talk, tell them that they will use crayons or markers to draw their mental pictures of the baby brother. Have the students turn to *Student Response Book* page 6, "How I Pictured 'My Baby Brother.'" Ask them to think quietly about their mental image first and then draw it.

As the students draw their pictures, circulate among them. Reread the poem to individual students as needed. If the students have difficulty drawing, you might model by doing a brief sketch where everyone can see it, using the ideas of a few volunteers. The students can use your model to help them get started and then continue adding their own details. Point out that their mental images are more important than their drawings. They should try to capture on paper what they see in their minds.

Give the students a few minutes to complete their drawings, letting them know when they have about two minutes left. Explain that the students will share their drawings in the next lesson.

5 Reflect on Visualizing

Refer to the "Reading Comprehension Strategies" chart, and explain that during the last two lessons the students visualized the words they heard, or created images in their minds of the words. Explain that this

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is a strategy that readers use to make sense of a story or poem. Write *visualizing* on the chart and point out that this is another strategy the students will use this year during their reading.

Reading Comprehension Strategies

- making personal connections
- making connections between stories
- visualizing

INDIVIDUALIZED DAILY READING

6 Read Independently and Make Text-to-self Connections

Tell the students that today you will continue to confer with individual students about the books they are reading during IDR. Encourage the students to think about what in their reading reminds them of their own lives. Have the students get their books and read silently for 15–20 minutes. After the students have settled into their reading, confer with individual students.

Teacher Note

Periodically remind the students to use questions on the "Thinking About My Reading" chart to practice monitoring their own comprehension as they read, and to select different books if they decide the ones they are reading are not just right.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 18) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 21 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Then have the students talk in pairs. Have each student share with a partner the title of his story and the author's name, and what in his reading reminds him of his own life. Have the students return to their desks and put away their books.

Teacher Note

During IDR, it is not necessary for the students to talk with their regular partners. They may talk with any classmates who are sitting nearby.

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Day 3 Guided Strategy Practice

Materials

- "My Baby Brother" (see page 114)
- Completed *Student Response Book* page 6
- "Class Assessment Record" sheet (CA1)
- "My Baby Brother" chart (WA1)

In this lesson, the students:

- Hear a poem read aloud again
- Visualize a character in the poem
- Connect mental images to the poem
- Read independently for 15–20 minutes
- Act in fair and caring ways
- Take turns listening and talking

1 Reread "My Baby Brother" and Review Drawings

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Explain that today the students will hear "My Baby Brother" again and have a chance to share and discuss the drawings they made. Ask them to turn to their drawings on *Student Response Book* page 6. Tell them that as you reread the poem, you would like them to listen for words or phrases that helped them with their drawings. Reread "My Baby Brother" on page 114 aloud slowly and clearly.

Teacher Note

As the students share, look for examples of partners taking turns and acting in caring ways. Be ready to share your observations later in the lesson.

2 Share and Discuss Drawings and Words

Have partners share their drawings with each other and explain which words and phrases in the poem helped them draw their pictures. Circulate and listen as partners talk.

CLASS ASSESSMENT NOTE

Ask yourself:

- Did the students draw mental pictures of the poem?
- Are the students able to identify words and phrases in the poem that helped them draw their pictures?

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CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the "Class Assessment Record" sheet (CA1); see page 14 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** drew mental pictures of the poem, proceed with the lesson.
- If ***about half of the students*** or ***only a few students*** drew mental pictures of the poem, you might give the class additional instruction by repeating this week's instruction using alternative poems before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

When partners have had a chance to share, display the "My Baby Brother" chart (WA1). Ask and discuss as a class:

Q *Which words or phrases from the poem helped you draw your picture?*

Q *What did you include in your picture that is not mentioned in the poem? What made you decide to add that to your picture?*

3 Reflect on Being Caring and Taking Turns

Have the students briefly discuss how they were helpful during their partner work. Ask questions such as:

Q *What did you and your partner do to help each other?*

Q *If your partner has trouble sharing, what are some things you can do to help?*

Briefly share your observations of partners taking turns and behaving in a caring, helpful way, and remind the students that it is important for everyone to feel respected in the reading community. Encourage them to continue to work on this in the coming days.

Teacher Note

This is an opportunity to connect the students' mental images with their background knowledge. Point out that what they already know about babies helps them get a mental image of the baby brother (for example, "Joey says that he thought of his baby cousin when he drew his picture").

INDIVIDUALIZED DAILY READING

4 Read Independently and Make Text-to-self Connections

Remind the students that you will continue to confer with individual students about the books they are reading during IDR. Encourage the students to think about what in their reading reminds them of their own lives. Have the students get their books and read silently for 15–20 minutes. After the students have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 18) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 21 of the *Assessment Resource Book*.

Teacher Note

During IDR, it is not necessary for the students to talk with their regular partners. They may talk with any classmates who are sitting nearby.

Signal to let the students know when it is time to stop reading. Then have the students talk in pairs. Have each student share with a partner the title of his story and the author's name, and what in his reading reminds him of his own life. Have the students return to their desks and put away their books.

WRITING ABOUT READING

Write About Drawings of "My Baby Brother"

Materials

- "My Baby Brother" (see page 114)
- Copy of "My Baby Brother" (BLM3) for each student
- Completed *Student Response Book* page 6

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "My Baby Brother" (BLM3). Make enough copies for each student to have one, and set aside a copy for yourself.

Also prepare a drawing of "My Baby Brother" that you can use when you model writing about a mental image.

Writing About Reading activities provide the students with opportunities to write about texts they discuss in the *Making Meaning* program. The activities are optional and can be done at the end of the lesson or at another time. For more information, see "Extending the Instruction" in the Introduction.

Remind the students that earlier they heard the poem "My Baby Brother," and then they drew pictures of the words in the poem and shared their pictures with their partners. Have the students turn to *Student Response Book* page 6. Explain that you will reread "My Baby Brother." As you read, the students will look at their drawings and think about the words in the poem that helped them draw their pictures.

Reread "My Baby Brother" aloud slowly and clearly. Ask the students to think again about these questions they discussed earlier:

Q *What words or phrases from the poem helped you draw your picture?*

Q *What did you include in your picture that is not mentioned in the poem? What made you decide to add that to your picture?*

Have one or two volunteers share their thinking. Tell the students that you are going to have them write about their pictures and the words from the poem that helped them visualize. Post your picture of "My Baby Brother" where everyone can see it. Ask the students to watch as you think aloud and model writing about your picture.

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You might say:

"I'll describe what I drew and which parts of the poem helped me draw my picture. I'll write: *I drew a baby lying in a crib. I made his skin brown because the poem says 'His skin is soft and velvet brown.'* I gave him black curls because the poem says 'His hair is black and curled up tight.' I show him laughing because the last line of the poem is 'And when he laughs, his dimple shows.' There are also some things in my drawing that aren't described in the poem. I want to explain why I included those things. I'll write: *The poem doesn't say where the baby is, but I drew him in a crib reaching up to touch a hanging toy because I wanted to show that he is safe and enjoying himself. I imagined him in red pajamas, so that's how I drew him.*"

Distribute copies of "My Baby Brother." Explain that the students can reread the words as they write about their pictures. Have the students write about their mental images and which parts of the poem helped them draw their pictures. If time permits, ask a few volunteers to share their writing with the class.

EXTENSION

Explore Rhyming Words in "My Baby Brother"

Tell the students that you are going to talk with them about one of the interesting ways that poets use words. Distribute a copy of "My Baby Brother" (BLM3) to each student, and ask the students to follow along as you read it aloud. Read the entire first stanza aloud, slowly and clearly. Ask:

Q *What do you notice about the words* tiny *and* shiny*? How are they alike?*

If necessary, explain that two or more words that end with the same sounds are called *rhyming words*. Explain that you are going to read a little more of the poem and that you would like them to listen for words that rhyme. Read the first two lines of the second stanza, emphasizing the words *tight* and *white*. Ask:

Q *What rhyming words did you notice in the lines I just read?*

Repeat this process with the last two lines of the second stanza.

Explain that many poems use rhyming and that rhyming is one way that poets make a poem interesting and fun to hear and read. Facilitate a discussion about other poems, chants, or songs with rhymes the students know or have heard.

Ask the students if they can think of other pairs of words that rhyme. Have a few volunteers share some rhyming words with the class.

TEKS 9.B.ii
Student/Teacher Activity
Extension

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "My Baby Brother" (BLM3). Make enough copies for each student to have one, and set aside a copy for yourself.

ELL Note

You might have your English Language Learners work together to generate a list of rhyming words. Have them write their list on a sheet of chart paper and share it with the whole class. Have them ask the class what rhyming words they can add to the list. Help the students write their words on the list. Keep the list posted and add to it periodically.

Vocabulary Note

Next week you will revisit *A Tree Is Nice* to teach the Week 8 vocabulary lessons.

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Poem

My Baby Brother

by Mary Ann Hoberman

My baby brother's beautiful,
So perfect and so tiny.
His skin is soft and velvet brown;
His eyes are dark and shiny.

His hair is black and curled up tight;
His two new teeth are sharp and white.
I like it when he chews his toes;
And when he laughs, his dimple shows.

"My Baby Brother" from *Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems* by Mary Ann Hoberman, illustrated by Marylin Hafner. Text copyright © 1991 by Mary Ann Hoberman. By permission of Little, Brown and Company. All rights reserved.

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Week 2 OVERVIEW

Poems

"Bees, Bothered by Bold Bears, Behave Badly"

by Walter R. Brooks (see page 128)

This alliteration-rich poem paints a vivid picture of a tussle between a bear and some bees.

"Raccoon"

by Mary Ann Hoberman (see page 129)

Strong rhythm helps convey the drama of a nocturnal encounter with a hungry—and very messy—raccoon.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA2–WA3

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Using Blogs in the Classroom" tutorial (AV45)

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Comprehension Focus

- Students visualize to make sense of text.
- Students informally use schema and inference as they visualize.
- Students explore how alliteration and regular beats supply rhythm and meaning in poems.
- Students read independently.

Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Prior to Day 1, practice reading aloud this week's read-aloud selections, the poems "Bees, Bothered by Bold Bears, Behave Badly" and "Raccoon," so that you can read them aloud smoothly and with the proper rhythm.

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA2); see page 15 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 8 lessons this week.

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Day 1 Read-aloud

Materials

- "Bees, Bothered by Bold Bears, Behave Badly" (see page 128)
- "Bees, Bothered by Bold Bears, Behave Badly" chart (WA2)

In this lesson, the students:

- Hear and discuss a poem
- Visualize characters in the poem
- Connect mental images to the poem
- Explore alliteration in the poem
- Read independently for 15–20 minutes

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Review that last week they heard the book *A Tree Is Nice* and the poem "My Baby Brother" and visualized the words they heard, or created images in their minds about the words. Explain that today they will hear another poem, think about it, and talk with their partners about how they picture what is happening in the poem. Facilitate a brief discussion about how they will make sure each partner has a turn to talk. Tell them that you will check in with them at the end of the lesson to see how they did.

2 Introduce "Bees, Bothered by Bold Bears, Behave Badly"

Tell the students that the poem you will read is titled "Bees, Bothered by Bold Bears, Behave Badly." Explain that you will read the poem aloud twice. Ask them to close their eyes and each make a mental image of the words they hear.

Teacher Note

Reading the poem twice gives the students a chance to engage with it and create their visual images.

3 Read Aloud and Visualize the Bear and the Bees

Read "Bees, Bothered by Bold Bears, Behave Badly" on page 128 (including the title) aloud twice, slowly and clearly, pausing between the readings. Clarify vocabulary during the first reading.

Suggested Vocabulary

lair: place where an animal sleeps
slithers: moves like a snake
squalling: yelling
horrid: awful

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

burglar: someone who takes something that is not his

stings: sharp parts of bees that can put poison into another animal's body

beat the alarm: tell others that something scary may happen

bawling: crying loudly

Use "Think, Pair, Share" to discuss:

Q *How do you picture the bear? The bees?* [pause] *Turn to your partner.*

Have a few volunteers share their mental images with the class. As the students share, ask which words or phrases helped them create their images.

In the same way, discuss:

Q *What sounds did you imagine?* [pause] *Turn to your partner.*

4 Discuss the Poem and Explore Alliteration

Ask and briefly discuss:

Q *What happens in this poem?*

> **Students might say:**
>
> "A bear climbs a tree where bees live and they chase him."
>
> "The bees sting the bear and he yells 'Ouch! Ouch! Ouch!'"
>
> "The bear gets away as fast as he can. He says he doesn't want the honey."

Display the "Bees, Bothered by Bold Bears, Behave Badly" chart (WA2). Read the title aloud and have the students read the title after you. Ask:

Q *What do you notice about the words in this title?*

If necessary, point out that the words in the title all begin with the same letter, *b*, so all the words have the same sound at the beginning. Then ask:

Q *Why do you think the poet chose to begin each word with the same sound?*

Explain that poets sometimes repeat the beginning sounds of words to make a poem more interesting and fun to read and hear.

Facilitation Tip

Continue to support the students in taking responsibility for listening carefully during discussions by **asking questions once** without repeating or rewording them. Remember to **use wait-time** before calling on anyone so the students have a chance to think before talking. Encourage the students to ask you to repeat a question if they didn't hear it or to say it in a different way if they are confused.

Teacher Note

You might tell the students that the repetition of sounds at the beginning of words is called *alliteration*.

TEKS 10.F.i
TEKS 10.F.ii
Student/Teacher Narrative
Step 4
(third and fourth paragraphs)

TEKS 10.F.i
Student/Teacher Activity
Step 4
(second and fourth discussion questions)

TEKS 10.F.ii
Student/Teacher Activity
Step 4
(third discussion question)

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Explain that as you read the poem aloud, you want the students to follow along and listen for places where the poet repeats the beginning sounds of words. Read the poem aloud. Then ask:

Q *Where in the poem does the poet repeat the beginning sounds of words?*

Have volunteers share their thinking. Underline the parts of the poem they identify. Encourage the students to notice when poems use beginning sounds that repeat and to think about why the poet might have chosen to repeat those sounds.

5 Reflect on Working Together

Help the students reflect on their work together by asking:

Q *What did you and your partner do to make sure you each got a turn to talk? How did that help your work?*

Tell the students that tomorrow they will practice taking turns as they hear and discuss another poem.

INDIVIDUALIZED DAILY READING

6 Read Independently and Make Text-to-self Connections

Have the students get their books and read silently for 15–20 minutes. Ask them to think as they read about what in their reading reminds them of their own lives, and explain that you will ask them about this at the end of IDR. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 18) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 21 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Then have the students talk in pairs. Have each student share with a partner the title of her story and the author's name, and what in her reading reminds her of her own life. Have the students return to their desks and put away their books.

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EXTENSION

Explore Alliteration in Other Poems

You might read aloud and discuss the beginning sounds of words in other poems that feature strong alliteration. Some poems that lend themselves to such discussion include "Ants, Although Admirable, Are Awfully Aggravating" by Walter R. Brooks, from the collection *My First Oxford Book of Animal Poems*, compiled by John Foster; "Bleezer's Ice Cream" by Jack Prelutsky, from the collection *The New Kid on the Block*; and "Picture Puzzle Piece" by Shel Silverstein, from the collection *A Light in the Attic*. Write the poem you selected where everyone can see it. Read it aloud and have the students listen for places where the poet repeats the beginning sounds of words. Ask:

Q *Where in the poem does the poet repeat the beginning sounds of words?*

Underline the parts of the poem that the students identify. Ask and discuss:

Q *Why do you think the poet chose to begin these words with the same sound?*

Q *What did you enjoy about hearing this poem?*

TEKS 10.F.i
Student/Teacher Activity Extension

Read-aloud/Strategy Lesson Day 2

In this lesson, the students:

- Hear and discuss a poem
- Visualize a character in the poem
- Draw mental images and connect them to the poem
- Read independently for 15–20 minutes
- Act in fair and caring ways

Materials

- "Raccoon" (see page 129)
- *Student Response Book* page 7
- Crayons or markers
- "Class Assessment Record" sheet (CA2)

1 Get Ready to Work Together

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Remind the students that they have been listening to poems and making mental images of the words. Explain that today you will read another poem aloud, and the students will talk with their partners again about their mental images. Remind them to treat each other in fair and caring ways by taking turns.

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2 Introduce "Raccoon"

Tell the students that you will read aloud a poem called "Raccoon" by Mary Ann Hoberman, the poet who wrote the poem "My Baby Brother," which they heard last week. Ask and briefly discuss:

Q *What do you think you know about raccoons?*

If necessary, explain that a *raccoon* is a "small animal that is mostly gray with black fur around its eyes, which looks like a mask, and black rings around its tail."

3 Read Aloud and Visualize the Raccoon

Explain that you will read the poem aloud twice. Ask the students to close their eyes and each make a mental image of the words they hear. Read "Raccoon" on page 129 (including the title) aloud twice, slowly and clearly, pausing between the readings. Clarify vocabulary during the first reading.

Suggested Vocabulary

clacket: made-up word that combines the words *clatter* ("rattling sound") and *racket* ("loud noise")

racket: loud noise

strewn: scattered around

abundantly fed: having eaten a lot

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

clatter: rattling sound

thieving: stealing

pirate: someone who attacks and steals from a ship while wearing a mask over his or her face

Use "Think, Pair, Share" to discuss:

Q *How do you picture the raccoon? The garbage?* [pause] *Turn to your partner.*

Have a few volunteers share their mental images with the class. As the students share, ask which words or phrases helped them create their images.

In the same way, discuss:

Q *What sounds did you imagine?* [pause] *Turn to your partner.*

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4 Draw Mental Pictures of the Raccoon

After partners have had a chance to talk, tell them that they will use crayons or markers to draw their mental pictures of the raccoon. Have the students turn to *Student Response Book* page 7, "How I Pictured 'Raccoon.'" Ask them to think quietly about their mental pictures first and then draw them. To help the students get started, you might model doing a brief sketch where everyone can see it. Point out that their mental images are more important than their drawings. They should try to capture on paper what they see in their minds.

As the students draw their pictures, circulate among them to observe.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to visualize images that connect to words in the poem?
- When asked, do they refer to the text to describe the connections they are making?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 15 of the *Assessment Resource Book.* Use the following suggestions to support the students:

- If ***all or most students*** describe images that connect to words in the poem, proceed with the lesson.
- If ***about half of the students*** describe images that connect to words in the poem, proceed with the lesson and plan to check in with students who are not visualizing during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:
  - Q *What did you see in your mind when you read that passage?*
  - Q *What kind of picture could you draw to illustrate what you just read?*
- If ***only a few students*** describe images that connect to words in the poem, you might give the class additional instruction by repeating Days 1 and 2 of this week using alternative poems before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

Give the students a few minutes to complete their drawings, alerting them when they have about 2 minutes left. Explain that the students will share their drawings in the next lesson.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment. For more information, see "Individual Comprehension Assessment" in the Assessment Overview of the *Assessment Resource Book.*

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5 Reflect on Visualizing

Explain that you will ask a question that the students will think about and then discuss with their partners. Tell them to listen carefully to their partners because they will share their partners' thinking with the class. Then use "Think, Pair, Share" to discuss:

Q *What do you like about visualizing when you hear or read a poem?* [pause] *Turn to your partner.*

Have one or two volunteers share their partners' thinking with the class.

INDIVIDUALIZED DAILY READING

6 Read Independently and Make Text-to-self Connections

Have the students get their books and read silently for 15–20 minutes. Ask them to think as they read about what in their reading reminds them of their own lives, and explain that you will ask them about this at the end of IDR. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 18) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 21 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Then have the students talk in pairs. Have each student share with a partner the title of his story and the author's name, and what in his reading reminds him of his own life. Have the students return to their desks and put away their books.

Technology Tip

For information about setting up and maintaining a class blog, view the "Using Blogs in the Classroom" tutorial (AV45).

TECHNOLOGY EXTENSION

Use a Class Blog to Communicate About *Making Meaning* Texts

Create a class blog where the students can share with their families what the class has been reading and discussing during *Making Meaning* lessons. Start by showing the students the read-aloud texts they have

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heard and discussed so far. As a class, choose a read-aloud text to write about. With the students' help, write the title and the names of the author and illustrator of the text, followed by a short summary of the contents and a description of the illustrations (if relevant). Have the students help you add a few sentences about what the class enjoyed about the text and the comprehension strategies the class has practiced using this text. Post the write-up on the class blog, and invite the students' families to read it and to post follow-up comments and questions. Share the families' comments and questions with the students and, as a class, respond to them. Over time, post other write-ups about *Making Meaning* read-alouds on the blog.

Guided Strategy Practice

Day 3

In this lesson, the students:

- Hear a poem read aloud again
- Connect mental images to the poem
- Explore rhythm in the poem
- Read independently for 15–20 minutes
- Act in fair and caring ways

Materials

- "Raccoon" (see page 129)
- "Raccoon" chart (WA3)
- Completed *Student Response Book* page 7

1 Reread "Raccoon" and Review Drawings

Gather the class with partners sitting together, facing you. Display the "Raccoon" chart (WA3). Explain that today the students will hear the poem "Raccoon" again and have a chance to share and discuss the drawings they made. Ask the students to turn to their drawings on *Student Response Book* page 7. Tell them that as you reread the poem, you would like them to listen for words or phrases that helped them with their drawings. Reread "Raccoon" on page 129 aloud slowly and clearly.

2 Share and Discuss Drawings and Words

Have partners share and discuss their drawings. When partners have had a chance to share, ask and discuss as a class:

Q *What words or phrases from the poem helped you draw your picture?*

Teacher Note

As the students share, circulate and look for partners taking turns and being caring. Be ready to share your observations with the students later in the lesson.

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Teacher Note

This is another opportunity to connect the students' images with their background knowledge. Point out that what they already know about animals and garbage helps them get a mental image of the words in the poem (for example, "Hazel says she thought of the time her dog knocked over a trash can when she drew her picture").

As the students share their thinking, underline words and phrases on the chart that helped the students visualize the raccoon. Then ask and discuss as a class:

Q *What did you include in your picture that is not mentioned in the poem? What made you decide to add that to your picture?*

3 Discuss the Poem and Explore Rhythm

Ask and briefly discuss:

Q *What happens in this poem?*

> **Students might say:**
>
> "A raccoon turns over a garbage can at night and makes a lot of noise."
>
> "Garbage spills everywhere and makes a big mess."
>
> "The person who's telling about it is mad because she'll have to clean it all up in the morning."

Explain that you will reread the poem aloud and that you want the students to listen to the beat, or rhythm, of the poem. Reread the poem aloud, emphasizing the rhythm by clapping the stressed syllables ("*Crash* goes the *trash* can—*clat*ter and *clack*et! / *What* in the *world* can be *mak*ing that *rack*et?"). Then invite the students to chant the poem and clap along with you. Explain that some poems, like "Raccoon," have a regular beat, or rhythm, that can be clapped to, while other poems do not. Encourage the students to notice whether poems they read or hear have a strong rhythm and how rhythm affects their understanding and enjoyment of poems.

4 Reflect on Being Caring

Have the students briefly discuss how they took turns and acted in caring, helpful ways during their partner work. Ask:

Q *What did you and your partner do to help one another share? How did that help your work?*

Briefly share your observations of partners helping one another and taking turns. Remind the students that it is important for everyone to feel included in the reading community, and encourage them to continue to work on this.

INDIVIDUALIZED DAILY READING

5 Read Independently and Make Text-to-text Connections

Have the students get their books and read silently for 15–20 minutes. Encourage the students to think as they read about what in their reading reminds them of other books they have read or heard, and explain that

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you will ask them about this at the end of IDR. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 18) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 21 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Then have the students talk in pairs. Have each student share with a partner the title of her story and the author's name, and what in her reading reminds her of other books she has read or heard. Have the students return to their desks and put away their books.

EXTENSION

Explore Rhythm in Other Poems

You might read aloud and discuss other poems that feature a strong rhythm, such as "Bees, Bothered by Bold Bears, Behave Badly." Other poems you can use for this purpose include "Sneeze" by Maxine Kumin, from the collection *Poetry Speaks to Children*, compiled by Elise Paschen; "Robert, Who Is Often a Stranger to Himself" by Gwendolyn Brooks, and "Hop To It!" by Monica Kulling, both from the collection *Pocket Poems*, compiled by Bobbi Katz; and "Disobedience" by A.A. Milne, from his classic collection *When We Were Very Young*.

Write the poem you selected where everyone can see it. Have the students listen as you read the poem aloud, emphasizing the rhythm by clapping the stressed syllables. Then invite the students to chant the poem and clap along with you. Ask questions such as:

Q *Why do you think the poet chose to use a strong rhythm in this poem?*

Q *What did you enjoy about chanting and clapping to this poem?*

Vocabulary Note

Next week you will revisit "Bees, Bothered by Bold Bears, Behave Badly" and "Raccoon" to teach the Week 9 vocabulary lessons.

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Poem

Bees, Bothered by Bold Bears, Behave Badly

by Walter R. Brooks

'Your honey or your life!' says the bold burglar bear,
As he climbs up the tree where the bees have their lair.
'Burglars! Burglars!' The tree begins to hum.
'Sharpen up your stings, brothers! Tighten up your
wings, brothers!
Beat the alarm on the big brass drum!
Watch yourself, bear, for
here
we
come!'
Then the big black bees buzz out from their lair,
With sharp stings ready zoom down on the bear.
'Ouch! Ouch! Ouch! Don't be so rough!'
He slithers down the tree, squalling, 'Hey, let me
be!' Bawling,
'Keep your old honey. Horrid sticky stuff!
I'm going home, for
I've
had
enough!'

"Bees, Bothered by Bold Bears, Behave Badly" from *The Collected Poems of Freddy the Pig* by Walter R. Brooks. Copyright © 1927, 1930, 1932, 1936, 1937, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953 by Walter R. Brooks. Copyright © renewed by Dorothy R. Brooks. Published in 2001 by The Overlook Press, Peter Mayer Publishers, Inc. www.overlookpress.com. All rights reserved.

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Poem

Raccoon

by Mary Ann Hoberman

Crash goes the trash can! Clatter and clacket!
What in the world can be making that racket?
I hurry to look by the light of the moon,
And what do I find? Why, a fine fat raccoon!
All through the garden the garbage he's strewn,
And he's eating his supper, that robber raccoon,
Eating so nicely without fork or spoon,
Why, his manners are perfect, that thieving raccoon!
And wasn't he smart to discover that pail?
And wasn't he smart to uncover that pail?
And isn't he lucky he won't go to jail
For stealing his dinner and making a mess
For me to clean up in the morning, I guess,
While he, the old pirate, abundantly fed,
Curls up in a ball fast asleep in his bed?

"Raccoon" from *The Llama Who Had No Pajama: 100 Favorite Poems* by Mary Ann Hoberman. Text copyright © 1973 by Mary Ann Hoberman. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

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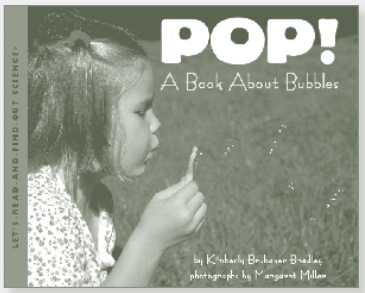
Week 3 OVERVIEW



POP! A Book About Bubbles

by Kimberly Brubaker Bradley, with photographs by Margaret Miller

The book explains how bubbles are made, why they are round, and why they pop.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA4–WA5

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)

Reproducible

- (Optional) "Excerpt from *POP! A Book About Bubbles*" (BLM4)

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Comprehension Focus

- Students visualize to make sense of text.
- Students informally use schema and inference as they visualize.
- Students read independently.

Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA3); see page 16 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, prepare to model writing about a visualization you made about a text read independently (see Step 2).

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 9 lessons this week.

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Day 1 Read-aloud

Materials

- *POP! A Book About Bubbles*

In this lesson, the students:

- Hear and discuss an expository nonfiction book
- Visualize to make sense of the book
- Connect mental images to the book
- Read independently for 15–20 minutes
- Take turns talking and listening

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Explain that today you will read a book aloud and the students will have a chance to picture it in their minds. Then partners will talk about their thinking.

2 Introduce *POP! A Book About Bubbles*

Without showing the cover, explain that today you will read a book called *POP! A Book About Bubbles*, written by Kimberly Brubaker Bradley with photographs by Margaret Miller. Ask:

Q *When have you seen a bubble or blown a bubble? What did it look like?*

ELL Note

If you feel your English Language Learners will need extra support to understand the book, consider showing them the photographs prior to the read-aloud.

3 Read Aloud with Visualizing

Explain that you will read *POP! A Book About Bubbles* aloud without showing the photographs. Remind the students that the purpose of not showing the pictures is to allow them to make their own mental images from the words in the book. Explain that you will stop in the middle of the book and that partners will share what they see in their minds about the book so far.

Read the book aloud slowly and clearly, without showing the illustrations, stopping as described on the next page. Clarify vocabulary as you read.

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 9, 16, and 23.

Suggested Vocabulary

wand: thin stick or rod (p. 5)
solution: mixture made up of something dissolved in liquid (p. 5)
shimmers: shines (p. 6)
corn syrup: sweet, sticky liquid (p. 10)

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Read pages 5–9 twice. Then read pages 10–13. Stop after:

p. 13 "A bubble!"

Use "Think, Pair, Share" to discuss:

Q *What did you see in your mind?* [pause] *Turn to your partner.*

Have a few volunteers share their mental images with the class. As the students share, ask which words or phrases helped them create their mental images. Reread the last sentence before the stop and continue reading to the next stop. Follow the same procedure after:

p. 20 *"Pop!"*

Then continue reading to the end of the book.

4 Discuss the Book

Explain that you will ask some questions that the students will discuss with their partners. Tell them to listen carefully because they will share their partners' thinking with the class. Then ask:

Q *What is something interesting you found out about bubbles? Turn to your partner.*

Have one or two volunteers share their partners' thinking. In the same way, discuss:

Q *What is something in this book that you would like to try? Turn to your partner.*

5 Reflect on Visualizing

Have the students think about how visualizing helped them think about and enjoy the book. Ask:

Q *What did you like about visualizing when you were listening to* POP!*?*

Explain that the students will talk more about *POP! A Book About Bubbles* in the next lesson.

INDIVIDUALIZED DAILY READING

6 Read Independently and Visualize

Have the students get their books and read silently for 15–20 minutes. Encourage the students to create mental images as they read. After the students have settled into their reading, confer with individual students.

Teacher Note

Reading the first few pages twice helps the students get a mental image of the words.

Facilitation Tip

Continue to practice **asking questions** once without repeating or rewording them and **using wait-time**. Notice the effect this has on the students' attentiveness during class discussions.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 18) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 21 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have one or two volunteers share with the class the titles of their books, the authors' names, and what their books are about. Encourage them to briefly describe any mental images they created about their reading and to share what words in their reading helped them make their mental images. Have the students return to their desks and put away their books.

Day 2 Guided Strategy Practice

Materials

- *POP! A Book About Bubbles*

In this lesson, the students:

- Hear parts of an expository nonfiction book read aloud again
- Visualize to make sense of the book
- Connect mental images to the book
- Read independently for 15–20 minutes
- Take turns talking and listening

1 Get Ready to Take Turns Talking and Listening

Gather the class with partners sitting together, facing you. Explain that today the students will revisit *POP! A Book About Bubbles* and that they will have another chance to practice picturing parts of the book and talking about their mental images with their partners. Tell the students that you will check in with them at the end of the lesson to see how they did taking turns talking and listening to each other.

2 Review *POP!*

Show the front cover of *POP!* and ask:

Q *What do you remember about the book* POP!*? Turn to your partner.*

Have volunteers share with the class.

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3 Read Parts of *POP!* Aloud with Visualizing

Explain that you will reread part of *POP!* without showing the photographs, and the students will close their eyes and visualize the words. Then they will describe their mental images to their partners and the class. Ask the students to close their eyes and picture the words as you read. Read pages 5–6 aloud. Stop after:

p. 6 "It disappears."

Ask:

Q *How do you picture the bubble? How do the words "the bubble shimmers in the sun" help you imagine a bubble that someone is blowing with a bubble wand?*

Have one or two volunteers share their images and how the words helped them create the images. Then read page 12 aloud, stopping after:

p. 12 "If you blow slowly, you can see how the air makes the soap on the wand start to s t r e t c h."

Ask:

Q *How do you picture the bubble? How do the words "the air makes the soap on the wand start to stretch" help you imagine a bubble that someone is blowing with a bubble wand?*

Ask one or two volunteers to share their images and how the words helped them create the images. Then read page 13 aloud, stopping after:

p. 13 "A bubble!"

Ask:

Q *Now how do you picture the bubble? What words helped you imagine that?*

Ask one or two volunteers to share their mental images and how the words helped them create their images. If the students have trouble connecting their mental images to the text, ask additional questions such as:

Q *What do you see happening to the bubble as you blow harder?*

Q *What does the bubble look like after it snaps free from the wand?*

4 Reflect on Taking Turns Talking and Listening

Ask:

Q *How do you think you did today taking turns talking and listening to your partner? Why do you say that?*

Encourage the students to continue to practice taking turns and helping one another share.

Teacher Note

The purpose of having the students close their eyes is to help them to focus on their mental images. Talking with their partners about their mental images helps the students identify words or phrases that trigger those images and also reinforces the idea that all readers create unique images of the same text.

Teacher Note

If the students have difficulty connecting words from the text to their mental images, you might model visualizing by thinking aloud about how the words give you a mental image. (For example, you might say, "When I hear the words 'Watch it float higher and higher,' I picture a bubble gently floating up into the sky. When I hear the words 'then *pop!* It disappears,' I imagine the bubble suddenly bursting.")

ELL Note

Questions such as these will help your English Language Learners form more concrete mental images.

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INDIVIDUALIZED DAILY READING

5 Read Independently and Visualize

Have the students get their books and read silently for 15–20 minutes. Encourage them to create mental images as they read. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 18) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 21 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have the students take turns sharing with partners the titles of their books, the authors' names, and what their books are about. Encourage them to briefly describe any mental images they created about their reading and to share what words in their reading helped them make their mental images. Have the students return to their desks and put away their books.

WRITING ABOUT READING

Write About Mental Images of *POP! A Book About Bubbles*

Materials

- *POP! A Book About Bubbles*
- Copy of "Excerpt from *POP! A Book About Bubbles*" (BLM4) for each student

Show the cover of *POP!* and remind the students that they heard this book earlier. Show pages 12–13 and remind the students that they thought about and discussed their mental images of the words on these pages. Explain that you will reread another part of the book and that the students will close their eyes and visualize the words. Read page 26 aloud. Then use "Think, Pair, Share" to discuss:

Q *What did you picture? What words helped you make your mental image?* [pause] *Turn to your partner.*

Have a few volunteers share their mental images with the class.

Explain that you would like the students to write about what they pictured using the words that helped them make their mental images. Ask the students to watch as you think aloud and model writing about what you pictured when you read the words in this part of the book.

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You might say:

"I'll describe what I pictured in my mind and what words or phrases helped me picture that. I'll write: *When I read the words 'If you blow bubbles with a straw in a glass of milk,' I imagined myself blowing through a red-and-white striped straw into a big glass of white milk.* The passage doesn't say what color the straw is, but that's the kind of straw I have at home so that's why I pictured it that way. I'll explain that: *The words don't say the straw has red and white stripes, but that's the kind of straw I always use.* I also pictured the way the bubbles look. I'll write: *When I read 'they will stay at the top of the glass' and 'milk bubbles look like soap bubbles,' I pictured lots of round, white, shiny bubbles piled up on top of the milk.*"

Distribute copies of "Excerpt from *POP! A Book About Bubbles*." Explain that the students can reread the words as they write about their own mental images. Remind them to explain in their writing what words or phrases helped them create their mental images. If time permits, ask a few volunteers to share their writing with the class.

Independent Strategy Practice

Day 3

In this lesson, the students:

- Read independently
- Visualize to make sense of a text
- Connect mental images to the text
- Learn how to use a reading journal
- Act in fair and caring ways

Materials

- *POP! A Book About Bubbles*
- Small self-stick notes for each student
- "Class Assessment Record" sheet (CA3)
- *Student Response Book,* Reading Journal section
- "Reading Journal" chart (WA4)
- "Journal Entry" chart (WA5)

1 Prepare to Practice Visualizing Independently

Have the students bring their books and gather with partners sitting together, facing you. Review the previous lessons in which the students used the words in a book to help them picture what was happening. Explain that today the students will read their books independently and think about the images they created in their minds. At the end of the independent reading time, the students will share their mental images with one another. Ask:

Q *How do you want other students to act while you are reading? How will that be caring?*

Q *How will you act while you are reading?*

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2 Model Visualizing with Books Read Independently

Explain that as the students read today, they will use self-stick notes to mark places in their books where they visualized what they were reading. The purpose of using the self-stick notes is to help them refer to those places when they discuss their mental images with their partners.

Model visualizing by rereading the first paragraph on page 20 of *POP!* aloud, thinking aloud about your mental image, and placing a self-stick note in the margin of the page.

> **You might say:**
>
> "I can picture a shiny, round bubble floating in front of me. I touch it lightly with my dry finger and it instantly bursts. All that's left of the bubble is a little moisture on my finger. I'm going to stick my note here next to this description."

3 Read Independently and Practice Visualizing

Make sure each student has a text at an appropriate level, and distribute several self-stick notes to each student. Encourage them to read non-illustrated books, if possible, and emphasize that even if their books have pictures, you want them to imagine, or picture, what the words mean. Have the students sit next to their partners and read silently for 15–20 minutes. Stop them at 5-minute intervals and have partners talk about the passages they marked and the mental images they created.

Circulate and observe as the students read and mark passages and talk with their partners.

ELL Note

Note challenging vocabulary in your English Language Learners' independent reading books and be ready to define words for them, as needed, as they read.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to describe how the text helped them visualize?
- Are they using their background knowledge and/or inference to help them visualize?

Record your observations on the "Class Assessment Record" sheet (CA3); see page 16 of the *Assessment Resource Book.* Use the following suggestions to support the students:

- If ***all or most students*** are using visualization to help them understand the text, proceed with the lesson.

(continues)

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CLASS ASSESSMENT NOTE *(continued)*

- If ***about half of the students*** are using visualization to help them understand the text, proceed with the lesson and plan to check in with students who are struggling to describe how the text helps them visualize during their independent reading. You might ask those students to reread descriptive words or phrases and then close their books and describe what they see in their minds, or ask them to act out part of the story briefly.
- If ***only a few students*** are using visualization to help them understand the text, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

4 Model Completing an Entry in the Reading Journal

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Explain that this is a place where they can write about what they are reading. Explain that today they will each write about their visualizations.

Display the "Reading Journal" chart (WA4), and model writing an entry in the journal. Using a book the students are familiar with, model thinking aloud about a visualization you made and writing a brief journal entry about it.

> **You might say:**
>
> "First I'll write about what part of the book I created a mental image of. I'll write: *This part of POP!, by Kimberly Brubaker Bradley, tells about how bubbles pop when they dry out.* Now I'll write about what I pictured. I'll write: *I pictured a shiny, round bubble floating in front of me. I touched it with my dry finger and it burst.* I want to write about what words in the passage helped me make my mental image. I'll write: *The words that helped me make my image are 'If your hands are dry and you touch bubbles, they pop.'* "

Display the "Journal Entry" chart (WA5), and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

Teacher Note

When the students are asked to write in their reading journals during IDR, you might shorten the amount of time the students read independently.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment. For more information see "Individual Comprehension Assessment" in the Assessment Overview of the *Assessment Resource Book*.

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Journal Entry

Write a journal entry. Please include:

- The title and the author's name
- What happens in the part of the book you visualized
- What mental image you created
- Which words helped you create your mental image

Ask the students to think quietly about what they will write about. After a moment, have them take turns sharing with a partner what they plan to write.

Give the students a few minutes to write in their journals.

5 Discuss the Students' Visualizations

Have a volunteer read aloud one or two sentences she marked, and ask the class to listen carefully and try to visualize as they hear the sentences.

After the reading, facilitate a brief discussion among the students by asking:

Q *What did you see in your mind when [Dana] read her passage?*

Q *Which words helped you create your mental image?*

Have the volunteer who read the sentences share her own mental image of the passage.

Repeat this procedure with one or two other volunteers.

Teacher Note

Keep this part of the lesson moving. Select relatively fluent readers to read their sentences aloud to the class.

6 Reflect on the Partner Work

Facilitate a brief class discussion of how the students did during independent reading. Ask:

Q *What did you do to be caring during the independent reading and while you were talking with your partner? Why was that a caring thing to do?*

> **Students might say:**
>
> "I read my book and pictured the story in my mind until it was time to talk to my partner."
>
> "It was a caring thing to do because we weren't bothering each other during the reading time."

Tell the students that they will have more opportunities to practice visualizing in their independent reading.

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EXTENSION

Read Aloud and Discuss Poems About Bubbles

Locate poems about bubbles to share and discuss with your students. For example, you might use "Blowing Bubbles" by Margaret Hillert, from *Read-aloud Rhymes for the Very Young*, compiled by Jack Prelutsky; or "Soap Bubble" by Valerie Worth, from her collection *all the small poems and fourteen more*. Read aloud the poem you selected and explore text-to-self and text-to-text connections using questions such as:

Q *What in this poem reminds you of something we read in the book* POP!?

Q *What in this poem reminds you of something you have seen or done?*

Discuss any prominent features of the poem, such as initial repeating sounds of words (alliteration), rhythm, or rhyme. If the poem has a strong rhythm, have the students chant the poem while clapping on the stressed syllables. Ask questions such as:

Q *What words in this poem have the same beginning sounds?*

Q *What words in this poem rhyme?*

Q *What do you enjoy about how this poem sounds?*

Have the students practice visualizing by asking them to draw their mental images of the poem and share their pictures with the class.

Technology Tip

There are many poems online about blowing bubbles. Search online using the keywords "bubble poem." Review the poems you find to make sure they are well written and age-appropriate.

Vocabulary Note

Next week you will revisit *POP! A Book About Bubbles* to teach the Week 10 vocabulary lessons.

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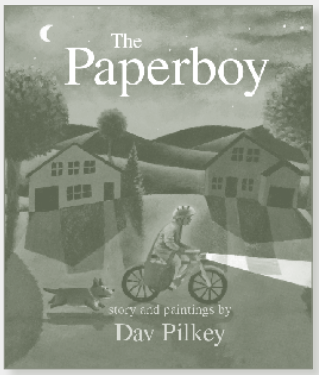
Week 4 OVERVIEW



The Paperboy

by Dav Pilkey

A paperboy and his dog enjoy the quiet of the early morning as they deliver their newspapers.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA6

Assessment Forms

- "Class Assessment Record" sheet (CA4)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)
- "Individual Comprehension Assessment Student Record" sheet (SR2)
- "Individual Comprehension Assessment Class Record" sheet (CR2)

Reproducibles

- "Drawing and Writing Page" (BLM1)
- Unit 3 family letter (BLM2)

Professional Development Media

- "Using the Individual Comprehension Assessment" (AV31)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students visualize to make sense of a text.
- Students informally use schema and inference as they visualize.
- Students read independently.

Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM2). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA4); see page 17 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 10 lessons this week.

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Day 1 Read-aloud

Materials

- *The Paperboy*
- "Reading Comprehension Strategies" chart

In this lesson, the students:

- Hear and discuss a story
- Visualize a character in the story
- Connect mental images to the story
- Read independently for 15–20 minutes
- Take turns talking and listening

1 Review Visualizing

Gather the class with partners sitting together, facing you. Refer to the "Reading Comprehension Strategies" chart and remind the students that they have been using the words in stories to help them visualize, or create images in their minds. Explain that today they will hear another story, think about it, and talk with their partners about how they picture what is happening.

2 Introduce *The Paperboy*

Do not show the cover of the book. Instead, show the title page and read the title and the author's name aloud. Explain that Dav Pilkey, the author of the book, is also the illustrator. Explain that this book is about a paperboy and his dog enjoying the quiet of the early morning as they deliver newspapers. Explain that a *paperboy* is a "boy who delivers newspapers as a job."

To help the students visualize the setting, show the illustrations on pages 1–5 and explain that the truck is dropping off the newspapers for the boy to deliver.

3 Read Aloud and Visualize the Paperboy

Explain that you will read the story without showing the illustrations, as you did in the last few lessons. Ask the students to listen carefully and to think about and visualize what is happening in the story.

Read the book as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

loaded down: carrying something heavy (p. 16)
route: path to travel when delivering something (p. 18)
birdbaths: wide, shallow bowls filled with water for birds to wash in (p. 20)
fade away: slowly disappear (p. 25)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

knows his route by heart: remembers where to go (p. 18)

pedal: ride his bike (p. 18)

Read pages 6–9 aloud twice, slowly and clearly. Stop after:

p. 9 " . . . but they do."

Use "Think, Pair, Share" to discuss:

Q *What did you see in your mind when you heard this part of the story?* [pause] *Turn to your partner.*

Have a few volunteers share their mental images with the class. As the students share, ask which words or phrases helped them create their mental images. Reread the last sentence before the stop and continue reading to the next stop. Follow the same procedure at the next three stops:

p. 14 "And out to the garage where they quickly fold their papers, snapping on green rubber bands and placing them in a large red bag."

p. 20 " . . . and which cats are for growling at."

p. 27 "And his empty red bag flaps behind him in the cold morning air."

Reread page 27 and continue reading to the end of the book.

4 Discuss the Story

Facilitate a brief discussion about the book. Ask:

Q *What are some of the things the paperboy does to get ready to deliver the newspapers?*

Q *What does the paperboy's dog do?*

Explain that you will ask a question that the students will discuss with their partners. Tell them to listen carefully to their partners because they will share their partners' thinking with the class. Then ask:

Q *What are some of the images you had in your mind of the paperboy and his dog?* [pause] *Turn to your partner.*

Have one or two volunteers share their partners' thinking. Explain that in the next lesson the students will hear the story again and draw pictures of parts they saw clearly in their minds.

Facilitation Tip

Reflect on your experience over the past four weeks with **asking questions once** without repeating or rewording them and **using wait-time**. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students' attentiveness and responsiveness in discussions? We encourage you to continue to use and reflect on this technique as you facilitate class discussions in the future.

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5 Reflect on Working Together

Ask:

Q *What do you like about working with a partner?*

Remind the students that the purpose of talking in pairs is to make sure everyone has a chance to share their thinking and to build their skills for working together.

If the students bring up any problems they had, facilitate a brief discussion about how they might avoid these problems the next time they work in pairs.

INDIVIDUALIZED DAILY READING

6 Read Independently and Visualize

Have the students get their books and read silently for 15–20 minutes. Encourage them to read non-illustrated texts, if possible, and emphasize that even if their books have pictures, you want them to imagine, or picture, what the words mean. After the students have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 18) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 21 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to tell the class the titles of their books, the authors' names, and what their books are about. Ask them to briefly describe the mental images they created when they were reading and which words helped them make their mental images. Have the students return to their desks and put away their books.

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Guided Strategy Practice

Day 2

In this lesson, the students:

- Hear a story read aloud again
- Visualize to make sense of the story
- Draw mental images of the story
- Connect mental images to the story
- Read independently for 15–20 minutes and draw and write about reading

1 Prepare to Reread and Draw Mental Images

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Without showing the cover of *The Paperboy*, explain that today you will reread *The Paperboy* and the students will practice visualizing the story. After partners talk about what they saw in their minds, each student will draw a picture of part of the story and write about her drawing. Later the students will share their drawings and sentences with their partners.

2 Discuss Acting in Caring Ways

Facilitate a brief discussion about caring and kind ways to talk about other people's pictures and writing. Ask questions such as:

Q *What do we want to keep in mind when we're drawing today to make sure we act in caring ways toward one another?*

Q *Why is this important in our community?*

3 Reread *The Paperboy* and Visualize

Read the book title and the author's name aloud. Ask:

Q *What happens in* The Paperboy? *Turn to your partner.*

Have a few volunteers briefly share with the class.

Ask the students to close their eyes and visualize as you read the story aloud. Then reread *The Paperboy* slowly and clearly, without showing the illustrations.

Materials

- *The Paperboy*
- *Student Response Book* page 8
- Crayons or markers
- "Drawing and Writing Page" (BLM1)
- "Draw and Write About a Mental Picture" chart (WA6)
- *Student Response Book*, Reading Journal section

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ELL Note

This activity is especially helpful for English Language Learners.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

4 Draw and Write About Mental Images

Explain that the students will use crayons or markers to draw pictures of the parts of the story that they saw very clearly in their minds as they listened. Explain that each student will draw a picture and then write a sentence that tells what part of the story the drawing shows. Ask the students to think quietly about their mental images and then continue to work quietly as they draw and write on *Student Response Book* page 8, "How I Pictured *The Paperboy*." If necessary, model doing a brief sketch where everyone can see it and writing a sentence that tells the part of the story your drawing refers to. Remind the students that their mental images are more important than their drawings. They should try their best to capture on paper what they see in their minds.

As the students draw and write, circulate among them. Note which students need encouragement to get started and which need to add details to their drawings. Support the students as needed.

5 Share and Discuss Drawings and Writing

Have partners share and discuss their drawings and writing. Remind them to think about how they can be caring when viewing and discussing other people's work.

As the partners share, circulate among them. Observe the students' interactions and their responsiveness to each other's ideas. Note whether they are expressing interest in and appreciation for their partners' work.

6 Reflect on Acting in Caring Ways

Have the students reflect on how they did acting in caring ways toward one another during the lesson. Point out examples you noticed. If you noticed problems, point these out without mentioning any of the students' names and discuss them using questions such as:

- **Q** *How might it feel to have someone say [your drawing isn't good]?*
- **Q** *Why is it important that we try to avoid hurting one another's feelings in our community?*
- **Q** *What can we do to make things better if we realize we have hurt someone's feelings?*

Tell the students they will have more chances to talk about their mental images and to practice acting in caring ways.

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INDIVIDUALIZED DAILY READING

7 Read Independently and Draw and Write About Mental Images

Have the students get their books and read silently for 15–20 minutes. Encourage them to read non-illustrated stories, if possible, and emphasize that even if their books have pictures, you want them to imagine, or picture, what the words mean. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 18) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 21 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have the students return to their desks. Distribute copies of the "Drawing and Writing Page" (BLM1) and crayons or markers to the students. Explain that today they will each draw a mental picture from their reading and write about it.

Display the "Draw and Write About a Mental Picture" chart (WA6) and read it aloud.

WA6

Draw and Write About a Mental Picture

Draw and write about a mental picture. Please include:

- A mental picture from your reading
- A sentence explaining which part of your reading your drawing shows
- A sentence explaining which words helped you draw your mental picture

Teacher Note

You will analyze the work the students do in this step for this unit's Individual Comprehension Assessment as you would a journal entry.

You might shorten the amount of time the students read independently to allow sufficient time for their drawing and writing.

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ELL Note

Consider having your students with limited English proficiency draw pictures of their favorite parts of their books without adding sentences about their drawings.

Ask the students to think quietly about what they will draw and write about. After a moment, have partners take turns sharing what they plan to draw and write.

After the students have had sufficient time to draw and write, call for their attention. Briefly discuss questions such as:

Q *What mental images came to mind as you read today?*

Q *Which mental image did you draw and write about today? Why did you pick that mental image to draw and write about?*

Have the students place their pages in the Reading Journal section of their *Student Response Books*.

EXTENSIONS

Stroll with *The Paperboy*

Have the students display their drawings of *The Paperboy* on their desks. Then have them stroll around to look at one another's work. As a class, discuss what the students noticed about the pictures and writing.

ELPS 3.B.ii

First and second Extension on p. 150

ELL Note

This extension is especially helpful for English Language Learners.

Show Illustrations and Retell *The Paperboy*

Have volunteers retell *The Paperboy* as you show the illustrations to the class.

Think About Alternative Endings

Explain that one way to learn about a story is to imagine what would be different if something in the story changed. Model by saying, "I'm imagining what would happen if the boy in *The Paperboy* didn't get up when he was supposed to. Delivering the newspapers wouldn't be so peaceful. He would have to rush to get it done, and he might have some angry customers." Ask:

Q *How would the story be different if the boy ran out of newspapers before he was done?*

Q *What else could happen that would change the story?*

Encourage the students to think about different ways that the stories they are reading independently might end.

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TECHNOLOGY EXTENSION

Meet the Author and Illustrator: Dav Pilkey

Have the students learn more about Dav Pilkey, the author and illustrator of *The Paperboy*. Show the cover of *The Paperboy* and tell the students that Dav Pilkey, the author and illustrator of *The Paperboy*, has written and illustrated dozens of books, including the Captain Underpants series, the Super Diaper Baby series, and the Ricky Ricotta's Mighty Robot series. Tell the students that he pronounces his name "Dave" even though he spells it without a silent *e* at the end. Explain that the Captain Underpants books are based on comic books Pilkey wrote as a child. Ask:

Q *What else would you like to know about Dav Pilkey?*

Have a few volunteers share their thinking. As they respond, record their ideas on a sheet of chart paper. Display the online sources you have located that contain information about Dav Pilkey and read the sections you identified aloud. Ask:

Q *What is something you learned about Dav Pilkey?*

Encourage interested students to check out other books by Dav Pilkey from the classroom library, school library, or public library.

Technology Tip

Prior to doing this activity, find a few age-appropriate sources that provide information about Dav Pilkey (you might look for interviews, examples of his illustrations, or biographies). Search for information online using the keywords "Dav Pilkey."

Technology Tip

For more information about using web-based resources, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

Independent Strategy Practice

Day 3

In this lesson, the students:

- Read independently
- Visualize to make sense of a text
- Connect mental images to the text
- Act in fair and caring ways

1 Review Visualizing Independently

Have the students bring their books and gather with partners sitting together, facing you. Remind the students that in the previous lessons they learned to visualize to help them understand and enjoy what they read. Explain that today they will have another chance to visualize with their independent reading. Explain that they will read texts and use self-stick notes to mark places where they create mental images as they read. This will help them discuss their mental images in pairs later. If necessary, model this procedure again for students, as you did in Week 3, Day 3 (see Step 2).

Materials

- Small self-stick notes for each student
- "Class Assessment Record" sheet (CA4)
- Copy of this unit's family letter (BLM2) for each student

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2 Read Independently and Practice Visualizing

Make sure each student has a text that is appropriate for her reading level. Encourage the students to read non-illustrated texts, if possible. Emphasize that even if their books have pictures, they should try to imagine, or picture for themselves, what the words are saying.

Distribute self-stick notes. Have the students sit next to their partners and read silently for 15–20 minutes. Circulate and observe as the students read and mark passages.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students marking descriptive words or phrases in the text?
- Do the words the students mark indicate that they are making vivid mental images?

Record your observations on the "Class Assessment Record" sheet (CA4); see page 17 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are creating images and descriptions that are linked to the text, proceed with the lesson.
- If ***about half of the students*** are creating images and descriptions that are linked to the text, proceed with the lesson and plan to check in with students who are struggling to describe how the text helps them visualize during their independent reading. You might have them draw mental images that connect to their books during IDR.
- If ***only a few students*** are using visualization to help them understand the text, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Unit 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

3 Discuss Mental Images

Have partners discuss with each other the passages they marked and the mental images they created. After pairs have had a chance to talk, have a volunteer read one or two sentences he marked aloud. Ask the class to listen carefully and try to visualize as they hear the sentences. After the reading, facilitate a brief discussion among the students by asking:

Q *What did you see in your mind when [Reuben] read his passage?*

Q *Which words helped you create your mental image?*

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Have the volunteer who read the sentences share his own mental image for the passage. Repeat this procedure with one or two other volunteers.

Explain that the students will discuss their independent reading again in the coming days. Emphasize that while the students will not always be expected to mark places where they pictured what they were reading in their minds, they will always be expected to think about the mental images they are creating as they read.

4 Reflect on Working Together

Review that during this unit the students focused on taking turns talking and listening and on being caring and helpful. Use "Think, Pair, Share" to discuss questions such as:

Q *What is one way you have learned to be caring and helpful to your partner?* [pause] *Turn to your partner.*

Q *What is our class doing to be caring and helpful during class discussions? What do we want to work on?* [pause] *Turn to your partner.*

Encourage the students to continue to think about ways to be caring and helpful as they interact in the coming days.

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

Vocabulary Note

Next week you will revisit *The Paperboy* to teach the Week 11 vocabulary lessons.

EXTENSION

Make a Class Book

Read a non-illustrated story aloud to the students twice. Have partners work together to illustrate various parts of the story. View the illustrations as a class and talk about which words in the text helped them illustrate the story. Compile the students' drawings to create a class book.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 3. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM2). Periodically, have a few students share with the class what they are reading at home.

Assessments

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual

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Comprehension Assessment" record sheet (IA1); see page 28 of the *Assessment Resource Book*. For more information, see "Individual Comprehension Assessment" in the Assessment Overview of the *Assessment Resource Book*.

- You might record individual students' progress over the course of the year using the "Individual Comprehension Assessment Student Record" sheet (SR2); see page 146 of the *Assessment Resource Book*.
- You might record your students' progress over the course of the year using the "Individual Comprehension Assessment Class Record" sheet (CR2); see page 147 of the *Assessment Resource Book*.

Teacher Note

For more information, view "Using the Individual Comprehension Assessment" (AV31).



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Unit 4

Making Inferences

FICTION

During this unit, the students make inferences to understand characters' feelings, motivations, and actions; they also identify key details and important ideas in stories and discuss a story's message. They consider differences in the point of view of characters and informally explore story structure, in particular how the ending concludes the action. During IDR, the students continue to practice self-monitoring, write in their reading journals, and make inferences about the characters in the books they read independently. They continue to confer with the teacher individually about their use of comprehension strategies. Socially, they work in a responsible way and explain their thinking. They also learn discussion prompts to help them listen and build on one another's ideas during discussions.



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Unit 4 Making Inferences

RESOURCES

Read-alouds

- *Babu's Song*
- *Erandi's Braids*
- *Chester's Way*

Writing About Reading Activities

- "Write Inferences Using Illustrations in *Erandi's Braids*"
- "Write Inferences About a Part of *Chester's Way*"

Technology Extensions

- "Explore Interactive Sequencing Activities"
- "Browse Other Books by Kevin Henkes"

Extensions

- "Read About Africa"
- "Read Other Books by Stephanie Stuve-Bodeen"
- "Revisit Visualizing with *Erandi's Braids*"
- "Compare Bernardi and Erandi"
- "Make Inferences About Character and Plot Using Illustrations in *Chester's Way*"

Assessment Resource Book

- Unit 4 assessments

Student Response Book

- "Inferences About Passages from *Erandi's Braids*"
- "Passages About Chester and Wilson"
- Reading Journal

Vocabulary Teaching Guide

- Week 11 (*The Paperboy*)
- Week 12 (*Babu's Song*)
- Week 13 (*Erandi's Braids*)

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA3)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducibles

- Unit 4 family letter (BLM1)
- (Optional) "Illustration from *Erandi's Braids*" (BLM2)
- (Optional) "Excerpt from *Chester's Way*" (BLM3)

Professional Development Media

- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Asking Facilitative Questions" (AV20)
- "Using Web-based Whiteboard Activities" tutorial (AV42)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Unit 4 Making Inferences

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

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GRADE 2 OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Read-aloud:** *Babu's Song* **Focus:** ▪ Learning discussion prompts ▪ Hearing and discussing part of a story ▪ Answering questions to understand key details ▪ Using examples from the story to support their thinking	**Read-aloud/Strategy Lesson:** *Babu's Song* **Focus:** ▪ Hearing and discussing part of a story ▪ Exploring how the ending concludes the story's action ▪ Answering questions to understand key details and important ideas ▪ Using examples from the story to support their thinking	**Strategy Lesson:** *Babu's Song* **Focus:** ▪ Hearing parts of a story again to build comprehension ▪ Making inferences about a character ▪ Answering questions to understand key details and important ideas ▪ Using examples from the story to support their thinking
Week 2	**Read-aloud:** *Erandi's Braids* **Focus:** ▪ Hearing and discussing a story ▪ Exploring how the ending concludes the story's action ▪ Answering questions about key details and important ideas ▪ Using examples from the story to support their thinking	**Strategy Lesson:** *Erandi's Braids* **Focus:** ▪ Hearing parts of a story again to build comprehension ▪ Making inferences about characters ▪ Answering questions about key details and important ideas ▪ Using examples from the story to support their thinking	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Making inferences about characters ▪ Using examples from stories to support their thinking ▪ Writing in their reading journals
Week 3	**Read-aloud:** *Chester's Way* **Focus:** ▪ Hearing and discussing a story ▪ Exploring how the ending concludes the story's action ▪ Answering questions about key details and important ideas ▪ Using examples from the story to support their thinking	**Strategy Lesson:** *Chester's Way* **Focus:** ▪ Hearing parts of a story again to build comprehension ▪ Making inferences about characters ▪ Answering questions about key details and important ideas ▪ Discussing characters' feelings and points of view ▪ Discussing an ethical issue and the story's message	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Making inferences about characters ▪ Using examples from stories to support their thinking ▪ Writing in their reading journals

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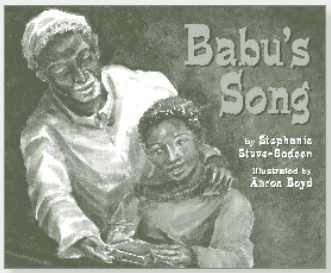
Week 1 OVERVIEW



Babu's Song

by Stephanie Stuve-Bodeen, illustrated by Aaron Boyd

Bernardi is faced with difficult choices when a tourist asks to buy the music box made by his grandfather, Babu.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Asking Facilitative Questions" (AV20)

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Comprehension Focus

- Students make inferences to understand characters' motivations and actions.
- Students answer questions to understand key details and important ideas in a story.
- Students explore a story's structure, including character and plot.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of explaining their thinking.
- Students build on one another's thinking during class discussions.

DO AHEAD

- ✓ Prior to Day 1, consider previewing this unit's read-aloud selections with your English Language Learners before you read them to the whole class.
- ✓ Make available fiction and narrative nonfiction texts at a variety of levels so that the students can practice making inferences during IDR and Independent Strategy Practice throughout the unit.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit.
- ✓ Prior to Day 1, prepare a sheet of chart paper with the title "Discussion Prompts." Write three discussion prompts (*I agree with* _____ *because . . .* , *I disagree with* _____ *because . . .* , and *In addition to what* _____ *said, I think . . .*) on the chart paper (see the diagram in Step 2).
- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 39 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1); see page 33 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 11 lessons this week.

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Day 1 Read-aloud

Materials

- *Babu's Song* (pages 4–21)
- "Discussion Prompts" chart, prepared ahead
- Class set of "IDR Conference Notes" record sheets (CN1)
- *Assessment Resource Book* page 36

In this lesson, the students:

- Begin working with new partners
- Learn to use discussion prompts to build on one another's thinking
- Hear and discuss part of a story
- Answer questions about key details
- Use examples from the story to support their thinking
- Read independently for up to 20 minutes

ABOUT MAKING INFERENCES ABOUT CHARACTERS

In this unit, the students informally explore *character*, a key element of narrative text structure. They make inferences to understand characters' traits, relationships, and development. They come to understand that most stories are about characters, the problems they face, and how they deal with those problems. For more information, see "The Grade 2 Comprehension Strategies" in the Introduction.

Facilitation Tip

During this unit, practice **asking facilitative questions** during class discussions to help the students build on one another's thinking and respond directly to one another, not just to you. After a student comments, ask the class questions such as:

Q *Do you agree or disagree with [Deborah]? Why?*

Q *What questions can we ask [Deborah] about what she said?*

Q *What can you add to what [Deborah] said?*

To see this Facilitation Tip in action, view "Asking Facilitative Questions" (AV20).

Teacher Note

If your students are already familiar with the discussion prompts, simply direct their attention to the prompts and remind the students to use them.

1 Pair Students and Get Ready to Work Together

Randomly assign partners and make sure they know each other's names. Gather the class with partners sitting together, facing you. Explain that for the next three weeks, each student will work with the same partner. Ask:

Q *What can you do to be a responsible partner during today's lesson? Why is that important?*

> **Students might say:**
>
> "I have to say something. I can't expect my partner to do all the talking."
>
> "If I don't understand my partner, I can ask her to repeat what she said. That's important because otherwise I won't get a chance to hear her ideas."
>
> "I can help my partner remember the story. It's important to help each other out because nobody remembers everything perfectly."

2 Teach Discussion Prompts

Remind the students that in the reading community it is important for everyone to listen carefully and contribute ideas during class discussions. Explain that today the students will learn discussion

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prompts, or sentence starters, that they can use to share ideas with their classmates. Direct the students' attention to the "Discussion Prompts" chart and read the prompts aloud.

Discussion Prompts

I agree with _____ because . . .

I disagree with _____ because . . .

In addition to what _____ said,

I think . . .

Say the prompts aloud together and explain that you would like the students to use the prompts during discussions to help them build on one another's thinking.

Review that the students have been hearing and discussing poetry, fiction, and nonfiction and that they have been visualizing, or making mental images of, what they read. Discuss the following question, encouraging the students to use the discussion prompts as they respond:

Q *Why is it important to visualize when we read?*

> **Students might say:**
>
> "It helps us understand what we're reading."
>
> "I agree with [Brianna] because visualizing helps you make a picture in your mind of what you're reading and that helps you understand it better."
>
> "In addition to what [Ronan] said, I think visualizing is important because lots of books don't have pictures."
>
> "In addition to what [Ronan and Lacy] said, the older we get, the more books we'll read that don't have pictures. We should learn how to visualize now so we'll be ready to read those books."

Encourage the students to continue using the prompts when they talk as a class today.

3 Introduce *Babu's Song*

Show the cover of *Babu's Song* and read aloud the title and the names of the author and the illustrator. Remind the students that, in addition to visualizing, they have been making connections to their own lives and to other books they have read to help them understand stories. Encourage the students to visualize and make connections as they listen to *Babu's Song* today.

TEKS 1.C.iv
TEKS 1.D.iii
TEKS 1.D.iv
TEKS 1.E.i
Student/Teacher Narrative Step 2

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ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 6, 12, and 16.

4 Read the First Part of *Babu's Song* Aloud

Explain that the students will hear the first part of the book today and the rest of it tomorrow. Read pages 4–21 aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

figure: toy shaped like a person's body (p. 9; refer to the illustration on p. 8)

set off for: started walking toward (p. 10)

vendors: people who sell things (p. 12)

gunnysack: bag (p. 12)

tin of lard: container of fat used for cooking (p. 17)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

making a goal: winning a point by kicking a ball between two poles (p. 4; refer to the illustration)

goalie: player who tries to keep the other team's players from making a goal (p. 4; refer to the illustration)

school uniform: special kind of clothing worn by all the students at a school (p. 4; refer to the illustration)

an illness had taken his voice: he had gotten sick and the sickness made him not able to talk (p. 9)

enough money to live on: money to pay for things that help you stay alive, like food and a place to live (p. 9)

music box: box that plays a song when you open it (p. 17)

tourists: people visiting from other places (p. 18)

Stop after:

p. 9 "Together they made enough money to live on."

Ask:

Q *What do you know about Bernardi and Babu? Turn to your partner.*

Have one or two volunteers share their thinking. Reread the last sentence on page 9 and continue reading to page 15. Stop after:

p. 15 "He did not hum as he walked home."

Ask:

Q *What happens in this part of the story? Turn to your partner.*

Have one or two volunteers share their thinking. Reread the last sentence on page 15 and continue reading to page 21. Explain that you will read the rest of the story tomorrow.

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5 Discuss the Story

Facilitate a class discussion of the story. Ask:

Q *What do you think Bernardi will do? What in the story makes you think that?*

Have a few volunteers share their thinking with the class, and remind them to use the discussion prompts as they respond.

> **Students might say:**
>
> "I think Bernardi is going to use the money to buy the soccer ball. The story says he's thinking the money is more than enough to buy it."
>
> "In addition to what [Jonas] said, Bernardi is going to go to the shop where he saw the ball. I think that because the story says he heads for the shops down the street. That's probably where the shop with the soccer ball is."
>
> "I think Bernardi might buy the ball, but he might feel bad about it. I think that because the story says Bernardi swallowed hard. That could mean he's having a hard time making up his mind."
>
> "I agree with [Nanette] because the story says, 'Surely Babu could make another music box.' It sounds like Bernardi is arguing with himself about whether he should have sold the music box."

Tell the students that every story has characters and that we call the character that the story is mainly about the *main character*. Explain that tomorrow the students will talk more about this story's main character, Bernardi.

TEKS 1.C.iv
TEKS 1.D.iii
TEKS 1.D.iv
TEKS 1.E.i
Student/Teacher Activity
Step 5 and Step 6

6 Reflect on Using the Discussion Prompts

Ask and briefly discuss questions such as:

Q *How did we do with using the discussion prompts during our class discussion today?*

Q *How do the discussion prompts help us talk as a class?*

Encourage the students to continue using the discussion prompts whenever they can in class discussions to help them build on one another's thinking.

Teacher Note

Post the "Discussion Prompts" chart for the students to refer to throughout the unit, and keep the chart posted until the students use these prompts naturally.

INDIVIDUALIZED DAILY READING

7 Read Independently and Make Text-to-self Connections

Tell the students that for the next several weeks during IDR, they will be reading fiction (made-up) and nonfiction (true) stories. Encourage the students to think about how what they are reading reminds them

TEKS 5.A.ii
Student/Teacher Activity
Step 7

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of their own lives. Tell the students that at the end of IDR, you will ask them to share their thinking with the class. Then have the students get their books and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

Continue to monitor the students' ability to read independently for the amount of time you have established. If needed, gradually add time as your students are ready. The goal is for them to be reading independently for up to 20 minutes.

IDR CONFERENCE NOTE

Over the next three weeks, confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 36) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

Signal to let the students know when it is time to stop reading. Have one or two volunteers share with the class what they wondered. Have each volunteer share the title of his text, the author's name, and what in his reading reminds him of his own life. Have the students return to their desks and put away their books.

Day 2 Read-aloud/Strategy Lesson

Materials

- *Babu's Song* (pages 23–32)
- "Discussion Prompts" chart

In this lesson, the students:

- Practice using discussion prompts to build on one another's thinking
- Hear and discuss part of a story
- Explore how the story's ending concludes the action
- Answer questions about key details and important ideas
- Use examples from the story to support their thinking
- Read independently for up to 20 minutes

Teacher Note

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

1 Review Discussion Prompts

Gather the class with partners sitting together, facing you. Review that yesterday the students heard the first part of *Babu's Song*. Explain that you will read the rest of the story today.

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Remind the students that they learned three discussion prompts yesterday to help them connect their ideas with the ideas of others during class discussions. Direct the students' attention to the "Discussion Prompts" chart, and read the prompts aloud together. Remind the students to use the prompts when they participate in the class discussion today.

2 Read the Rest of *Babu's Song* Aloud

Read pages 23–32 aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

beamed: smiled a big smile (p. 30)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

sniffled: breathed in loudly while crying (p. 23; act out sniffling)

choked back a sob: stopped himself from crying (p. 26)

Stop after:

p. 25 "How could he have sold it?"

Ask:

Q *What happens in this part of the story? Were you surprised by what happens? Why? Turn to your partner.*

Have one or two volunteers share their thinking. Reread the last sentence on the page and continue reading to the end of the story.

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after page 27.

3 Discuss the Story

Facilitate a class discussion about the story using the following questions. If necessary, remind the students to use the discussion prompts as they respond.

Q *What happens in this story?*

Q *What problem does Bernardi face in this story? How does he solve it?*

Q *Does the story end the way you expected it to? Explain your thinking.*

TEKS 8.C.i
TEKS 8.C.vii
TEKS 8.C.xi
Student/Teacher Activity
Step 3

TEKS 8.C.iii
TEKS 8.C.v
TEKS 8.C.ix
Student Teacher Activity
Step 3
(second discussion question set)

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Students might say:

"Babu makes a music box for Bernardi. It plays a special song that Babu used to sing. But Bernardi sells the music box to a tourist to get money for a soccer ball."

"In addition to what [Angela] said, Bernardi feels bad about selling the music box that plays the special song."

"In addition to what [Angela and Simon] said, Bernardi solves his problem by giving the money he got for the box to Babu."

"I was surprised by the ending because I thought Bernardi would buy the soccer ball. I didn't expect him to give the money to Babu, and I didn't expect Babu to buy a school uniform or make a soccer ball for Bernardi."

TEKS 8.C.iii
TEKS 8.C.ix
Student Teacher Narrative Step 3 (second paragraph)

Remind the students that all stories have characters, and explain that, like Bernardi in *Babu's Song*, the characters in stories face problems. Explain that in the next lesson, the students will talk more about the character Bernardi and the story *Babu's Song*.

Share your observations about how the students did today using the discussion prompts.

INDIVIDUALIZED DAILY READING

4 Read Independently and Make Text-to-self Connections

Remind the students that for the next several weeks during IDR they will be reading fiction and nonfiction stories. Encourage the students to think about how what they are reading reminds them of their own lives. Tell the students that at the end of IDR, you will ask them to each discuss their thinking with a partner. Have the students get their books and read silently for up to 20 minutes. After the students have settled into their reading, confer with individual students.

Teacher Note

Periodically remind the students to use the questions on the "Thinking About My Reading" chart to practice monitoring their own comprehension as they read and to select different books if they decide the ones they are reading are not just right.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 36) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of his text, the author's name, and what in his reading reminds him of his own life. Have the students return to their desks and put away their books.

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EXTENSION

Read About Africa

Explain to the students that Babu lives in Tanzania, a country on the continent of Africa. Point out Africa and Tanzania on a map. If the students are interested in learning more about Africa, read aloud nonfiction texts such as *Africa* by Mel Friedman, *Look What Came from Africa* by Miles Harvey, *Africa* by Rebecca Hirsch, or *We All Went on Safari: A Counting Journey Through Tanzania* by Laurie Krebs (the latter title combines fiction and nonfiction). Before you read, ask:

Q *What do you think you know about Africa?*

Q *What would you like to learn about Africa?*

After you read, ask:

Q *What is something interesting you learned about Africa?*

TEKS 13.A.ii
Student/Teacher Activity
Extension
(second question)

Strategy Lesson Day 3

In this lesson, the students:

- Hear parts of a story again to build comprehension
- Make inferences about a character as they hear and read parts of the story
- Answer questions about key details and important ideas
- Use examples from the story to support their thinking
- Read independently for up to 20 minutes
- Explain their thinking

Materials

- *Babu's Song*
- "Passages About Bernardi" chart (WA1)
- "Class Assessment Record" sheet (CA1)

1 Discuss Explaining Thinking Clearly

Gather the class with partners sitting together, facing you. Review that yesterday the students heard the second part of *Babu's Song*. If necessary, review *Babu's Song* by having a student summarize the story, showing the illustrations again, or reading various sentences from the story and having volunteers say what they remember about that part of the story. Explain that today partners will have another chance to talk about the story and the main character, Bernardi. Ask:

Q *Why will it be important for you to explain your thinking clearly to your partner today?*

Q *What can happen if partners don't explain their thinking clearly?*

Encourage the students to focus on explaining their thinking clearly as they talk with their partners today.

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TEKS 6.F.i
Student/Teacher Narrative
Step 3

Teacher Note

If the students have difficulty answering this question, you might ask questions such as, "What kind of person do you think Bernardi is?" and "Would you want Bernardi as a friend? Why?"

2 Brainstorm About Bernardi and Introduce Making Inferences

Remind the students that the main character in *Babu's Song* is Bernardi. Ask:

Q *What words would you use to describe Bernardi?*

Have a few volunteers share their thinking. As they share, quickly record the students' ideas where everyone can see them, without discussion.

> **Students might say:**
>
> "responsible"
>
> "helpful"
>
> "polite"
>
> "kind"
>
> "honest"

Point out that nowhere in the story does the author say, "Bernardi is a [responsible] boy" or "Bernardi is an [honest] boy," and yet the students figured out that Bernardi has these qualities. Tell the students that when a reader uses clues to figure out something that is not stated directly in the story, the reader is *making an inference*. Explain that authors often use what characters say, do, and think to communicate things about them. Readers use these clues to make inferences about the characters. Explain that in today's lesson, the students will think more about the inferences they are making about Bernardi.

3 Introduce the "Passages About Bernardi" Chart

Display the "Passages About Bernardi" chart (WA1). Explain that these are passages from the story that give clues about who Bernardi is. Read the passages aloud.

Explain that you will reread parts of the story aloud and that you will stop after you have read each of these passages where they appear in the story. Each time you stop, you will ask a volunteer to make an inference about Bernardi or use clues in the passage to figure out something about Bernardi that is not stated directly.

4 Reread Parts of *Babu's Song*

Read the last two sentences on page 9 aloud. Direct the students' attention to the first passage on the chart, and ask the following questions. Circulate and listen as partners talk.

TEKS 6.F.i
Student/Teacher Activity
Step 4

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Q *What inference can you make about Bernardi from this passage? What can you figure out about him from the passage? Turn to your partner.*

Have one or two volunteers share their inferences with the class. Then read page 12 aloud. Direct the students' attention to the second passage on the chart and ask:

Q *What inference can you make about Bernardi from this passage? Turn to your partner.*

Have a few volunteers share their inferences with the class. Read page 23 aloud. Direct the students' attention to the third passage on the chart and ask:

Q *What inference can you make about Bernardi? Turn to your partner.*

Have a few volunteers share their inferences with the class.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to make inferences about Bernardi?
- Can they identify clues that support their inferences?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 33 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to make inferences about Bernardi, proceed with the lesson.
- If ***about half of the students*** are able to make inferences about Bernardi, proceed with the lesson and plan to check in with students who are having difficulty with inferences during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:
  - **Q** *What do you know about the main character in your story?*
  - **Q** *What clues in the story helped you figure that out about the character?*
- If ***only a few students*** are able to make inferences about Bernardi, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

Teacher Note

If the students disagree significantly on inferences for any of the passages, discuss this before continuing with the lesson. Ask the students to refer to the text to support their opinions, and facilitate a discussion using questions such as:

Q *Do you agree or disagree with the inferences [Miranda and Eric] made about Bernardi from this passage? Why?*

Q *Why do you think their inferences [make sense/do not make sense] in this story?*

ELL Note

English Language Learners may only be able to understand the surface-level meaning of the story, but working with a partner and listening to the group discussion will support their knowledge and lead to a deeper-level understanding.

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5 Discuss as a Class

Review that Bernardi's problem is that he sells the music box that Babu made for him. Ask the following question and remind the students to use the discussion prompts when they respond.

Q *Why do you think Bernardi tries to solve his problem by giving the money to Babu?*

> **Students might say:**
>
> "He feels bad about selling the music box."
>
> "In addition to what [Anna] said, the music box was a gift from Babu to Bernardi. Bernardi knew he wasn't supposed to sell it."
>
> "In addition to what [Anna and Fred] said, Bernardi gives the money to Babu so he won't feel bad any more."

Point out that the students did something today that good readers do; they used words from a story to make inferences about a character. Explain that the students will have more opportunities to make inferences about characters in the coming days and weeks.

INDIVIDUALIZED DAILY READING

6 Read Independently and Discuss Characters

Encourage the students to think about the main characters in their stories as they read today. Tell the students that at the end of IDR you will ask them to share their thinking with the class. Have the students get their books and read silently for up to 20 minutes. After the students have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 36) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have one or two volunteers share with the class what they are reading. Ask each volunteer to tell the class the title of her text and the author's name, describe one of the main characters in the book, and tell what happens to that character. Have the students return to their desks and put away their books.

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EXTENSION

Read Other Books by Stephanie Stuve-Bodeen

If the students enjoyed *Babu's Song*, you might read aloud one or more of the books from the popular Elizabeti series by Stephanie Stuve-Bodeen (*Mama Elizabeti*, *Elizabeti's Doll*, and *Elizabeti's School*). (These books, like *Babu's Song*, draw on Stuve-Bodeen's experience as a Peace Corps volunteer in Tanzania, and they strike a balance between a close-up view of Tanzanian culture and universal themes.) As a class, you might compare the characters of Bernardi and Elizabeti by asking questions such as:

Q *In what ways are Bernardi and Elizabeti alike? In what ways are they different?*

Alternatively, you might focus the discussion on comparing two different books about Elizabeti, asking questions such as:

Q *What problem does Elizabeti face in* Elizabeti's Doll*? How does she solve it?*

Q *What problem does she face in* Mama Elizabeti*? How does she solve it?*

Q *What is [the same/different] about the two books?*

Vocabulary Note

Next week you will revisit *Babu's Song* to teach the Week 12 vocabulary lessons.

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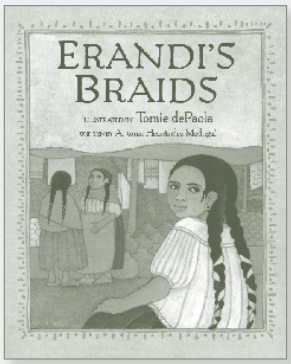
Week 2 OVERVIEW



*Erandi's Braids**

by Antonio Hernández Madrigal, illustrated by Tomie dePaola

Erandi hopes for a new dress for her birthday. But when her mother finds holes in their fishing net, Erandi wonders how they will get the money for the things they need.

** This book is also used in Unit 9, Week 3.*

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA2–WA3

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)

Reproducible

- (Optional) "Illustration from *Erandi's Braids*" (BLM2)

Professional Development Media

- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Using Web-based Whiteboard Activities" tutorial (AV42)

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Comprehension Focus

- Students make inferences to understand characters' motivations and actions.
- Students answer questions to understand key details and important ideas in a story.
- Students explore a story's structure, including character and plot.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of explaining their thinking.
- Students build on one another's thinking during class discussions.

DO AHEAD

- ✓ Prior to Day 3, prepare to model making an inference about a character in independent reading (see Step 3).
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2); see page 34 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 12 lessons this week.

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Day 1 Read-aloud

Materials

- *Erandi's Braids*
- "Discussion Prompts" chart

In this lesson, the students:

- Hear and discuss a story
- Explore how the story's ending concludes the action
- Answer questions about key details and important ideas
- Use examples from the story to support their thinking
- Read independently for up to 20 minutes
- Use discussion prompts to build on one another's thinking

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Remind the students that they are responsible for thinking and sharing in pairs. Explain that to be responsible members of the reading community, they should make sure that they can hear and understand what their partners and classmates say.

Teacher Note

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

2 Briefly Review Discussion Prompts

Remind the students that they learned three discussion prompts to help them connect their ideas with the ideas of others during class discussions. Direct the students' attention to the "Discussion Prompts" chart. Ask and briefly discuss:

Q *How does using these prompts help us during class discussions?*

> **Students might say:**
>
> "The prompts help us listen to what people say."
>
> "I agree with [Zoe] because you have to listen if you are going to agree or disagree with someone."
>
> "In addition to what [Russell] said, I think listening to different people's ideas helps us learn."

Encourage the students to use the prompts when they participate in the class discussion today.

ELL Note

You may want to point to the picture of Erandi on the cover and explain that a *braid* is a "hairstyle made by weaving together pieces of hair."

3 Introduce *Erandi's Braids*

Show the cover of *Erandi's Braids* and read aloud the title and the names of the author and the illustrator. Explain that the main character in the

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story is a girl named Erandi who lives with her mother in a village in Mexico. In this story, Erandi's birthday is coming and her family does not have much money to buy her a gift.

4 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

***huipil*:** (Spanish) blouse (p. 4)
tortillas: thin corn pancakes (p. 5)
embroidery: designs or pictures stitched with thread to decorate cloth (p. 6)
adobe: building material made of clay mixed with straw and dried in the sun (p. 7)
***fiesta*:** (Spanish) party (p. 8)
***buenos días*:** (Spanish) good morning (p. 11)
procession: group of people walking together, like in a parade (p. 12)
***mi hija*:** (Spanish) my daughter (p. 21)
***huarcaches*:** (Spanish) sandals (p. 26)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

pay a fortune: give a lot of money (p. 7)
repair: fix (p. 10)
tremble: shake with fear (p. 18; act out trembling)
whirled around: turned around quickly (p. 21)

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 7, 20, and 25.

Stop after:

p. 16 "But she didn't say anything to Mamá."

Explain that you will ask a question that the students will think about and then discuss with their partners. Tell them to listen carefully to their partners because they will share their partners' thinking with the class. Then use "Think, Pair, Share" to discuss:

Q *What is happening in the story? What makes Erandi think her mother is going to sell her braids?* [pause] *Turn to your partner.*

Ask one or two volunteers to share their partners' thinking. Reread the last sentence on page 16 and then read to the end of the story.

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Facilitation Tip

Continue to **ask facilitative questions** to build accountability and encourage participation during class discussions. Redirect students' comments to the class by asking:

Q *Do you agree or disagree with what [Ricki] just said? Why?*

Q *What can you add to what [Ricki] said?*

Much of the learning in this program relies on creating a dynamic discourse among the students. Facilitative questions teach them that their comments contribute to a class discussion and that they are responsible for listening to each other and responding.

TEKS 8.C.iii
TEKS 8.C.v
TEKS 8.C.ix
TEKS 8.C.xi
Student/Teacher Activity
Step 5 (second discussion question set)

5 Discuss the Story

Facilitate a class discussion about the story. If necessary, remind the students to use the discussion prompts as they respond.

Ask:

Q *What is this story about?*

Q *What is Erandi's problem in this story? How is her problem solved?*

Q *How does the story end? Is that what you expected? Explain your thinking.*

> **Students might say:**
>
> "Erandi's mother says they need a new fishing net, and Erandi is worried about how they will get the money to pay for it."
>
> "In addition to what [Jesse] said, Erandi is scared to get her hair cut, but she knows her family needs the money."
>
> "Erandi solves her problem by deciding to get her hair cut even though she doesn't want to."
>
> "At the end, Erandi's mom is sad but Erandi cheers her up by telling her that her hair will grow back. I didn't expect that because Erandi was so worried about getting her hair cut."
>
> "In addition to what [Maya] said, they get so much money for Erandi's braids that they can buy a new fishing net and the doll Erandi wanted. That didn't surprise me because Erandi's hair was very long and beautiful."

Explain that in the next lesson the students will think more about the story's main character, Erandi.

INDIVIDUALIZED DAILY READING

6 Read Independently and Discuss Characters

Remind the students to read stories during IDR. Encourage the students to think about the main characters in their stories as they read today. Tell the students that at the end of IDR you will ask them to share their thinking with a partner. Have the students get their books and read silently for up to 20 minutes. After the students have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 36) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student choose one main character to talk about. Then have the students talk in pairs. Ask each student to share with a partner the title of her text, the author's name, what one of the main characters is like, and what happens to the character. Have the students return to their desks and put away their books.

TECHNOLOGY EXTENSION

Explore Interactive Sequencing Activities

Sequencing events in stories helps the students learn to retell stories. Many interactive sequencing activities are available online. You might use these activities to model sequencing and then have the students do the activities independently on classroom computers or other devices. For more information, search online using the keywords "interactive sequencing activities" or "sequencing apps for kids."

Technology Tip

You might also explore your whiteboard manufacturer's online community for interactive sequencing activities. For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

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Day 2 Strategy Lesson

Materials

- *Erandi's Braids*
- "Discussion Prompts" chart
- "Passages About Erandi" chart (WA2)
- *Student Response Book* page 9
- "Reading Comprehension Strategies" chart and a marker

In this lesson, the students:

- Make inferences about characters
- Answer questions about key details and important ideas
- Use examples from the story to support their thinking
- Read independently for up to 20 minutes
- Explain their thinking
- Use discussion prompts to build on one another's thinking

1 Review Making Inferences

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that last week they heard the story *Babu's Song* and made inferences, or figured out, what the main character, Bernardi, was like by using clues from the story. Review that in the previous lesson, the students heard and discussed the story *Erandi's Braids*. Ask and briefly discuss:

Q *What happens in* Erandi's Braids?

Explain that today they will hear parts of that story again and then make inferences about the main character, Erandi. Direct their attention to the "Discussion Prompts" chart and briefly review the prompts. Remind them to use the prompts when they participate in the class discussion today.

2 Brainstorm About Erandi

Remind the students that the main character in *Erandi's Braids* is Erandi. Ask:

Q *What words would you use to describe the character Erandi?*

Have a few volunteers share their thinking. As they share, quickly record the students' ideas where everyone can see them, without discussing them.

> **Students might say:**
> "helpful"
> "brave"
> "thoughtful"

Point out that the author does not use any of these words to describe Erandi, and yet the students figured out that Erandi has these qualities. Review that when a reader uses clues to figure out something that

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is not stated directly, the reader is making an inference. Remind the students that authors often use what characters say, do, and think to communicate things about them. Readers use these clues to make inferences about the characters. Explain that in today's lesson the students will think more about the inferences they made about Erandi.

3 Introduce the "Passages About Erandi" Chart

Display the "Passages About Erandi" chart (WA2). Explain that these are passages from the story that give clues about who Erandi is. Read the passages aloud.

Explain that you will read parts of the story aloud and that you will stop after each passage and ask the students to talk with their partners about what they infer about Erandi from the passage.

4 Reread Parts of *Erandi's Braids*

TEKS 6.F.i
Student/Teacher Activity
Step 4

Read page 5 aloud. Direct the students to the first passage on the chart and ask:

Q *What inference can you make about Erandi from this passage? Turn to your partner.*

Have one or two volunteers share their inferences with the class. Then read page 12 aloud. Direct the students' attention to the second passage and ask:

Q *What inference can you make about Erandi from this passage? Turn to your partner.*

Have one or two volunteers share their inferences.

Have the students turn to *Student Response Book* page 9, "Inferences About Passages from *Erandi's Braids*," where two passages are reproduced with space below each passage for the students to write. Explain that you will reread part of the story and that each student will write down the inference he makes about Erandi. Reread pages 23–24 aloud. Then direct the students' attention to the first passage and ask:

Q *What inference can you make about Erandi?*

Give the students sufficient time to write down their inferences. Have one or two volunteers share their inferences with the class. Then reread page 28 aloud. Direct the students' attention to the second passage and ask:

Q *What inference can you make about Erandi?*

Have the students write down their inferences. Have one or two volunteers share their inferences with the class.

Teacher Note

If the students disagree significantly on inferences for the parts you read aloud on pages 5 and 12, discuss this before continuing with the lesson. Ask the students to refer to the story to support their opinions, and facilitate a discussion using questions such as:

Q *Do you agree or disagree with the inference that [Wallace and Janine] made about Erandi from this passage? Why?*

Q *Why do you think their inference [makes sense/does not make sense] in this story?*

ELL Note

English Language Learners may only be able to understand the surface-level meaning of the story, but working with a partner and listening to the group discussion will support their knowledge and lead to a deeper-level understanding.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

ELPS 2.I.v
Step 4

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5 Add to the "Reading Comprehension Strategies" Chart

Reading Comprehension Strategies

- making personal connections
- making connections between stories
- visualizing
- making inferences about characters

Point out that the students figured out what kind of person Erandi is and how she is feeling based on her actions and words. Review that authors can show what characters are like by describing what they do and say, and readers use these clues to make inferences about the characters. Direct the students' attention to the "Reading Comprehension Strategies" chart, and add *making inferences about characters* to it. Explain that making inferences about characters is an important strategy that readers use to understand stories.

Explain that the students will have many chances to practice making inferences in the coming weeks.

6 Reflect on Explaining Thinking Clearly and Using the Discussion Prompts

Ask and briefly discuss questions such as:

Q *When did you hear someone explain his or her thinking clearly today? What did the person say?*

Q *How did the discussion prompts help us talk as a class today?*

Encourage the students to continue explaining their thinking clearly to one another and using the discussion prompts to help them build on one another's thinking.

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INDIVIDUALIZED DAILY READING

7 Read Independently and Make Inferences About Characters

Remind the students to read stories during IDR. Ask them to think about the inferences they are making about the main characters or other characters as they read. Tell the students that at the end of IDR, you will ask them to share their inferences with the class. Have the students get their books and read silently for up to 20 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 36) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have one or two volunteers share with the class what they are reading. Ask each volunteer to say the title of his book and the author's name, briefly describe one of the main characters in his book, and share something he inferred (figured out) about the character. Have the students return to their desks and put away their books.

WRITING ABOUT READING

ELPS 5.B.i
ELPS 5.B.ii
Writing About Reading

Write Inferences Using Illustrations in *Erandi's Braids*

Show the cover of *Erandi's Braids* and remind the students that they heard this story earlier. Page through the book slowly and show the illustrations. Ask:

Q *What happens in the story* Erandi's Braids?

Q *What did you figure out about Erandi from clues in the story?*

Have a few volunteers share their thinking. Remind the students that they figured out what Erandi is like by using clues in the story about what she says, does, and thinks. Review that this is called *making inferences* and that it helps us understand and enjoy stories. Explain

Materials

- *Erandi's Braids*
- Copy of "Illustration from *Erandi's Braids*" (BLM2) for each student

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Illustration from *Erandi's Braids*" (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself.

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that illustrations (pictures) can also give us clues about characters. Show page 24 of *Erandi's Braids* and ask:

Q *What inference can you make about how Erandi is feeling from this illustration? What clues in the picture help you make that inference?*

Have a few volunteers share their thinking with the class. Ask the students to watch as you think aloud and model writing what you infer about how Erandi is feeling and what clues helped you make that inference.

> **You might say:**
>
> "I infer from this illustration that Erandi is worried about getting her hair cut. I'll write: *I infer from this illustration that Erandi doesn't want the barber to cut her hair.* Now I want to explain what clues in the illustration helped me make that inference. I'll write: *I think that because she is looking at the barber with her eyebrows pointing up in the middle and her mouth turned down at the edges. She is also leaning away from the barber. Those things make her look worried about the barber cutting her hair.*"

Show the illustration on page 28 and ask:

Q *What inference can you make about how Erandi is feeling from this illustration? What clues in the picture helped you make that inference?*

Have a few volunteers share their thinking with the class. Explain that you would like the students to write about what they inferred from the illustration and what clues in the illustration helped them make their inferences. Distribute copies of "Illustration from *Erandi's Braids*" for the students to refer to as they write. If time permits, ask a few volunteers to share their writing with the class.

EXTENSION

Revisit Visualizing with *Erandi's Braids*

Several passages in *Erandi's Braids* have vivid language. Remind the students that one of the strategies they use to help them understand what they are reading is called *visualizing.* Read a few passages aloud, and ask the students to think about the language the author uses to describe Erandi and her village.

The following is an example of a passage that vividly describes a setting in the story:

p. 3 " 'Erandi, it's time to wake up,' Mamá whispered. Roosters were crowing as the orange and crimson colors of dawn spread across the village of Pátzcuaro, in the hills of México."

The following is an example of a passage that describes a character's feelings:

p. 18 "Gazing at the enormous scissors in his hand, Erandi felt her knees tremble."

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Independent Strategy Practice

Day 3

In this lesson, the students:

- Read independently
- Make inferences about characters
- Use examples from stories to support their thinking
- Write in their reading journals
- Explain their thinking

1 Review Making Inferences About Characters

Have the students bring their books and gather with partners sitting together, facing you. Remind the students that last week they heard the story *Babu's Song* and talked about the main character, Bernardi. This week they heard the story *Erandi's Braids* and talked about the main character, Erandi. They thought about things that Bernardi and Erandi do in each story and what those things tell us about them. Point out that the students used clues in the stories—such as the characters' thoughts, actions, and words—to make inferences about them.

Explain that today the students will again practice making inferences about characters in their independent reading. Tell them that they will read their books for 5–7 minutes. Then you will ask each student to reread the same section of her book and think about what she knows about a character in her story.

2 Read Independently Without Stopping

Distribute two self-stick notes to each student, and ask each student to use a self-stick note to mark the place he begins reading today. Have the students read silently for 5–7 minutes.

3 Model Making an Inference About a Character

After 5–7 minutes, stop the students. Explain that now each student will reread her book, starting at the first self-stick note. As each student reads, she will use another self-stick note to mark a place where she figures out something about a character from what the character says, does, or thinks.

Model the process with your own text. Read a brief selection aloud, and then think aloud about what you figured out about a character and what clues in the text helped you make that inference. Mark the clues with self-stick notes.

Materials

- Small self-stick notes for each student
- Narrative text to model making an inference, prepared ahead
- "Class Assessment Record" sheet (CA2)
- *Student Response Book*, Reading Journal section
- "Journal Entry" chart (WA3)

Teacher Note

Make sure that each student is reading a narrative text that has a main character.

ELL Note

Note challenging vocabulary in the students' books, and have brief discussions with individual students to define words as they read independently.

TEKS 6.F.ii
TEKS 7.C.i
Student/Teacher Narrative
Step 3

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You might say:

"From this part of the story *Girl Wonder*, I figured out that Alta is determined to succeed at playing baseball. One of the clues on this page that helped me make that inference is: 'Nothing could keep me from baseball.' That shows that she played baseball every chance she got. Another clue that helped me is: 'even in winter I got up early to practice.' That is something you wouldn't do unless you were very determined to succeed at something, because it's hard to get up early in cold weather. I'll put self-stick notes on this page next to these clues."

Explain that at the end of independent reading, partners will share with each other the clues they found about their characters.

4 Reread Independently and Discuss Reading in Pairs

TEKS 6.F.ii
TEKS 7.C.i
Student/Teacher Activity
Steps 4 and 5

Have the students reread independently for 5–7 minutes. After 5–7 minutes, stop the students and have partners take turns telling each other what they figured out about the characters in their stories and what clues helped them. Remind the students to begin by each telling his partner the title and the name of the author of his book and briefly telling what it is about. Circulate and listen as partners talk.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to make inferences about characters?
- Can they identify clues that support their inferences?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 34 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to make inferences about characters, proceed with the lesson.
- If ***about half of the students*** are able to make inferences about characters, proceed with the lesson and plan to check in with students who are having difficulty with inferences during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:
  - Q *What do you know about the main character in your story?*
  - Q *What clues in the story helped you figure that out about the character?*
- If ***only a few students*** are able to make inferences about characters, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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5 Write in Reading Journals About Inferences

Have the students return to their desks and open their *Student Response Books* to the next blank page in the Reading Journal section. Remind the students that this is where they can write about what they are reading. Explain that today they will each write a journal entry about one of the main characters in their books and what they inferred about the characters.

Display the "Journal Entry" chart (WA3), and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA3

Journal Entry

Write a journal entry about the story you are reading. Please include:

- The title and the author's name
- What the story is about
- An inference you made about a main character
- What clues in the story helped you make that inference
- If your story does not have a main character, write your opinion of the story or something you like about it

Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

6 Reflect on Making Inferences and Working Together

Facilitate a class discussion about using the strategy of making inferences to make sense of a character. Ask:

Q *How does making inferences about a character in a story help us understand the character?*

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

Teacher Note

If the students have difficulty writing inferences about main characters, you might model writing an inference about a main character in a book the students have heard previously. For example, you might write: *My book is McDuff Moves In by Rosemary Wells. The main character is a dog named McDuff. I infer that McDuff is scared when he's outside at night. My clue is the sentence "Strange voices hooted and whistled at him from the trees." It would be scary to have strange voices hooting and whistling at you at night when you are lost.*

ELL Note

Consider having your students with limited English proficiency each draw a picture of a character from his book and then dictate to you what he infers about the character.

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Teacher Note

Notice that you are asking open-ended questions during this discussion. To observe the effect of asking open-ended questions on students' thinking, experiment with asking a closed question first. For example, ask "Does making inferences about a character in a story help us understand the character?" and note the responses. Then restate the question as an open-ended question and note the responses. For more information, view "Asking Open-ended Questions and Using Wait-time" (AV17).

Vocabulary Note

Next week you will revisit *Erandi's Braids* to teach the Week 13 vocabulary lessons.

Q *What did your partner do to explain his or her thinking clearly to you today? What did you do? How did that help you work together?*

> **Students might say:**
>
> "Sometimes the author doesn't tell you why a character is scared or sad. You have to figure it out from what is happening to the character."
>
> "My partner explained her thinking clearly by giving a reason for her idea. That helped me understand what she was saying and figure out my own ideas."

Explain that the students will have more opportunities to make inferences about characters in the stories they hear and read independently.

EXTENSION

Compare Bernardi and Erandi

Show the covers of *Babu's Song* and *Erandi's Braids*. Have the students briefly retell the stories. Use "Think, Pair, Share" to discuss:

Q *In what ways are Bernardi and Erandi alike? In what ways are they different?* [pause] *Turn to your partner.*

Have volunteers share their thinking with the class.

> **Students might say:**
>
> "They both want things their families can't afford. Bernardi wants a soccer ball and Erandi wants a doll."
>
> "Bernardi can't go to school because he doesn't have a uniform. Erandi's mother needs a new fishing net. So in both stories the families are trying to figure out how to buy something they really need."
>
> "They both like to help. Bernardi helps by selling Babu's toys at the market. Erandi helps by getting her hair cut."
>
> "In addition to what [Marcus] said, they both do something that's hard for them to do. Bernardi gives Babu the money he got for the music box instead of using it to buy the soccer ball. Erandi gets her hair cut even though she doesn't want to."
>
> "In the end, they both feel good about what they did, and they both get the thing they want."

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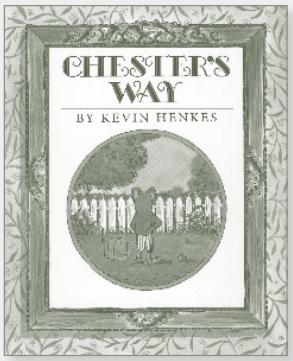
Week 3 OVERVIEW



Chester's Way

by Kevin Henkes

Chester and Wilson are best friends and they share the same way of doing things, until one day Lilly moves into the neighborhood.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA4–WA5

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducibles

- Unit 4 family letter (BLM1)
- (Optional) "Excerpt from *Chester's Way*" (BLM3)

Professional Development Media

- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students make inferences to understand characters' feelings, motivations, and actions.
- Students answer questions to understand key details and important ideas in a story.
- Students discuss a story's message.
- Students explore a story's structure, including character and plot.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of explaining their thinking.
- Students build on one another's thinking during class discussions.

DO AHEAD

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA3); see page 35 of the *Assessment Resource Book*.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 13 lessons this week.

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Day 1 Read-aloud

Materials

- *Chester's Way*

In this lesson, the students:

- Hear and discuss a story
- Explore how the story's ending concludes the action
- Answer questions about key details and important ideas
- Use examples from the story to support their thinking
- Read independently for up to 20 minutes
- Explain their thinking

1 Reflect on Partner Work

Gather the class with partners sitting together, facing you. Facilitate a brief discussion about what has gone well in partner work and what the students still want to work on. Ask:

Q *What is working well for you when you work with your partner?*

Q *What are some things you would like to work on today? How will that help your learning?*

2 Introduce *Chester's Way*

Show the cover of *Chester's Way* and read aloud the title and the author's name. Tell the students that Kevin Henkes is also the illustrator. Explain that this story is about two mice who are best friends and what happens when they meet a new mouse who has just moved into the neighborhood.

3 Read Aloud

Remind the students that as you read they should pay careful attention to what the characters are doing. Explain that you will stop during the story so that partners can talk about what has happened so far.

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

have a mind of your own: (idiom) do things your own way (p. 7)
rarely: not often (p. 9)
duplicated: copied (p. 10)
nifty disguises: clever ways to dress to hide the way you really look (p. 16)
circled: gathered around (p. 20)
fierce: wild and scary (p. 21)

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 9 and 23.

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

diagonally: in a straight line from corner to corner of a square or rectangle (p. 6; draw a picture of a square with a diagonal line across it)

double-knotting his shoes: tying his shoelaces in a special way so they won't come untied (p. 6)

first-aid kit: container with bandages and other things to care for cuts (p. 7)

pitch: ball thrown toward a batter in baseball (p. 8)

hand signals: signs you make with your hands to let cars or other riders know when you are turning or stopping (p. 8)

go on picnics: eat meals outside (p. 10)

sunscreen: lotion to protect the skin from the sun (p. 13)

loaded squirt gun: water gun full of water (p. 17)

popping wheelies: (idiom) riding a bicycle on one wheel (p. 20)

Read pages 5–14 aloud. Stop after:

p. 14 "And then Lilly moved into the neighborhood."

Ask:

Q *What has happened in the story so far, and what do you think might happen next? Turn to your partner.*

Ask one or two volunteers to share their thinking. Reread the last sentence on page 14 and continue to page 19. Stop after:

p. 19 " 'Looks like it,' said Wilson."

Explain that you will ask a question that the students will think about and then discuss with their partners. Tell them to listen carefully to their partners because they will share their partners' thinking with the class. Then use "Think, Pair, Share" to discuss:

Q *What happens when Lilly arrives?* [pause] *Turn to your partner.*

Ask one or two volunteers to share their partners' thinking. Reread the last sentence on page 19 and continue reading to the end of the story.

4 Discuss the Story

Have the students discuss their ideas about the book. Remind them that during the class discussion they need to speak loudly and clearly so that everyone can hear their ideas.

Teacher Note

The purpose of this discussion is to establish the students' surface-level understanding of the story before they make inferences about the main characters in the next lesson. If necessary, reread parts of the text to help clarify any plot details or to help the students remember what they heard.

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Facilitation Tip

Reflect on your experiences over the past few weeks with **asking facilitative questions**. Does this technique feel comfortable and natural to you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students' listening and participation in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

Ask:

- Q *What happens in this story?*
- Q *Who are the main characters in this story? Who are some of the other characters in the story?*
- Q *How are things different at the end of the story from the way they were in the beginning?*

Let the students know that in the next lesson, they will hear parts of the story again and think more about the characters in it.

INDIVIDUALIZED DAILY READING

5 Read Independently and Make Inferences About Characters

Have the students get their books and read silently for up to 20 minutes. Ask them to think about inferences they are making about the main characters or other characters. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 36) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have one or two volunteers share with the class what they are reading. Ask each volunteer to say the title of her story and the author's name, briefly describe one of the main characters in her story, and share something she inferred about that character. Have the students return to their desks and put away their books.

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Strategy Lesson Day 2

In this lesson, the students:

- Make inferences about characters in a story
- Answer questions about key details and important ideas
- Discuss characters' feelings and points of view in the story
- Discuss an ethical issue and the story's message
- Read independently for up to 20 minutes
- Use discussion prompts and explain their thinking

1 Prepare to Reread *Chester's Way*

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *Chester's Way*. Ask:

Q *What do you remember about the story* Chester's Way?

Have a few volunteers share their thinking with the class.

Explain that you will reread parts of the story aloud, and the students will listen for clues that tell them something about the characters Chester and Wilson. Explain that you will read each part twice. The first time, they will just listen. The second time, they will raise their hands each time they hear a clue that tells them something about Chester and Wilson.

2 Reread and Make Inferences About the Main Characters

Read page 10 aloud and pause. Then reread this page and ask the students to raise their hands when they hear a clue about Chester and Wilson.

As the students raise their hands, ask:

Q *What is the clue that tells you something about Chester and Wilson?*

Q *What inference can you make about Chester and Wilson from this clue?*

When necessary, probe the students' thinking with questions such as:

Q *From what I just read, how would you describe Chester and Wilson?*

Q *What clue in the story made you think that about Chester and Wilson?*

Materials

- *Chester's Way*
- *Student Response Book* page 10
- "Passages About Chester and Wilson" chart (WA4)
- "Class Assessment Record" sheet (CA3)

Teacher Note

The students may not remember many details after hearing the story just once. Be ready to reread sections of the book or to show illustrations again during this discussion to help the students remember the story.

Teacher Note

You may wish to model inferring about Chester and Wilson by reading aloud pages 8–9 of the book and stopping when you come to clues about each of them. (For example, after reading the sentence "Wilson wouldn't ride his bike unless Chester wanted to, and they always used hand signals," you might say, "I think that Chester and Wilson are always careful and safe because they always use hand signals.")

Teacher Note

Remind the students to use the prompts during this discussion. If necessary, direct their attention to the "Discussion Prompts" chart and briefly review the prompts.

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Students might say:

"The clue that tells me something about Chester and Wilson is that Wilson cries about swallowing a watermelon seed and then Chester swallows one and says 'Don't worry.' I infer that they are good friends because Chester wants to make Wilson feel better."

"In addition to what [Rudy] said, Chester says 'If you grow a watermelon plant, I'll grow one, too.' That tells me that Chester is being nice and trying to make Wilson feel better."

"Another clue that tells about them is that Chester copies his Christmas list for Wilson because he knows they want the same things. That tells me that they like being the same. If they didn't like being the same, they wouldn't use the same list."

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

Have the students turn to *Student Response Book* page 10, "Passages About Chester and Wilson." Explain that this page shows two passages from *Chester's Way*. Tell the students that as you read the first passage aloud, you want them to follow along. Afterward, you will ask the students to underline clues about Chester and Wilson.

Read pages 18–19 of the book aloud slowly and clearly. Then have the students underline parts of the passage that give them clues about Chester and Wilson. Circulate and observe the students as they mark the passage.

When the students have finished, have partners share and discuss with each other what they underlined. Display the "Passages About Chester and Wilson" chart (WA4). Then have a few volunteers share the clues they underlined with the class.

As the students share, underline clues on the chart that helped the students make inferences.

Repeat this process with pages 26–27 from the book and the second passage from *Student Response Book* page 10.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify clues that reveal something about the characters?
- Can they explain the inferences those clues help them make?

(continues)

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CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 35 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to identify and explain clues about the characters, proceed with the lesson.
- If ***about half of the students*** are able to identify and explain clues about the characters, proceed with the lesson and plan to check in with students who are not making inferences during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:
  - **Q** *What clue in the story tells you something about [Lottie]?*
  - **Q** *[Read a passage about the character aloud from the student's book.] What does this passage tell you about [Mary Jo]?*
- If ***only a few students*** are able to identify and explain clues about the characters, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

3 Connect the Reading to Partner Work

Remind the students that things change for Chester and Wilson when Lilly comes to their neighborhood. At first Chester and Wilson do not talk to Lilly or play with her. Facilitate a discussion using the following questions. Remind the students to use the discussion prompts as they respond.

- **Q** *Why do you think Chester and Wilson ignore Lilly at first?*
- **Q** *How do you think Chester and Wilson feel about Lilly by the end of the story?*
- **Q** *What can we learn from this story about getting to know new people?*

Tell the students that in the next lesson, they will make inferences about characters in their independent reading.

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4 Reflect on Explaining Thinking Clearly and Using the Discussion Prompts

Ask and briefly discuss questions such as:

- **Q** *Why is it important to explain our thinking clearly? What happens when we don't explain our thinking clearly?*
- **Q** *What discussion prompts did you hear in our discussion today? How did the discussion prompts help us to have a good discussion?*

Encourage the students to continue explaining their thinking clearly to one another and using the discussion prompts to help them build on one another's thinking.

INDIVIDUALIZED DAILY READING

5 Read Independently and Make Inferences About Characters

Have the students get their books and read silently for up to 20 minutes. Ask them to think about inferences they are making about the main characters in their stories as they read. After the students have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 36) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 38 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with a partner, telling him the title of the story and the author's name, briefly describing a character in the story, and sharing something he infers (figures out) about that character. Have the students return to their desks and put away their books.

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WRITING ABOUT READING

Write Inferences About a Part of *Chester's Way*

Show the cover of *Chester's Way* and remind the students that they heard this story earlier. Page through the book slowly and show the illustrations. Ask:

Q *What happens in the story* Chester's Way?

Q *What did you figure out about Chester and Wilson from clues in the story?*

Have a few volunteers share their thinking. Remind the students that they figured out what Chester and Wilson are like by using clues about what they say and do in the story. Review that this is called *making inferences* and that it helps us understand and enjoy stories.

Remind the students that partway through the story Lilly moves into Chester and Wilson's neighborhood. Explain that you will reread pages 14–17 of *Chester's Way* and that the students should think about what clues in this part of the story tell them about what Lilly is like.

Reread pages 14–17 aloud slowly and clearly. Stop after:

p. 17 "Just in case."

Ask:

Q *What did you infer, or figure out, about what Lilly is like from this part of the story? What clues helped you make that inference?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I infer that Lilly wants others to thinks she's brave. The clue that helps me make that inference is that she wears band-aids all over her arms and legs."
>
> "I infer that Lilly likes to have fun and surprise people. I think that because the story says she never leaves the house without one of her nifty disguises. She likes to have fun dressing up and keep people guessing about who she is."
>
> "I infer that Lilly is very friendly. The clue that tells me that is that she waves at all the cars that pass by, even if she doesn't know who's in them. That's something you do only if you are friendly."

Ask the students to watch as you think aloud and model writing what you inferred about what Lilly is like and what clues helped you make that inference.

Materials

- *Chester's Way*
- Copy of "Excerpt from *Chester's Way*" (BLM3) for each student

Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Excerpt from *Chester's Way*" (BLM3). Make enough copies for each student to have one, and set aside a copy for yourself.

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You might say:

"One thing I inferred is that Lilly doesn't mind being different—in fact, she likes it. I'll write: *I inferred that Lilly doesn't mind being different. In fact, she likes it.* Now I want to explain what clue in the passage helped me make that inference. I'll write: *I think that because she talks backwards to herself sometimes so no one will understand her. That is not something you would do if you want to be like everyone else.*"

Explain that you would like the students to write about what they inferred about Lilly from the passage and what clues in the passage helped them make their inferences. Explain that the students might think different things about Lilly and that is fine. The important thing is that they explain what clues in the story helped them make their inferences. Distribute copies of "Excerpt from *Chester's Way*" (BLM3) for the students to refer to as they write. If time permits, ask a few volunteers to share their writing with the class.

EXTENSION

Make Inferences About Character and Plot Using Illustrations in *Chester's Way*

Show the cover of *Chester's Way* and remind the students that they heard this story earlier. Ask:

Q *What happens in this story?*

Q *What did you figure out about Chester and Wilson from clues in the story?*

Have a few volunteers share their thinking. Remind the students that they figured out what Chester and Wilson are like by using clues in the text about what Chester and Wilson say and do in the story. Review that this is called *making inferences* and that it helps us understand and enjoy stories. Explain that illustrations (pictures) can also give us clues about characters and about what happens in a story. Show pages 12–13 of *Chester's Way* and ask:

Q *What did you infer about Chester and Wilson from these illustrations? What clues in the picture helped you make that inference?*

Have a few volunteers share their thinking with the class.

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Students might say:

"Chester and Wilson like to do things together. All the pictures show them together."

"In addition to what [Aatish] said, they like to share. I think that because in the pictures they are sharing an umbrella, a sled, and a rake."

"In addition to what [Aatish and Susan] said, they even like to dress the same way. I think that because in every picture they're dressed kind of the same."

"They like to play together all year long. I think so because the pictures show them playing at all different times of the year."

Repeat the same procedure with pages 18–19 and pages 30–31. Then ask:

Q *If you hadn't read or heard* Chester's Way *but saw the illustrations we looked at today, what might you infer about what happens in this story? Why?*

Have a few volunteers share their thinking with the class.

Students might say:

"You might infer that at first the story is just about Chester and Wilson, because none of the first pictures we looked at show Lilly."

"You might infer that during the story they meet another mouse who seems different from them, and they're not sure they want to be friends with her. You might think that because they look like they're trying to stay away from her."

"In addition to what [Mattie and Derrick] said, you might infer that by the end of the story they become best friends with the third mouse. The pictures at the end of the story show the three of them having lots of fun together."

Encourage the students to look at the illustrations in their independent reading and gather clues from the illustrations about what the characters are like and what is happening in their stories. Then when they read their stories, they can check to see if their inferences are correct.

TECHNOLOGY EXTENSION

Browse Other Books by Kevin Henkes

Tell the students that when people are looking for books to read, they sometimes read a few pages to see if they like them. Explain that today you will show the students some other books by Kevin Henkes, the author of *Chester's Way*. You will read a few pages of each book to see if the students like it.

Technology Tip

You can find many digital samples of Kevin Henkes' books online. Prior to doing this activity, locate two or three of Kevin Henkes' books online to display and share with your students. Search online using the keywords "Kevin Henkes browse inside."

For more information about using web-based resources, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

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Display the browser page that shows the first book you will share. Direct the students' attention to the image of the cover, and explain that this is a picture of the cover of the book. Read the title and the author's name aloud. Navigate to the first page of the story and read the available pages aloud. Then ask:

Q *What do you think about this book so far?*

Q *Would you like to finish reading this book? Why?*

Follow the same procedure to share and discuss a few more book samples. Show the covers of the books you previewed. Ask:

Q *Which book would you like to finish reading the most?*

Find or order a copy of the titles you previewed and make them available to the students. You might set aside time in the coming days to read these books aloud to the class.

Day 3 Independent Strategy Practice

Materials

- "Reading Comprehension Strategies" chart
- Small self-stick notes for each student
- *Student Response Book*, Reading Journal section
- "Journal Entry" chart (WA5)
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Read independently
- Make inferences about characters
- Use examples from their stories to support their thinking
- Write in their reading journals
- Explain their thinking

1 Review Making Inferences About Characters

Have the students bring their books and gather with partners sitting together, facing you. Remind the students that in previous lessons they used clues in stories to learn about characters such as Bernardi, Erandi, Chester, and Wilson. Review that when a reader uses clues in a story to figure out something that is not stated directly, he is making an inference. Direct the students' attention to the "Reading Comprehension Strategies" chart, and remind them that making inferences is a powerful strategy for helping readers understand characters in stories.

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Explain that today the students will practice making inferences about the characters in their independent reading. They will begin by reading their own books for 5 minutes. As they read, each student should identify a character in the story that she would like to talk about with her partner. After 5 minutes, the students will reread what they just read and then share their thinking about their characters in pairs.

2 Read Independently Without Stopping

Distribute self-stick notes to the students, and ask each student to use a self-stick note to mark where he begins reading today. Remind them to identify characters in their reading to discuss with their partners. Then have them read silently for 10 minutes.

3 Get Ready to Reread

After 10 minutes, stop the students. Explain that you would like each of them to reread, starting at the self-stick note. Explain that as they reread, you want them to think about their characters and what they can figure out about the characters from clues in their stories. Review that a clue can be something a character says, does, or thinks. Explain that you will stop them after 5 minutes so partners can discuss what they figured out about their characters.

4 Reread Independently and Discuss Reading in Pairs

Have the students reread silently for 10 minutes, stopping them after 5 minutes and again at the end of the 10 minutes to discuss the following questions with their partners. Remind each student to tell his partner the title and the author of his book and the name of the character he inferred something about.

Q *What did you figure out about your character?*

Q *What clues in the story helped you to figure that out?*

5 Write in Reading Journals About Inferences

Have the students return to their desks and open their *Student Response Books* to the next blank page in the Reading Journal section. Display the "Journal Entry" chart (WA5), and explain that you would like each student to write a journal entry about one of the main characters in her book and what she inferred about the character. Also explain your expectations for what the journal entry should include.

Teacher Note

Make sure that each student is reading a narrative text that has a main character.

Teacher Note

If the students have difficulty making inferences about characters, you might model the process again for the class using a text that is familiar to the students. For example, you might reread page 30 of *Chester's Way* aloud and say, "The sentence 'In winter, they never threw snowballs at each other' is a clue that helps me figure out that Chester, Wilson, and Lilly like each other. If they didn't like each other, they might throw snowballs at each other."

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

ELL Note

Consider having your students with limited English proficiency each draw a picture of a character and then dictate to you what he infers about the character.

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Journal Entry

Write a journal entry about the story you are reading. Please include:

- The title and the author's name
- What the story is about
- An inference you made about a main character
- What clues in the story helped you make that inference
- If your story does not have a main character, write your opinion of the story or something you like about it

Teacher Note

If the students have difficulty writing inferences about main characters, you might model writing an inference about a main character in a book the students have heard previously. For example, you might write: *My book is What Mary Jo Shared by Janice May Udry. The main character is Mary Jo. I infer that Mary Jo is excited at first when she thinks about sharing her grasshopper. My clue is the sentence "She hurried to school carrying the wrapped jar carefully under one arm." I think she is hurrying because she is excited to have something special to share.*

Ask the students to think quietly about what they will write. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

6 Reflect on Taking Responsibility During Independent Reading

Facilitate a class discussion about how the students took responsibility during independent reading today. Ask:

Q *What did you do to act in a responsible way during independent reading and while you were talking with your partner?*

> **Students might say:**
>
> "I read quietly so I didn't bother anyone else while they were reading."
>
> "I showed my partner I was listening by looking at her when she was talking."
>
> "I asked my partner questions when we discussed the characters in our books."

Explain that the students will continue to think about the characters in stories they hear and read independently.

Vocabulary Note

Next week you will revisit *Chester's Way* to teach the Week 14 vocabulary lessons.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on the next page.

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End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 4. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 40 of the *Assessment Resource Book*.

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Unit 5

Wondering

FICTION

During this unit, the students use wondering to understand fiction. They continue to make inferences and refer to the story to support their thinking. They consider the points of view of different characters and discuss a story's message. During IDR, the students use wondering to help them comprehend the stories they read independently, and they write about what they are wondering in their reading journals. They continue to confer with the teacher individually about their use of comprehension strategies. Socially, they work in a responsible way and continue to develop the skill of sharing ideas with one another.



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Unit 5 Wondering

RESOURCES

Read-alouds

- *The Incredible Painting of Felix Clousseau*
- *Galimoto*
- *The Paper Crane*

Writing About Reading Activities

- "Write Inferences Using an Illustration in *The Incredible Painting of Felix Clousseau*"
- "Write About Text-to-text Connections Between *Galimoto* and *Babu's Song*"

Technology Extensions

- "Meet the Author and Illustrator: Jon Agee"
- "Create Digital Stories"
- "Follow Instructions to Make Origami"

Extensions

- "Explore Point of View in *The Incredible Painting of Felix Clousseau*"
- "Make Inferences About Character and Plot Using an Illustration in *Galimoto*"
- "Reread *The Paper Crane* and Visualize"
- "Read More Stories by Molly Bang"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA3)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducibles

- Unit 5 family letter (BLM1)
- (Optional) "Illustration from *The Incredible Painting of Felix Clousseau*" (BLM2)
- (Optional) "Illustration from *Galimoto*" (BLM3)

Professional Development Media

- "Pacing Class Discussions" (AV19)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)
- "Creating Digital Stories" tutorial (AV48)

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RESOURCES *(continued)*

Assessment Resource Book

- Unit 5 assessments

Student Response Book

- "What I Wonder About *Galimoto*"
- "What I Wonder About *The Paper Crane*"
- Reading Log
- Reading Journal

Vocabulary Teaching Guide

- Week 14 (*Chester's Way*)
- Week 15 (*The Incredible Painting of Felix Clousseau*)
- Week 16 (*Galimoto*)

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Unit 5 Wondering

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

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GRADE 2 OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Read-aloud/Strategy Lesson:** *The Incredible Painting of Felix Clousseau* **Focus:** ▪ Hearing and discussing a story ▪ Wondering about the story	**Strategy Lesson:** *The Incredible Painting of Felix Clousseau* **Focus:** ▪ Hearing a story again to build comprehension ▪ Referring to the story to support their thinking	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Wondering about stories ▪ Referring to the stories to support their thinking
Week 2	**Read-aloud/Strategy Lesson:** *Galimoto* **Focus:** ▪ Hearing and discussing part of a story ▪ Wondering about the story	**Read-aloud/Strategy Lesson:** *Galimoto* **Focus:** ▪ Hearing and discussing part of a story ▪ Wondering about the story ▪ Referring to the story to support their thinking ▪ Discussing characters' points of view and making inferences	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Wondering about stories ▪ Referring to the stories to support their thinking ▪ Writing in their reading journals
Week 3	**Read-aloud:** *The Paper Crane* **Focus:** ▪ Hearing and discussing part of a story ▪ Wondering about the story	**Strategy Lesson:** *The Paper Crane* **Focus:** ▪ Hearing a story again to build comprehension ▪ Referring to the story to support their thinking ▪ Discussing an ethical issue and the story's message ▪ Making inferences	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Wondering about stories ▪ Referring to the stories to support their thinking ▪ Writing in their reading journals

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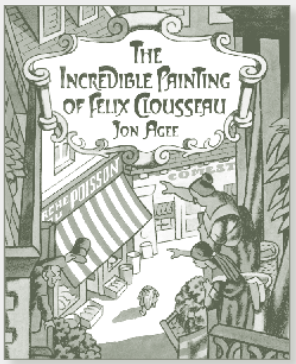
Week 1 OVERVIEW



The Incredible Painting of Felix Clousseau

by Jon Agee

Unusual paintings make a painter famous.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)

Reproducible

- (Optional) "Illustration from *The Incredible Painting of Felix Clousseau*" (BLM2)

Professional Development Media

- "Pacing Class Discussions" (AV19)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students use wondering to understand a story.
- Students refer to the story to support their thinking.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing ideas with one another.

DO AHEAD

- ✓ Prior to Day 1, consider previewing this unit's read-aloud selections with your English Language Learners before you read them to the whole class.
- ✓ Make available fiction and narrative nonfiction texts at a variety of levels so that the students can practice wondering during IDR and Independent Strategy Practice throughout the unit.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit.
- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 57 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1); see page 51 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, prepare to model wondering when reading fiction independently (see Step 2). Have what you wonder in mind ahead of time so the modeling goes smoothly.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 14 lessons this week.

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Day 1 Read-aloud/Strategy Lesson

Materials

- *The Incredible Painting of Felix Clousseau*
- "What We Wonder About *The Incredible Painting of Felix Clousseau*" chart (WA1)
- *Assessment Resource Book* page 54
- Class set of "IDR Conference Notes" record sheets (CN1)

In this lesson, the students:

- Begin working with new partners
- Hear and discuss a story
- Wonder about the story
- Read independently for up to 20 minutes
- Share ideas with one another
- Work responsibly in pairs

ABOUT WONDERING

Wondering, or questioning, is a strategy good readers use to construct meaning. They wonder what a text is about before they read, speculate about what is happening while they are reading, and identify what they learned and what they are still wondering after reading. In this unit, the students practice wondering about stories that they hear read aloud and those that they read independently during IDR. In the process, the students further build their understanding of character and plot. For more information, see "The Grade 2 Comprehension Strategies" in the Introduction.

1 Pair Students and Get Ready to Work Together

Randomly assign partners and make sure they know each other's names. Gather the class with partners sitting together, facing you. Explain that they will work in the same pairs for the next few weeks. Tell the students that you will read a story aloud and ask them to talk about the story with their partners. Explain that they will be responsible for thinking on their own and sharing their thinking in pairs. Ask:

Q *What will you do to be a good partner to your new partner?*

> **Students might say:**
>
> "I'll let my partner finish talking before I start talking."
>
> "I'll look at my partner when he's talking. Then he'll know I'm listening."
>
> "I can give my partner time to think before we talk."

Have a few volunteers share their ideas with the class. Tell the students that at the end of the lesson you will ask them to talk about how they worked with their partners.

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2 Introduce *The Incredible Painting of Felix Clousseau* and Wondering

TEKS 6.B.i
Student/Teacher Activity
Step 2

Show the cover of *The Incredible Painting of Felix Clousseau* and read the title and the author's name aloud. Point to Felix Clousseau on the cover and explain that he is a fictional (made-up) painter who lives in Paris, France, and paints incredible pictures. Explain that *incredible* means "amazing."

Model wondering by thinking aloud about the title and the illustration on the cover.

> **You might say:**
>
> "I wonder what makes Felix's paintings incredible."

Q *What do you wonder about this story?*

> **Students might say:**
>
> "I wonder what his paintings will be like."
>
> "I wonder why the people are waving to him."
>
> "I wonder if it will be a funny story."

TEKS 6.B.ii
Student/Teacher Narrative
Step 2

ELPS 1.B.i
ELPS 3.F.i
Steps 2–4 and all notes in margins on pages 215–217

Display the "What We Wonder About *The Incredible Painting of Felix Clousseau*" chart (WA1). Tell the students that wondering, or having questions in your mind as you read, is another strategy good readers use to enjoy and understand stories. Explain that you will read the story aloud, stopping a few times to have partners talk with each other about what is happening in the story and what they are wondering about.

ELL Note

You may want to explain to the students that when you *wonder* about something, you are curious and want to know more about it.

3 Read Aloud and Stop and Wonder

TEKS 6.B.ii
Student/Teacher Activity
Step 3

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

armor: metal covering for the body, used as a defense (p. 8)
outrageous: shocking (p. 10)
stunned: very surprised (p. 13)
genius: very smart or talented person (p. 14)
hailed: greeted excitedly (p. 16)
commissioned: ordered (p. 16)
baroness: noblewoman (p. 18)
chaos: complete confusion (p. 21)
seized: taken by force (p. 25)
notorious: well-known, usually for something bad (p. 26)
ferocious: very strong and violent (p. 28)

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Teacher Note

If the students have difficulty generating "I wonder" statements, model several like those on the "What We Wonder About *The Incredible Painting of Felix Clousseau*" chart. Be ready to continue modeling during the reading until the students seem comfortable generating "I wonder" statements on their own.

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

an unknown painter: a painter no one had heard of or knew about (p. 6)

ridiculous: silly (p. 10)

that was only half of it: there was a lot more to know (p. 15)

on the loose: (idiom) not yet captured by the police (p. 26)

Read pages 5–13. Stop after:

p. 13 "The judges were stunned."

Ask:

Q *What has happened so far?*

Have one or two students share. Then use "Think, Pair, Share" to discuss:

Q *What do you wonder about the story at this point?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking with the class. Ask the students to begin their sharing with the prompt "I wonder . . . ." Record a few of the students' "I wonder" statements on the "What We Wonder About *The Incredible Painting of Felix Clousseau*" chart.

WA1

What We Wonder About *The Incredible Painting of Felix Clousseau*

I wonder if he'll win the prize.

I wonder if he has magic paint.

I wonder if someone is behind the painting saying "quack."

Without stopping to discuss the statements, reread the last sentence on page 13 and continue reading to the next stop. Repeat the same procedure at each of the following stops:

p. 25 "Clousseau's paintings were seized . . . all except one."

p. 28 "The crown was saved."

Continue reading to the end of the story. Then ask:

Q *What do you wonder about the ending of the story? Turn to your partner.*

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Have a few volunteers share their thinking.

> **Students might say:**
>
> "I wonder who painted Felix, since he came out of the painting."
>
> "I wonder if Felix Clousseau might be magic."
>
> "I wonder if the whole town was a painting."

TEKS 6.B.iii
Student/Teacher Activity
Step 4
(first discussion question)

4 Discuss the Story

Facilitate a discussion about what the students still want to know about the story. Ask:

Q *What are you still wondering about the story? Turn to your partner.*

Have one or two volunteers share their thinking. Add a few more of the students' "I wonder" statements to the "What We Wonder About *The Incredible Painting of Felix Clousseau*" chart. As a class, discuss:

Q *What is this story about?*

Q *What do you think of this story? Did you like it? Why or why not?*

Tell the students that they will use wondering again in the next lesson.

5 Discuss Working Together

Facilitate a brief discussion about how the students worked responsibly today. Ask:

Q *What did you and your partner do to work well together today?*

> **Students might say:**
>
> "We both talked loudly enough to hear each other."
>
> "We took turns talking."
>
> "We gave each other time to think before we talked about each question."

Remind the students that today they practiced wondering about what was happening in a story. Explain that tomorrow they will hear the story again and have another chance to talk about the story and what they wonder about it.

Facilitation Tip

During this unit, we invite you to focus on **pacing class discussions** so they are lively and focused without dragging, losing the attention of your participants, or wandering off the topic. Class discussions should be long enough to allow time for thinking and short enough to sustain the students' attention. Good pacing requires careful observation of the class (not just the students who are responding) and the timely use of various pacing techniques. To speed up a discussion:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak; then call on just two or three students to share with the whole class.

To deepen or refocus a discussion:

- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

To see this Facilitation Tip in action, view "Pacing Class Discussions" (AV19).

Teacher Note

Save the "What We Wonder About *The Incredible Painting of Felix Clousseau*" chart (WA1) to use on Day 2.

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INDIVIDUALIZED DAILY READING

6 Read Independently and Make Inferences

Tell the students that for the next few weeks during IDR they will be reading fiction (made-up) and nonfiction (true) stories. Remind the students that for the past few weeks they have been practicing making inferences. Ask them to think about inferences they are making about the main characters in their stories as they read today. Tell the students that at the end of IDR, you will ask them to share their thinking with the class. Have the students get their books and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

The Independent Strategy Practice lesson on Day 3 of this week is devoted to helping students wonder about their independent reading. They may struggle to wonder about independent reading prior to receiving that support. In addition, they will benefit from further practice with the important and challenging strategy of making inferences. Therefore, the focus of their independent reading on Days 1 and 2 of this week remains making inferences.

IDR CONFERENCE NOTE

Over the next three weeks, confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 54) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 57 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have one or two volunteers share with the class what they are reading. Encourage each volunteer to share the title of her book and the author's name, what the story is about, what one of the main characters in the story is like, and what she inferred about that character. Have the students return to their desks and put away their books.

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

WRITING ABOUT READING

Write Inferences Using an Illustration in *The Incredible Painting of Felix Clousseau*

Materials

- *The Incredible Painting of Felix Clousseau*
- Copy of "Illustration from *The Incredible Painting of Felix Clousseau*" (BLM2) for each student

Show the cover of *The Incredible Painting of Felix Clousseau* and remind the students that they heard this story earlier. Page through the book slowly and show the illustrations. Ask:

Q *What happens in this story?*

As the students recall different parts of the story, support them by locating the parts they recall, showing the illustrations, and reading relevant passages aloud.

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Remind the students that they have been figuring out things about characters in stories by noticing clues about what they say, do, and think. Review that this is called *making inferences* and that it helps us understand and enjoy stories. Explain that illustrations (pictures) can also give us clues about characters. Show pages 10 and 11 of *The Incredible Painting of Felix Clousseau*, covering the text on page 10, and ask:

Q *What inference can you make from this illustration about how the three judges in gray coats are feeling? What clues in the picture help you make that inference?*

Have a few volunteers share their thinking with the class. Ask the students to watch as you think aloud and model writing what you infer about how the three judges are feeling and what clues help you make that inference.

> **You might say:**
>
> "I infer from this illustration that the three judges don't like the painting Felix made at all. I'll write: *I infer from this illustration that the three judges in gray suits dislike Felix's painting. I think that because one judge is closing his eyes and holding his nose, as if he's disgusted. Another judge is covering his eyes and turning up his face with his mouth open, as if he's frustrated. The third judge is pointing at Felix's face, as though he's telling Felix that he did something bad.*"

Show the illustration on pages 12–13, covering the text on page 13, and ask:

Q *What inference can you make about how the three judges are feeling when the painting says "QUACK!"? What clues in the picture help you make that inference?*

Have a few volunteers share their thinking with the class. Explain that you would like the students to write about what they infer from the illustration and what clues in the illustration help them make their inferences. Distribute a copy of "Illustration from *The Incredible Painting of Felix Clousseau*" (BLM2) to each student to refer to while writing. If time permits, ask a few volunteers to share their writing with the class.

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Illustration from *The Incredible Painting of Felix Clousseau*" (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself.

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Day 2 Strategy Lesson

Materials

- *The Incredible Painting of Felix Clousseau*
- "What We Wonder About *The Incredible Painting of Felix Clousseau*" chart (WA1) from Day 1
- "Class Assessment Record" sheet (CA1)
- "Thinking About My Reading" chart

In this lesson, the students:

- Hear a story read aloud again
- Refer to the story to support their thinking
- Read independently for up to 20 minutes
- Share ideas with one another

1 Review Wondering and Working Together

Gather the class with partners sitting together, facing you. Remind them that in the last lesson they heard *The Incredible Painting of Felix Clousseau* and talked in pairs about what they wondered as they listened to the story. Explain that today you will reread the story and they will revisit some of the things they wondered about it yesterday. Ask:

Q *How does listening to your partner's ideas help you wonder?*

Q *What can you do to make sure you are both offering ideas?*

Have one or two volunteers share their thinking with the class. Tell them that you will check in with them at the end of the lesson about how they did sharing their ideas and listening to each other.

2 Review "I Wonder" Statements

Display the "What We Wonder About *The Incredible Painting of Felix Clousseau*" chart (WA1) from Day 1 and remind the students that it lists some of the things they wondered about in the previous lesson. Read aloud the "I wonder" statements on the chart. Ask the students to keep what they wondered in mind as you reread the story. Tell them that after you read, partners will talk about whether the "I wonder" statements on the chart are explained in the story.

3 Reread *The Incredible Painting of Felix Clousseau*

Read the story aloud slowly and clearly, showing the illustrations as you read.

4 Discuss "I Wonder" Statements

Read an "I wonder" statement from the "What We Wonder About *The Incredible Painting of Felix Clousseau*" chart. Ask:

Q *Did you find out anything about this statement in the story? What did you find out? Turn to your partner.*

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Have a few volunteers share their thinking with the class. If what they wondered about was explained in the story, mark that "I wonder" statement with an asterisk.

Repeat this procedure with a few more "I wonder" statements from the chart. During this discussion, tell the students that it is normal for some of the things they wondered about to be explained by the story and for others not to be. Tell the students that even if what they wondered about is not explained in the story, wondering helps them to actively think as they read.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students using "I wonder" statements to discuss the story?
- Are they using evidence from the text to support their thinking?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 51 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to wonder and ask relevant questions about their reading, proceed with the lesson.
- If ***about half of the students*** are able to wonder and ask relevant questions about their reading, proceed with the lesson and plan to check in with students who are having difficulty during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:
  - **Q** *What do you wonder about [Sylvester]?*
  - **Q** *What do you wonder about [the dark clouds that are gathering in the sky]?*
- If ***only a few students*** are able to wonder and ask relevant questions about their reading, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

5 Reflect on Working Together

Help the students think about how they worked together today. Ask:

Q *What did you and your partner do to make sure you both shared ideas?*

Q *What might you do differently next time?*

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Teacher Note

Periodically remind the students to use the questions on the "Thinking About My Reading" chart to practice monitoring their comprehension as they read and to select different books if they decide the ones they are reading are not just right.

ELL Note

When conferring with students with limited English proficiency, pay close attention to nonverbal evidence of comprehension, such as pointing to characters in a story's illustrations or acting out a story's events. During the conference, you may wish to provide English Language Learners with a chance to draw to demonstrate comprehension.

INDIVIDUALIZED DAILY READING

6 Read Independently and Make Inferences

Remind the students that for the next few weeks during IDR they will be reading fiction and nonfiction stories. Ask them to make inferences about the main characters in their stories as they read. Tell the students that at the end of IDR you will ask them to discuss their inferences with a partner. Have the students get their books and read silently for up to 20 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 54) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 57 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have the students each select a main character to talk about with a partner. Have each partner share the title of his book and the author's name, describe the main character he selected, and tell what he inferred about that character.

Have the students return to their desks and put away their books.

EXTENSION

Explore Point of View in *The Incredible Painting of Felix Clousseau*

ELPS 3.F.ii
Extension

Explain to the students that in *The Incredible Painting of Felix Clousseau*, other characters have strong opinions about Felix and his paintings and that those opinions change during the story. Tell the students that you will reread the story and ask the students to listen for those opinions and how they change.

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page.

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Read pages 5–10. Stop after:

p. 10 "'Outrageous!' the judges cried."

Ask:

Q *What opinions do the other characters have of Felix's painting in this part of the story? Turn to your partner.*

Have one or two volunteers share their thinking with the class. Repeat this procedure at the following stops:

p. 16 "Even the King commissioned a painting."

p. 25 "Clousseau's paintings were seized . . . all except one."

p. 32 ". . . and returned to his painting."

Facilitate a class discussion using the following questions:

Q *What do the other characters think of Felix's art at the [beginning/middle/end] of the story?*

Q *Why do their opinions of Felix's art change throughout the story?*

> **Students might say:**
>
> "At first they hate his paintings, but then they love them."
>
> "I agree with [Adam]. Then everyone hates the paintings again because they create chaos."
>
> "In addition to what [Adam and Fran] said, in the end, they love his paintings again."
>
> "They hate his art because they have never seen anything like it and because it creates chaos."
>
> "They decide they like his painting of the duck when it quacks because they think that is amazing. At the end, they like his art because one of his paintings saves the King's crown."

Explain that characters often have strong opinions about other characters in a story, and often these opinions change during the story. Encourage the students to notice what opinions characters have about other characters in the stories they read and whether those opinions stay the same or change.

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Day 3 Independent Strategy Practice

Materials

- Narrative text to model wondering, selected ahead
- Small self-stick notes for each student
- "Discussion Prompts" chart

In this lesson, the students:

- Read independently
- Wonder about stories
- Refer to the stories to support their thinking
- Share ideas with one another

1 Review Wondering

Have the students bring their books and pencils and gather with partners sitting together, facing you. Remind the students that this week they heard *The Incredible Painting of Felix Clousseau* and they stopped and wondered to help them better understand and discuss the story. Explain that today the students will wonder about stories they read independently.

2 Model Wondering During Independent Reading

Use the narrative text you selected and a self-stick note to model wondering during independent reading. Examine the book cover and read a few sentences from the story aloud. Then wonder aloud about a question that comes to mind.

> **You might say:**
>
> "After reading these sentences in *Babu's Song*, I wonder if Bernardi and his grandfather are going to find enough money to pay for Bernardi to go to school."

Write a question mark on your self-stick note and place it in your book at the place where you thought of the question.

Distribute several self-stick notes to each student, and have the students write question marks on the notes. Explain that they will use these notes to mark places in their books where they wonder about something, or where a question comes to mind.

ELL Note

You may need to model several "I wonder" statements for your English Language Learners.

3 Read Independently

Have the students sit next to their partners and read silently for 15–20 minutes. Stop the students at 5-minute intervals to talk with their partners about what they are wondering about.

Teacher Note

As the students work, circulate and notice whether they are marking places where they have questions.

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4 Discuss the Independent Reading

Signal to let the students know when it is time to stop reading. Have partners tell each other what they wondered about in their stories. Then ask one or two volunteers to share their thinking with the class. Probe the students' thinking by asking:

Q *What in the story made you wonder about that?*

Q *What do you still wonder about?*

Explain that the students will have more opportunities to wonder about stories in the coming weeks.

5 Reflect on Wondering

Facilitate a class discussion about using the strategy of wondering about a text. Ask:

Q *How does wondering help us understand a story?*

Have the students return to their desks and put away their books.

TECHNOLOGY EXTENSION

Meet the Author and Illustrator: Jon Agee

Have the students learn more about Jon Agee, the author and illustrator of *The Incredible Painting of Felix Clousseau*. Show the cover of *The Incredible Painting of Felix Clousseau* and tell the students that Jon Agee has written and illustrated many books including *Milo's Hat Trick*, *My Rhinoceros*, and *The Retired Kid*. Tell the students that before Jon Agee knew how to write, he told his mother stories and she wrote them down for him, and then he drew pictures to go with the words. After he learned to write, he wrote an autobiography, or a true story about his own life. Ask:

Q *What else would you like to know about Jon Agee?*

Have a few volunteers share their thinking. As they respond, record their ideas where everyone can see them. Display the sources you located that contain information about Jon Agee and read the sections you identified aloud. Ask:

Q *What is something you learned about Jon Agee?*

Encourage interested students to check out other books by Jon Agee from the classroom library, school library, or public library.

Teacher Note

If necessary, direct the students' attention to the charted discussion prompts that you introduced in Unit 4 and take this opportunity to review them. Remind the students to use these prompts during class discussions and when talking with their partners.

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

Vocabulary Note

Next week you will revisit *The Incredible Painting of Felix Clousseau* to teach the Week 15 vocabulary lessons.

Technology Tip

Prior to doing this activity, locate a few age-appropriate sources that provide information about Jon Agee (for example, you might look for interviews, examples of his illustrations, or biographies). Search for information online using the keywords "Jon Agee." For more information, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

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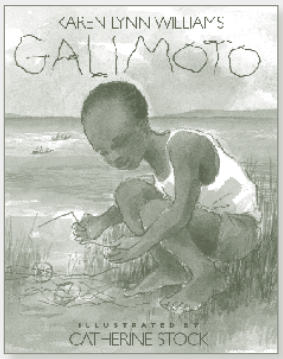
Week 2 OVERVIEW



Galimoto

by Karen Lynn Williams, illustrated by Catherine Stock

A boy searches for wires to make a toy car called a *galimoto*.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA2–WA3

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)

Reproducible

- (Optional) "Illustration from *Galimoto*" (BLM3)

Professional Development Media

- "Creating Digital Stories" tutorial (AV48)

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Comprehension Focus

- Students use wondering to understand a story.
- Students make inferences.
- Students refer to the story to support their thinking.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing ideas with one another.

DO AHEAD

- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2); see page 52 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, prepare to model wondering when reading fiction independently (see Step 2). Have what you wonder in mind ahead of time so the modeling goes smoothly.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 15 lessons this week.

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Day 1 Read-aloud/Strategy Lesson

Materials

- *Galimoto* (pages 5–21)
- *Student Response Book* page 11
- "What We Wonder About *Galimoto*" chart (WA2)

In this lesson, the students:

- Hear part of a story read aloud
- Wonder about the story
- Read independently for up to 20 minutes
- Share ideas with one another
- Work responsibly in pairs

1 Get Ready to Work Together

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that they have been listening to stories and talking in pairs and with the class about what they wonder about the stories. Explain that today they will listen to a story and wonder about it before, during, and after the reading. Remind them that they will be responsible for both thinking on their own and sharing with their partners. Ask:

Q *What can you and your partner do to make sure you both have a chance to share your ideas?*

> **Students might say:**
> "We can each make sure not to talk for too long."
> "We can take turns talking first."
> "We can think before we talk so we know what we want to say."

Tell the students that you will check in with them at the end of the lesson about how they shared ideas.

2 Introduce *Galimoto*

Show the cover of *Galimoto* and read the title and the names of the author and the illustrator aloud. Ask:

Q *What do you wonder about the story so far? Turn to your partner.*

Have a few volunteers share their ideas with the class.

> **Students might say:**
> "I wonder what *galimoto* means."
> "I wonder if *galimoto* is a thing or the name of the boy on the cover."

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Explain that *Galimoto* is a story about a boy named Kondi, who walks around his town collecting things. Kondi meets and talks to several people—Ufulu, his brother; Gift, his friend; and Munde, Gift's sister. Write the characters' names where all of the students can see them.

Explain that you will read the first part of the story aloud today and the rest of it tomorrow. Tell the students that you will stop a few times during the reading to have partners talk with each other about what is happening in the story and what they are wondering.

3 Read the First Part of *Galimoto* Aloud and Stop and Wonder

Read pages 5–21 aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

flour mill: building containing machinery for grinding grain into flour (p. 12)

maize: corn (p. 12)

spokes: thin metal rods that go from the center of a wheel to the rim (outside part of a wheel) (p. 18; refer to the illustration of the bicycle)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

clever: smart (p. 10)

playthings: toys (p. 15)

Stop after:

p. 9 "'I will find enough wire,' Kondi said."

Ask:

Q *What has happened so far? Turn to your partner.*

Have a few volunteers share their thinking. Then ask:

Q *What do you wonder about the story so far? Turn to your partner.*

Have a few volunteers share with the class. Ask the students to begin their sharing with the prompt "I wonder . . . ." Without stopping to discuss, reread the last paragraph on page 9 and continue reading. Follow the same procedure at each stop:

p. 15 "Still, he did not have enough for a galimoto."

p. 21 "'Thief, thief,' they chanted, pointing at Kondi."

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 10, 13, and 16.

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4 Discuss the Story and Write "I Wonder" Statements

Briefly discuss as a class:

Q *What has happened so far?*

Have the students turn to *Student Response Book* page 11, "What I Wonder About *Galimoto*." Ask the students to think quietly about the following question:

Q *What do you wonder about the story so far?*

After a few moments, ask them to write what they wonder. Circulate as the students write.

After the students have had sufficient time to write their responses, ask a few volunteers to share the "I wonder" statements they wrote in their *Student Response Books*. Display the "What We Wonder About *Galimoto*" chart (WA2). Record a few of the students' "I wonder" statements on the chart.

WA2

What We Wonder About *Galimoto*

I wonder if Kondi will get enough wire to make a galimoto.

I wonder if Kondi has other brothers or sisters besides Ufulu.

I wonder if Kondi is going to trade things with other people to get more wires.

Tell the students that they will revisit this story again tomorrow.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

Teacher Note

Save the "What We Wonder About *Galimoto*" chart (WA2) to use on Day 2.

5 Talk About Sharing Ideas

Facilitate a brief discussion about sharing ideas by asking the students to think quietly about these questions:

Q *What did you do to make sure you and your partner both got a chance to share your ideas?*

Q *Why is it important for both of you to share your ideas?*

After a moment, have two or three volunteers share their thinking with the class. Share your own observations about how the students took responsibility for making sure each partner had an opportunity to share her ideas, and discuss any problems you want to bring to the students' attention.

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INDIVIDUALIZED DAILY READING

6 Read Independently and Wonder

TEKS 6.A.ii
Student/Teacher Activity
Step 6

Remind the students to read stories during IDR. Ask them to think about what they wonder about their stories as they read. Tell the students that at the end of IDR, you will ask them to share what they wonder in pairs. Have the students get their books and read silently for up to 20 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 54) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 57 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Then have the students talk in pairs. Have each student share with a partner the title of her story and the author's name, what is happening in the story, and what she wonders about the story. Ask one or two volunteers to share their ideas with the class. Write their "I wonder" statements where everyone can see them.

Have the students return to their desks and put away their books.

EXTENSION

Make Inferences About Character and Plot Using an Illustration in *Galimoto*

Show the cover of *Galimoto* and remind the students that they heard this story earlier. Ask:

Q *What happens in this story?*

Have a few volunteers share their thinking with the class. Remind the students that they have been figuring out things about characters in stories by noticing clues about what they say, do, and think. Review that this is called *making inferences* and that it helps us understand and enjoy stories. Explain that illustrations (pictures) can also give us clues

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Illustration from *Galimoto*" (BLM3). Make enough copies for each student to have one, and set aside a copy for yourself.

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about characters and about what happens in a story. Distribute copies of "Illustration from *Galimoto*" (BLM3). Remind the students that in this part of the story, Kondi is going around his village asking people for wires. Ask and discuss the following questions:

Q *What do you infer from this illustration about how the woman holding Kondi's arm feels? What clues in the picture help you make that inference?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I think she's mad at him. I think that because her eyebrows are pointing down and she's not smiling. That's how people look when they're mad."
>
> "I agree with [Hong], and I also think the woman is mad because she's holding Kondi by the arm like she is grabbing him."

Encourage the students to look at the illustrations in their independent reading and gather clues from the pictures about what the characters are like and about what is happening in their stories. Suggest that when the students read their stories, they check to see if their inferences were correct.

Day 2 Read-aloud/Strategy Lesson

Materials

- *Galimoto* (pages 23–30)
- "What We Wonder About *Galimoto*" chart (WA2) from Day 1

In this lesson, the students:

- Hear part of a story read aloud
- Wonder about the story
- Refer to the story to support their thinking
- Discuss characters' points of view and make inferences
- Read independently for up to 20 minutes
- Work responsibly in pairs

1 Review "I Wonder" Statements

Gather the class with partners sitting together, facing you. Show the cover of *Galimoto* and remind the students that they heard the first part of this story and wondered about it in the previous lesson. Display the "What We Wonder About *Galimoto*" chart (WA2) from Day 1, and remind the students that it lists some of the things they wondered about. Read aloud the "I wonder" statements on the chart. Then ask:

Q *Were any of the things we wondered about explained in the first part of the story? Turn to your partner.*

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Have one or two volunteers share their thinking with the class. Mark each statement that the students say was explained with an asterisk. Tell the students that you will read the rest of the story. Ask them to think about whether any of the "I wonder" statements on the chart are explained in this part of the story and what else they wonder about the story.

2 Read the Rest of *Galimoto* Aloud and Stop and Wonder

Read pages 23–30 aloud slowly and clearly, showing the illustrations. Clarify vocabulary as you read.

Suggested Vocabulary

porridge: soft food made by cooking flour or vegetables in milk or water (p. 24)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

sturdy: strong (p. 23)

Stop after:

p. 23 "A sturdy piece of bamboo made the rod for the steering wheel."

Ask:

Q *What happens in this part of the story? Turn to your partner.*

Have one or two volunteers share their thinking with the class. Explain that you will ask a question that the students will think about and then discuss with their partners. Tell them to listen carefully to their partners because they will share their partners' thinking with the class. Then use "Think, Pair, Share" to discuss:

Q *What do you wonder about the story so far?* [pause] *Turn to your partner.*

Ask a few volunteers to share their partners' thinking. Without stopping to discuss the questions as a class, reread the last paragraph on page 23 and continue reading to the end of the story.

ELL Note

You might provide English Language Learners with the prompt, "My partner wonders . . . ."

3 Briefly Discuss the "I Wonder" Statements

Read aloud the statements that do not have asterisks next to them on the "What We Wonder About *Galimoto*" chart. Use "Think, Pair, Share" to discuss:

Q *Are any of the things we were still wondering about explained in the second part of the story? How are they explained?* [pause] *Turn to your partner.*

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Have a few students share their thinking with the class. During this discussion, remind the students that some of the things they wondered about may be explained in the story, while others might not be. Remind them that even if what they wondered about is not explained in the story, wondering helps readers to actively think as they read.

Facilitation Tip

Continue to focus on **pacing class discussions** so they are neither too short nor too long. Scan the whole class (not just the students who are responding), and use techniques such as the following:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak, and then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

4 Discuss Characters' Points of View in the Story

Have the students use "Think, Pair, Share" to discuss:

Q *What do the people in the village think of Kondi's idea to build a galimoto? What makes you think that?* [pause] *Turn to your partner.*

Have a few students share their thinking with the class. In the same way, use "Think, Pair, Share" to discuss:

Q *How does Kondi react to those people?* [pause] *Turn to your partner.*

Q *At the end of the story, Kondi wants to turn his galimoto into an ambulance, an airplane, or a helicopter. If you were to build a galimoto, what would you like to build?* [pause] *Turn to your partner.*

> **Students might say:**
>
> "I think some people didn't think he would be able to do it because his friend tells him that he doesn't have enough wire for a galimoto."
>
> "I think his uncle thinks it's a good idea because he says that Kondi is a clever boy."
>
> "I think the women think he's wasting his time because they tell him that people can't eat wires."
>
> "Kondi doesn't give up, no matter what anyone says. I think that because he keeps collecting wires to make his galimoto."

During this discussion, point out any inferences the students make.

> **You might say:**
>
> "The story doesn't say directly that the women think he's wasting his time, but you made an inference, or figured that out, from clues in the story."

INDIVIDUALIZED DAILY READING

5 Read Independently and Wonder

Remind the students to read stories during IDR. Ask them to think about what they wonder about their stories as they read. Tell the students that at the end of IDR you will ask them to share what they wonder in pairs. Have the students get their books and read silently for up to 20 minutes. After the students have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 54) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 57 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Then have the students talk in pairs. Have each student share with a partner the title of his story, the author's name, what is happening in the story, and what he wonders about the story. Have one or two volunteers share their ideas with the class. Write their "I wonder" statements where everyone can see them.

Have the students return to their desks and put away their books.

WRITING ABOUT READING

Write About Text-to-text Connections Between *Galimoto* and *Babu's Song*

TEKS 7.E.i
Student/Teacher Narrative
Writing About Reading
(first paragraph)

Show the covers of *The Three Little Pigs* and *The Three Little Wolves and the Big Bad Pig* and remind the students that they heard these stories earlier. Briefly review what happens in each story. Remind the students that they made connections between the two stories and that this helped them enjoy and understand the stories. Explain that today the students will make connections between two other stories they heard earlier.

Show the cover of *Galimoto*. Page through the book slowly and show the illustrations. Ask:

Q *What happens in this story?*

TEKS 7.E.i
Student/Teacher Activity
Writing About Reading (second paragraph on)

Have a few volunteers share their thinking. Repeat the same procedure to review *Babu's Song*.

Write the heading *What Is the Same in Galimoto and Babu's Song?* where everyone can see it. Ask:

Q *What is the same about the two stories? Turn to your partner.*

Materials

- *Galimoto*
- *Babu's Song* from Unit 4
- *The Three Little Wolves and the Big Bad Pig* from Unit 2
- *The Three Little Pigs* from Unit 2

Teacher Note

To ensure that this activity is focused and well paced, keep the review of the previous units' stories brief.

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Have several volunteers share their thinking. As they share, list their ideas below the heading.

> **Students might say:**
>
> "Both stories are about boys who have hard lives because they are poor."
>
> "I disagree with what [Melanie] said. They don't have a lot of money, but they still have good lives."
>
> "Both boys want things really badly and they finally get them. Kondi wants enough wire for a galimoto. Bernardi wants a soccer ball and he wants to go to school."
>
> "Both stories are about a homemade toy—a galimoto and a music box."
>
> "In addition to what [Roberto] said, the boys in both stories are from countries in Africa."

Write the heading *What Is Different in Galimoto and Babu's Song?* where everyone can see it. Ask:

Q *What is different about the two stories? Turn to your partner.*

Have a few volunteers share their thinking. As they share, list their ideas below the heading.

> **Students might say:**
>
> "In *Galimoto*, Kondi makes his own toy. In *Babu's Song*, Bernardi's grandfather makes a toy for him."
>
> "Kondi has a bigger family than Bernardi."
>
> "I agree with [Alicia]. Kondi has a brother, a mother, sisters, and an uncle—and maybe more family members—but Bernardi lives with just his grandfather."

Ask the students to watch as you think aloud and model writing about what is the same and what is different in the two stories.

> **You might say:**
>
> "First I want to describe some of the things that are the same about the two stories. I'll write: *The stories Galimoto and Babu's Song are the same in some ways. Both stories are about boys who live in African countries. In both stories, the main character is a boy who wants something very much, struggles to get it, and gets it in the end.* Now I want to write about some of the things that are different about the two stories. I'll write: *The two stories are also different in some ways. In Babu's Song, Bernardi's grandfather makes a toy music box. In Galimoto, Kondi makes his own toy, called a galimoto. Bernardi lives with just his grandfather, but Kondi has a big family.*"

Have the students write about what is the same and what is different in the two stories. If time permits, ask a few volunteers to share their writing with the class.

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TECHNOLOGY EXTENSION

Create Digital Stories

Encourage the students to think about important events in stories by helping them to create digital stories using a digital storytelling tool. (There are many tools available that allow students to choose characters, settings, and events to create their own stories.) The students can record their stories into the tool or retell their stories orally as they scroll through the images. Encourage the students to explain how the beginning introduces the story and how the ending concludes the story's action.

Technology Tip

Prior to doing this activity, investigate digital storytelling tools that are available for the devices in your classroom. Search online using the keywords "digital storytelling tools." For more information about digital storytelling, view the "Creating Digital Stories" tutorial (AV48).

Independent Strategy Practice

Day 3

In this lesson, the students:

- Read independently
- Wonder about stories
- Refer to the stories to support their thinking
- Write in their reading journals
- Work in a responsible way
- Share ideas with one another

1 Review Wondering

Have the students bring their books and pencils and gather with partners sitting together, facing you. Remind the students that this week they heard *Galimoto* read aloud, and they stopped and wondered about the story to help them better understand and discuss it. Explain that today the students will wonder about stories they read independently.

2 Model Wondering During Independent Reading

Using the narrative text you selected and a self-stick note, model wondering during independent reading. Examine the book cover and read a few sentences from the story aloud. Then wonder aloud about a question that comes to mind.

> **You might say:**
>
> "After reading these sentences in *The Ghost-Eye Tree*, I wonder if the boy and his sister are going to go back to get the boy's hat from where it fell by the Ghost-Eye tree."

Materials

- Narrative text to model wondering, selected ahead
- Small self-stick notes for each student
- "Class Assessment Record" sheet (CA2)
- *Student Response Book*, Reading Journal section
- "Journal Entry" chart (WA3)

ELL Note

You may need to model several "I wonder" statements for your English Language Learners.

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Write a question mark on your self-stick note and place it in your book at the place where you thought of the question.

Distribute several self-stick notes to each student, and have the students write question marks on the notes. Explain that they will use these notes to mark places in their books where they wonder about something, or where a question comes to mind.

3 Read Independently

Have the students sit next to their partners and read silently for 15–20 minutes. Stop the students at 5-minute intervals to talk with their partners about their wondering. As the students work, circulate and notice whether they are marking places where they have questions.

4 Discuss the Independent Reading

Signal to let the students know when it is time to stop reading. Have partners talk about what they wondered about in their stories.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students wondering about characters and events in their stories?
- Do their wonderings indicate that they are making sense of their stories?

Record your observations on the "Class Assessment Record" sheet (CA2) on page 52 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to wonder about characters and events in their stories, proceed with the lesson.
- If ***about half of the students*** are able to wonder about characters and events in their stories, proceed with the lesson and plan to check in with students who are having difficulty during IDR in the coming week. You might ask those students to tell you about what they have just read and follow up with questions such as:
  - Q *What has happened in your story so far?*
  - Q *What do you wonder about the characters in the story?*
  - Q *What do you wonder about what is happening in the story?*
- If ***only a few students*** are able to wonder about characters and events in their stories, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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5 Write in Reading Journals About Wondering

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Display the "Journal Entry" chart (WA3), and explain that you would like each student to write a journal entry about what is happening in the stories they are reading independently and what they wonder about the stories. Also explain your expectations for what the journal entry should include.

WA3

Journal Entry

Write a journal entry about the story you are reading. Please include:

- The title and the author's name
- What the story is about
- What is happening in the part you read today
- What you wonder about the story

Ask the students to think quietly about what they will write. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

6 Reflect on Wondering

Facilitate a class discussion about using the strategy of wondering about a text. Ask:

Q *How does wondering about the story you are reading help you enjoy the story?*

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

Teacher Note

If necessary, model writing a journal entry about the story you wondered about in Step 2. For example, you might write: *The story I am reading is The Ghost-Eye Tree by Bill Martin, Jr. and John Archambault. The story is about a brother and sister whose mother asks them to go get some milk at the end of the town. To get the milk, they have to pass by a tree they think is haunted. The boy loses his hat near the tree. I wonder if he and his sister will dare to go back to get the hat.*

ELL Note

Consider having your students with limited English proficiency draw a picture of something they wonder about and then dictate to you what they wonder.

Vocabulary Note

Next week you will revisit *Galimoto* to teach the Week 16 vocabulary lessons.

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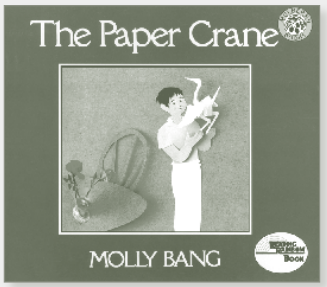
Week 3 OVERVIEW



The Paper Crane

by Molly Bang

A popular roadside restaurant loses its customers when a highway is built to replace the old road. When the restaurant owner receives a special gift in exchange for his kindness, his fortune is changed.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA4–WA5

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducible

- Unit 5 family letter (BLM1)

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Comprehension Focus

- Students use wondering to understand a story.
- Students make inferences.
- Students refer to the story to support their thinking.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing ideas with one another.

DO AHEAD

- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA3); see page 53 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 16 lessons this week.

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Day 1 Read-aloud

Materials

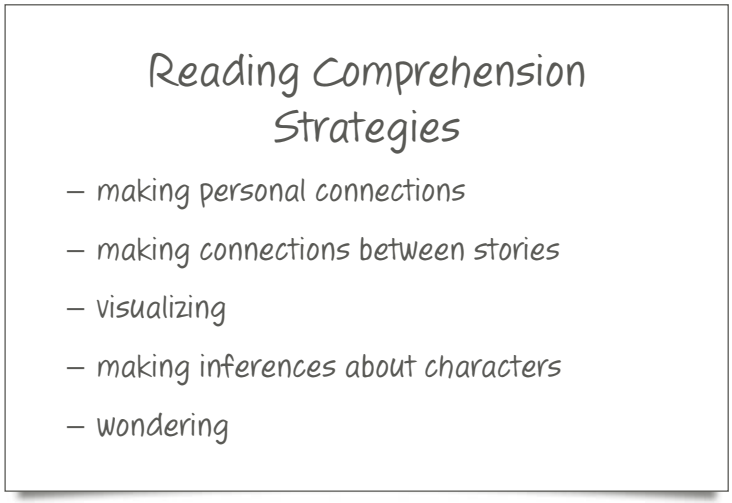
- *The Paper Crane*
- "Reading Comprehension Strategies" chart and a marker
- "What We Wonder About *The Paper Crane*" chart (WA4)
- *Student Response Book* page 12

In this lesson, the students:

- Hear a story read aloud
- Wonder about the story
- Read independently for up to 20 minutes
- Work in a responsible way
- Share ideas with one another

1 Discuss Wondering and Add to the "Reading Comprehension Strategies" Chart

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Refer to the "Reading Comprehension Strategies" chart, and remind the students that they have been listening to stories and talking with their partners about what they were wondering as they listened. Explain that wondering about what you are reading is a strategy that readers use to make sense of stories. Write *wondering* on the chart and point out that this is another strategy the students will use this year to make sense of what they read.



Explain that today you will read a story aloud and the students will have another chance to wonder about the story before, during, and after the reading. Remind them that they will be responsible for both thinking on their own and sharing with their partners.

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2 Introduce *The Paper Crane*

Show the cover of *The Paper Crane* and read aloud the title and the author's name. Read the summary on the back cover aloud. Explain that you will ask a question that the students will think about and then discuss with their partners. Tell them to listen carefully to their partners because they will share their partners' thinking with the class. Then use "Think, Pair, Share" to discuss:

Q *What do you wonder about this story?* [pause] *Turn to your partner.*

Ask a few volunteers to share their partners' thinking.

> **Students might say:**
>
> "My partner wonders what the magic is in the paper crane."
>
> "My partner wonders if the crane is going to come alive."
>
> "My partner wonders who the stranger is."

Display the "What We Wonder About *The Paper Crane*" chart (WA4). Explain that you will read the story aloud, stopping a few times to have partners talk about what is happening in the story and what they are wondering.

3 Read Aloud and Stop and Wonder

Read *The Paper Crane* aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

host: person who welcomes guests to a home or shop (p. 11)
crane: type of bird (p. 12)
overjoyed: very happy (p. 23)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

highway: main road (p. 6; refer to the illustration)
manner: way of behaving (p. 9)
company: guests or visitors (p. 19)

Stop after:

p. 12 "With these words the stranger left."

Ask:

Q *What do you wonder about the story so far? Turn to your partner.*

ELL Note

You may want to explain that a *crane* is a kind of bird. Use the illustrations on pages 12–13 of the book to help the students understand that, in the story, the stranger folds a piece of paper into the shape of a bird.

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Have a few volunteers share with the class. Record a few of the students' "I wonder" statements on the "What We Wonder About *The Paper Crane*" chart.

Without stopping to discuss the statements, reread the last sentence on page 12 and continue reading to the next stop. Repeat this process at the next two stops:

p. 23 "The owner knew him at once and was overjoyed."

p. 27 "The crane flew down from its place on the shelf and danced as it had never danced before."

WA4

What We Wonder About *The Paper Crane*

I wonder why the restaurant owner serves the stranger like a king.

I wonder if the stranger is going to come back.

I wonder if the stranger is going to give the owner another magical gift.

Continue reading to the end of the story.

4 Write "I Wonder" Statements and Discuss the Story

Have the students turn to *Student Response Book* page 12, "What I Wonder About *The Paper Crane*." Ask the students to think quietly about the following question:

Q *What do you still wonder about the story?*

After a few moments, ask them to write down what they still wonder. Circulate as the students write.

After the students have finished writing, call for their attention. Invite a few volunteers to share the "I wonder" statements they wrote in their *Student Response Books*, and record them on the "What We Wonder About *The Paper Crane*" chart.

> **Students might say:**
>
> "I still wonder why the stranger gives the restaurant owner such a wonderful gift."
>
> "I still wonder why the stranger takes back the crane at the end."
>
> "I wonder if the stranger goes where people need help."

Facilitation Tip

Reflect on your experience over the past three weeks with **pacing class discussions**. Do the pacing techniques feel comfortable and natural for you? Do you find yourself using them throughout the school day? What effect has your focus on pacing had on your students' participation in discussions? We encourage you to continue to think about how to pace class discussions throughout the year.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

Teacher Note

Save the "What We Wonder About *The Paper Crane*" chart (WA4) to use on Day 2.

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5 Reflect on Working Together

Facilitate a brief discussion about how the students worked together today. Ask:

Q *How does hearing others share what they wonder help you think more about the story?*

> **Students might say:**
>
> "Sometimes when I hear someone talk about part of the story, it reminds me what happened in the story."
>
> "When I hear someone wonder about something in the story, I start to wonder about it too."

Tell the students that in the next lesson they will listen to the story again and discuss whether the things they wondered about are explained in the story.

INDIVIDUALIZED DAILY READING

6 Read Independently and Wonder

Remind the students to read stories during IDR. Ask them to think about what they wonder about their stories as they read. Tell the students that at the end of IDR, you will ask them to share what they wonder in pairs. Have the students get their books and read silently for up to 20 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 54) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 57 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Then have the students talk in pairs. Have each student share with a partner the title of her story and the author's name, what she wondered while reading, and whether what she wondered was explained by the story. Have one or two volunteers share their ideas with the class.

Have the students return to their desks and put away their books.

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EXTENSION

Reread *The Paper Crane* and Visualize

Reread the entire book aloud, reading each page before showing the accompanying illustration. Stop once or twice during the read-aloud to have the students visualize the text and have partners explain their thinking to each other before you show the illustration and continue to read.

Technology Tip

Prior to doing this activity, you will need to locate some clear and easy-to-follow directions for making origami to share with your students. Search online using the keywords "origami kids instructions easy." You might wish to select one shape for the students to try making and choose directions that are accompanied by easy-to-follow diagrams. Once you have selected age-appropriate directions, bookmark the web page to read aloud to the students.

Teacher Note

Prior to doing this activity, you will need to locate or prepare paper that is suitable for your students to use to make origami. The paper should be perfectly square and easy to fold. You might also practice following the directions you located to make the origami shape you plan to teach your students.

TECHNOLOGY EXTENSION

Follow Instructions to Make Origami

Remind the students that in the story *The Paper Crane*, the stranger folds a crane using paper. Show the illustrations on pages 12–13, and explain that these pages show the steps of the process from the beginning, middle, and end of folding a paper crane. Explain that the paper crane is one example of the Japanese paper-folding art called *origami*. Explain that many origami shapes can be created using paper and that the students will learn how to make one origami shape.

Display the directions you previously identified. Read the directions aloud and show any diagrams that accompany the instructions. Model following the directions and invite the students to refer to the directions to make sure you are following them correctly. Distribute the origami paper and, as a class, follow the directions one step at a time.

After creating the origami shapes, ask and briefly discuss:

Q *What was [easy/hard] about following these directions?*

Technology Tip

If the students enjoy this activity, you might locate online directions for other origami shapes and make time for the students to read, discuss, and follow the directions. You might also locate videos online using the keywords "kids origami" and show the videos to the students.

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Strategy Lesson Day 2

In this lesson, the students:

- Hear a story read aloud again
- Refer to the story to support their thinking
- Discuss an ethical issue and the story's message
- Make inferences
- Read independently for up to 20 minutes
- Share ideas with one another

Materials

- *The Paper Crane*
- "What We Wonder About *The Paper Crane*" chart (WA4) from Day 1

1 Review "I Wonder" Statements

Gather the class with partners sitting together, facing you. Show the cover of *The Paper Crane* and remind the students that in the previous lesson they wondered about the story before, during, and after the read-aloud. Explain that today they will listen to the story again and think about whether what they wondered is explained in the story.

Display the "What We Wonder About *The Paper Crane*" chart (WA4) from Day 1, and remind the students that it lists some of the things they wondered about as they listened to the story. Read aloud the "I wonder" statements on the chart and ask the students to keep them in mind as you reread the story. Explain that at the end of the rereading, partners will discuss whether the story explains what they wondered about.

2 Reread *The Paper Crane*

Read the story aloud slowly and clearly, without stopping. Show the illustrations as you read.

3 Briefly Discuss the "I Wonder" Statements

Read aloud an "I wonder" statement from the "What We Wonder About *The Paper Crane*" chart. Use "Think, Pair, Share" to discuss:

Q *Is this explained in the story? How is it explained?* [pause] *Turn to your partner.*

Have a few students share their thinking with the class.

Use the same procedure to discuss the other "I wonder" statements. During this discussion, remind the students that some of the things they wondered about may be explained in the story, while others might not be. Remind them that even if what they wondered about is not explained, wondering helps readers to actively think as they read.

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TEKS 6.H.i
TEKS 8.A.ii
Student/Teacher Activity
Step 4

4 Reflect on Rereading and the Story's Message

Review the day's lesson. Remind the students that rereading is an important technique that readers use to think more deeply about a story. Point out that when they heard *The Paper Crane* again and discussed whether what they wondered about was explained in the story, they were thinking more deeply about the story. Ask and discuss the following questions:

Q *What did you think about during the second reading of* The Paper Crane *that you didn't think about during the first reading?*

Q *What important message is the author trying to tell us in this story? Why do you think that?*

> **Students might say:**
>
> "When you're nice to people, good things happen. The restaurant owner gives the stranger food even though the stranger doesn't have money to pay for it."
>
> "You can't tell what a person is like by the way they look. The stranger has old, worn clothes, but the restaurant owner serves him food anyway."
>
> "Even when you don't have a lot, you can still be generous. The restaurant owner is poor, but he still makes food for the stranger and treats him like a king."

Encourage the students to use rereading when they read independently to help them think more deeply about the story and about the message the story might be giving. Also point out any inferences the students make.

> **You might say:**
>
> "The story doesn't say directly that the restaurant owner is generous, but you made an inference, or figured that out, from clues in the story."

INDIVIDUALIZED DAILY READING

5 Read Independently and Wonder

Remind the students to read stories during IDR. Ask them to think about what they wonder about their stories as they read. Tell the students that at the end of IDR, you will ask them to share what they wonder in pairs. Have the students get their books and read silently for up to 20 minutes. After the students have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 54) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 57 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Then have the students talk in pairs. Have each student share with a partner the title of his story and the author's name, what he wondered while reading, and whether the story explained what he wondered about. Ask one or two volunteers to share their thinking with the class.

Have the students return to their desks and put away their books.

EXTENSION

Read More Stories by Molly Bang

If the students enjoy the poetic language and evocative illustrations in *The Paper Crane*, you might read and discuss other stories by the book's author and illustrator, Molly Bang. Fiction titles by Bang include *The Grey Lady and the Strawberry Snatcher*, *Tye May and the Magic Brush*, *Goose*, and *In My Heart*. The author's nonfiction titles include *Ocean Sunlight: How Tiny Plants Feed the Seas* (coauthored with Penny Chisholm) and *My Light*.

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Day 3 Independent Strategy Practice

Materials

- Small self-stick notes for each student
- "Class Assessment Record" sheet (CA3)
- *Student Response Book*, Reading Journal section
- "Journal Entry" chart (WA5)
- Copy of this unit's family letter (BLM1) for each student
- (Optional) Fiction text to model wondering, selected ahead

Teacher Note

If necessary, use a story the students are familiar with and a self-stick note to model wondering during independent reading. For example, you might say, "After reading these sentences in *What Mary Jo Shared*, I wonder if Mary Jo is going to finally decide to share something at school. I'll write a question mark on a self-stick note and place it in my book at the place where I wondered."

In this lesson, the students:

- Read independently
- Wonder about stories
- Refer to the stories to support their thinking
- Write in their reading journals
- Share ideas with one another

1 Review Wondering

Have the students bring their books and pencils and gather with partners sitting together, facing you. Remind the students that this week they heard *The Paper Crane* and thought about whether their "I wonder" statements were explained in the story.

2 Prepare to Wonder During Independent Reading

Explain that today the students will wonder about stories they read independently. Review how to use self-stick notes to mark places they wonder about.

Distribute several self-stick notes to each student, and have the students use them to mark places in their books where they wonder about something, or where a question comes to mind.

3 Read Independently

Have the students sit next to their partners and read silently for 15–20 minutes. Circulate and ask the students what they are reading and what they wonder. Stop the students at 5-minute intervals to talk with their partners about their wondering.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students wondering as they read?
- Are their questions relevant to the text?

(continues)

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CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 53 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to wonder and ask relevant questions about their reading, proceed with the lesson.
- If ***about half of the students*** or ***only a few students*** are able to wonder and ask relevant questions about their reading, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Unit 6. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list. Continue to closely monitor and support struggling students during IDR with questions such as:
  - Q *What has happened in your story so far?*
  - Q *What do you wonder about the story?*
  - Q *What do you wonder about the characters?*

4 Discuss Students' Independent Reading

Signal to let the students know when it is time to stop reading. Have partners talk about what they wondered about in their stories. Then ask one or two volunteers to share their thinking. Probe the students' thinking by asking:

- Q *As you read today, what did you wonder about?*
- Q *What was happening in the story when you wondered that?*
- Q *Did the story explain what you wondered about? How?*

5 Write in Reading Journals About Wondering

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Display the "Journal Entry" chart (WA5), and explain that you would like each student to write a journal entry about what happened in the part of the story he read, what he wondered about, and whether the story explained what he wondered about. Also explain your expectations for what the journal entry should include.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

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Teacher Note

If necessary, model writing a journal entry about the story you wondered about in Step 2. For example, you might write: *The story I am reading is What Mary Jo Shared by Janice May Udry. The story is about a girl named Mary Jo who never shares anything at school. In the part I just read, Mary Jo brings her umbrella to school to share. I wondered how she would feel when she shared it. Then I kept reading and found out that she decided not to share it after all.*

ELL Note

Consider having your students with limited English proficiency draw a picture of something they wonder about and then dictate to you what they wonder.

Vocabulary Note

Next week you will revisit *The Paper Crane* to teach the Week 17 vocabulary lessons.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on the next page.

Journal Entry

Write a journal entry about the story you are reading. Please include:

- The title and the author's name
- What is happening in the part you read today
- What you wondered
- Whether what you wondered was explained in the story

Ask the students to think quietly about what they will write. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

Review with the students what they have learned in this unit. Remind them that wondering about stories helps readers better understand what they are reading. Tell the students to note what they wonder about, or what questions they have during their reading, throughout the day.

6 Reflect on Working Together

Use "Think, Pair, Share" to discuss:

Q *How has your partner helped you grow as a reader?* [pause] *Turn to your partner.*

Ask a few volunteers to share their ideas.

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End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 5. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 58 of the *Assessment Resource Book*.

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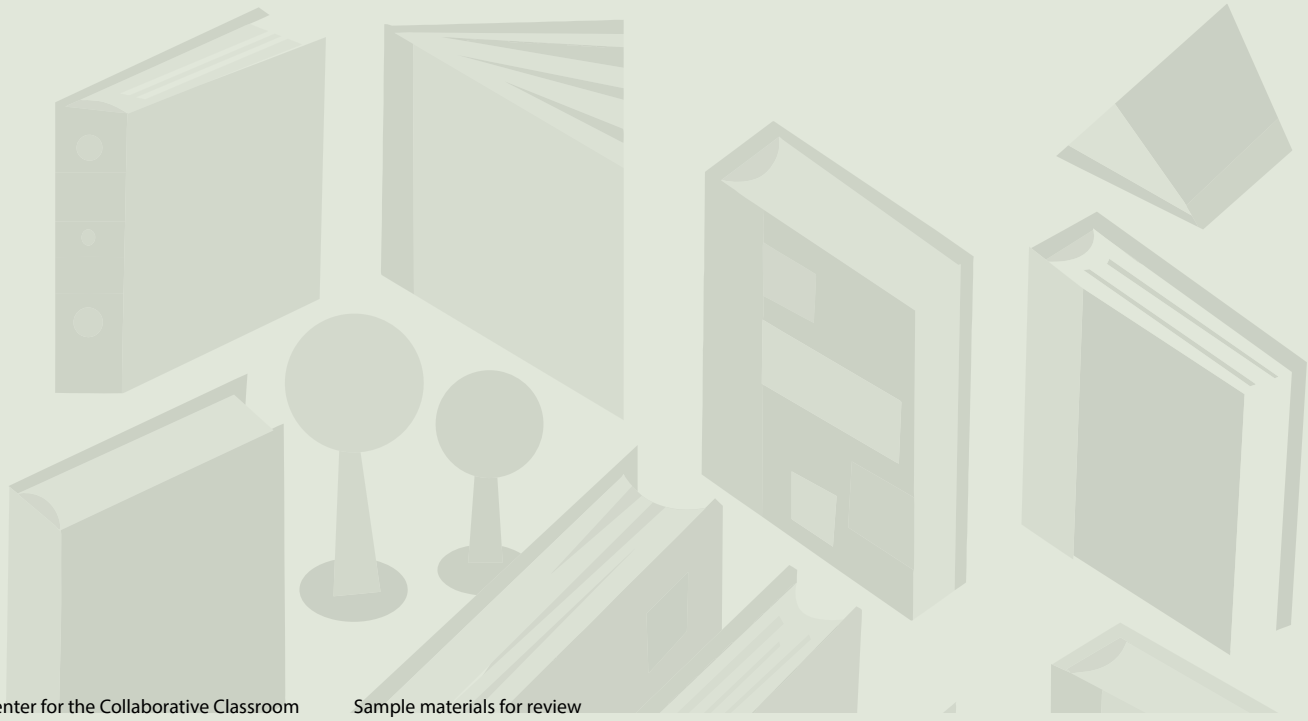
Unit 6

Wondering

FICTION AND NARRATIVE NONFICTION

During this unit, the students continue to focus on wondering as they explore the differences between fiction and nonfiction texts and identify what they learn from narrative nonfiction texts. They also visualize, make connections, and infer to help them make sense of what they read. During IDR, the students use wondering to help them comprehend the stories they read independently and write about what they are wondering in their reading journals. They also continue to confer with the teacher individually about the books they are reading. Socially, they continue to work in a responsible way and they develop the skill of contributing ideas that are different from other people's ideas.



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Unit 6 Wondering

RESOURCES

Read-alouds

- *The Tale of Peter Rabbit*
- *Beatrix Potter*
- *The Art Lesson*
- "Draw, Draw, Draw: A Short Biography of Tomie dePaola"

Writing About Reading Activities

- "Write About What the Students Wonder About Peter Rabbit"
- "Write About Mental Images of 'Draw, Draw, Draw'"

Technology Extensions

- "View an Online Version of *The Tale of Peter Rabbit*"
- "Learn More About Hilltop Farm"
- "Watch an Interview with Tomie dePaola"

Extensions

- "Read Another Tale About Peter Rabbit and Make Text-to-text Connections"
- "Read Other Tales by Beatrix Potter"
- "Learn More About Beatrix Potter"
- "Create a Timeline of Beatrix Potter's Life"
- "Read Other Autobiographical Stories by Tomie dePaola and Make Text-to-text Connections"
- "Learn More About Tomie dePaola"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA4

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA2)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)
- "Social Skills Assessment Record" sheet (SS1)

Reproducibles

- Unit 6 family letter (BLM1)
- (Optional) "Excerpt from 'Draw, Draw, Draw'" (BLM2)

Professional Development Media

- "Avoid Repeating or Paraphrasing" (AV24)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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RESOURCES *(continued)*

Assessment Resource Book

- Unit 6 assessments

Student Response Book

- "What I Wonder About Beatrix Potter"
- "What I Wonder About Tomie dePaola"
- Reading Log
- Reading Journal

Vocabulary Teaching Guide

- Week 17 (*The Paper Crane*)
- Week 18 (*Beatrix Potter*)

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Unit 6 Wondering

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

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GRADE 2 OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Read-aloud:** *The Tale of Peter Rabbit* **Focus:** ▪ Hearing and discussing a fiction story ▪ Making inferences about characters ▪ Wondering about the author of the story	**Read-aloud/Strategy Lesson:** *Beatrix Potter* **Focus:** ▪ Comparing fiction and nonfiction texts ▪ Hearing and discussing part of a narrative nonfiction book ▪ Identifying what they learn from the book ▪ Describing the connections between a series of historical events in the book ▪ Wondering about the book	**Read-aloud/Strategy Lesson:** *Beatrix Potter* **Focus:** ▪ Hearing and discussing part of a narrative nonfiction book ▪ Identifying what they learn from the book ▪ Describing the connections between a series of historical events in the book ▪ Wondering about the book ▪ Writing in their reading journals
Week 2	**Read-aloud:** *The Art Lesson* **Focus:** ▪ Hearing and discussing a narrative nonfiction book ▪ Wondering about the book ▪ Making text-to-self connections	**Read-aloud/Strategy Lesson:** "Draw, Draw, Draw: A Short Biography of Tomie dePaola" **Focus:** ▪ Hearing and discussing a narrative nonfiction text ▪ Identifying what they learn from the text ▪ Describing the connections between a series of historical events in the text ▪ Visualizing to make sense of the text ▪ Wondering about the text	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Wondering about books ▪ Referring to the books to support their thinking ▪ Writing in their reading journals

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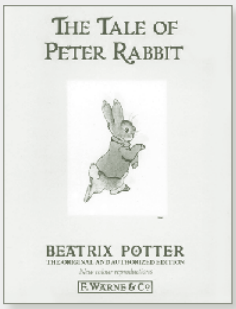
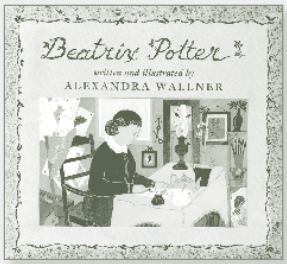
Week 1 OVERVIEW



The Tale of Peter Rabbit

by Beatrix Potter

This classic tale describes Peter Rabbit's adventures in Mr. McGregor's garden.



Beatrix Potter

by Alexandra Wallner

This book describes the life of Beatrix Potter and how *The Tale of Peter Rabbit* became a story that children still enjoy today.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Avoid Repeating or Paraphrasing" (AV24)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students make inferences about a character.
- Students explore the differences between fiction and nonfiction texts.
- Students use wondering to make sense of texts.
- Students identify what they learn from a narrative nonfiction book.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from other people's ideas.

DO AHEAD

✓ Prior to Day 1, consider previewing this unit's read-aloud selections with your English Language Learners before you read them to the whole class.

✓ Make available fiction and narrative nonfiction texts at a variety of levels, including tales by Beatrix Potter and fictional and autobiographical stories by Tomie dePaola, so that the students can practice wondering during IDR and Independent Strategy Practice throughout the unit. (A list of tales by Beatrix Potter appears on page 32 of *Beatrix Potter* by Alexandra Wallner.)

✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit.

✓ Prior to Day 1, make *The Tale of Peter Rabbit* available so that the students may view the illustrations. Since the edition of the book suggested for the read-aloud is very small, the students may have difficulty seeing the illustrations during the read-aloud.

✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 73 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 2, collect a few fiction and nonfiction books that the students heard in earlier units, such as *Sheila Rae, the Brave*; *Girl Wonder: A Baseball Story in Nine Innings*; and *POP! A Book About Bubbles*.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1); see page 68 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 17 lessons this week.

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Read-aloud Day 1

In this lesson, the students:

- Begin working with new partners
- Hear and discuss a fiction story
- Make inferences about characters in the story
- Wonder about the author of the story
- Read independently for up to 20 minutes
- Work in a responsible way

Materials

- *The Tale of Peter Rabbit*
- "What We Wonder About Beatrix Potter" chart (WA1)
- Class set of "IDR Conference Notes" record sheets (CN1)
- *Assessment Resource Book* page 70

1 Pair Students and Get Ready to Work Together

Randomly assign partners and make sure they know each other's names. Gather the class with partners sitting together, facing you. Explain that they will work in the same pairs for the next two weeks. Tell the students that they will be talking with their partners about books they hear read aloud. Remind them that they should work responsibly, acting in ways that help both partners learn and work well together. Ask:

Q *What did you do the last time you worked with a partner that will help you work with your new partner in a responsible way?*

> **Students might say:**
>
> "My partner and I took turns talking."
>
> "I listened to what my partner had to say."
>
> "I looked at my partner when she was talking."

Have a few students share their ideas with the class. Tell the students that in the coming days they will focus on finding ways to work responsibly.

2 Introduce *The Tale of Peter Rabbit*

Show the cover of *The Tale of Peter Rabbit* and read the title and the author's name aloud. If necessary, explain that a *tale* is a story. Explain that Beatrix Potter, the author of the book, is also the illustrator and that *The Tale of Peter Rabbit* was the first story she published. She wrote and illustrated it and many similar books more than 100 years ago, and children still enjoy reading her books today. Tell the students that you will read a story about Beatrix Potter's life in the next lesson.

Explain that you will stop during the reading of *The Tale of Peter Rabbit* to have the students talk about the story with their partners.

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Teacher Note

If all the students had a chance to see the book before the read-aloud, you might want to read it without showing the illustrations (see "Do Ahead").

3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

mischief: playful behavior that may bother or harm others (p. 12)

implored him to exert himself: begged him to try and get up (p. 36)

sieve: container with lots of small holes in it (p. 39; refer to the illustration on p. 38)

hoe: gardening tool with a long handle and a thin blade (p. 55)

fortnight: two weeks (p. 64)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

lane: narrow (not wide) road (p. 8)

Peter gave himself up for lost: Peter was sure he would be caught (p. 36)

wriggled out just in time: escaped just moments before Mr. McGregor would have caught him (p. 39)

upsetting: knocking over (p. 44; refer to the illustration on p. 45)

damp: wet (p. 47)

caught sight of: saw (p. 59)

Stop after:

p. 11 "'. . . he was put in a pie by Mrs. McGregor.'"

Ask:

Q *What does Mrs. Rabbit mean when she says that their father had an accident?*

Have a few students share their thinking with the class. Reread page 11 and continue reading to the next stopping point:

p. 20 "And squeezed under the gate!"

Ask:

Q *What has happened so far, and what do you think will happen next? Turn to your partner.*

When most pairs have finished talking, signal for the students' attention. Without stopping to share as a class, reread pages 19–20 and continue reading to the next stop. Follow the same procedure at the next three stops:

p. 35 "It was a blue jacket with brass buttons, quite new."

p. 44 "He went back to his work."

p. 56 "His back was turned towards Peter, and beyond him was the gate!"

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Reread page 56 and continue reading to the next stopping point:

> **p. 64** "It was the second little jacket and pair of shoes that Peter had lost in a fortnight!"

Ask:

Q *From what I just read about Peter's lost clothing and shoes, what can you infer about him?*

Have a few students share their thinking with the class. Reread page 64 and continue reading to the end of the book.

4 Discuss the Story

As a class, discuss:

Q *Which part of the story did you like best?*

As the students respond, reread the parts of the story they mention and show the illustrations.

5 Wonder About Beatrix Potter

Display the "What We Wonder About Beatrix Potter" chart (WA1). Remind the students that in the next lesson they will hear a true story about Beatrix Potter's life. Ask:

Q *After hearing* The Tale of Peter Rabbit *and seeing the illustrations, what are some things you wonder about the author, Beatrix Potter? What would you like to find out about her?*

> **Students might say:**
>
> "I wonder why she started writing children's books."
>
> "I wonder if she had a pet rabbit."
>
> "I wonder if she only wrote books about animals."
>
> "I wonder how she got good at drawing."

Record a few of the students' "I wonder" statements on the "What We Wonder About Beatrix Potter" chart. Tell the students that some of their questions might be answered in the book about Beatrix Potter that they will hear in the next lesson.

6 Reflect on Working Together Responsibly

Facilitate a brief discussion about how partners worked together in a responsible way. Ask:

Q *What did you and your new partner do to work together responsibly?*

Q *What worked well for you and your partner?*

Q *What do you want to keep working on?*

Facilitation Tip

During this unit, we encourage you to **avoid repeating or paraphrasing** students' responses. It is easy to habitually repeat what students say when they speak too quietly, or to paraphrase what they say when they do not speak clearly. This teaches the students to listen to you but not necessarily to one another. Try to refrain from repeating or paraphrasing and see what happens. Encourage the students to take responsibility by asking one another to speak up or by asking a question if they do not understand what a classmate has said. (See "Additional Strategies for Supporting ELLs" in the Introduction for special considerations for English Language Learners.) To see this Facilitation Tip in action, view "Avoid Repeating or Paraphrasing" (AV24).

ELL Note

You might remind the students that when you wonder about something, you are curious and want to know more about it.

Teacher Note

In particular, record "I wonder" statements that might be explained in the biography *Beatrix Potter* by Alexandra Wallner, which the students will hear on Day 2.

Teacher Note

Save the "What We Wonder About Beatrix Potter" chart (WA1) to use on Day 2.

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Tell the students that they will have more opportunities to practice working together responsibly with their partners.

INDIVIDUALIZED DAILY READING

7 Read Independently

Tell the students that for the next two weeks during IDR they will read fiction (made-up) and nonfiction (true) stories. Ask the students to think as they are reading about what they find most exciting or interesting about their stories. Tell the students that at the end of IDR you will ask them to share their thinking with the class. Have the students get their books and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

Periodically remind the students to use the questions on the "Thinking About My Reading" chart to practice monitoring their own comprehension as they read and to select different books if they decide the ones they are reading are not just right.

IDR CONFERENCE NOTE

Over the next two weeks, confer individually with the students about what they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 70) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 73 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have one or two volunteers share with the class what they are reading. Encourage each volunteer to share the title of her story, the author's name, what the story is about, and what she finds most exciting or interesting about the story. Have the students return to their desks and put away their books.

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

WRITING ABOUT READING

Write About What the Students Wonder About Peter Rabbit

Materials

- *The Tale of Peter Rabbit*

Show the cover of *The Tale of Peter Rabbit* and remind the students that they heard this book earlier. Page through the book slowly and show the illustrations. Ask and briefly discuss:

Q *What do you remember about* The Tale of Peter Rabbit?

Q *What do you remember about the character of Peter Rabbit? What is he like?*

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Students might say:

"Peter doesn't listen to his mother."

"I agree with [Aisha]. Peter's mom tells him not to go into the garden, but he does anyway."

"He eats lots of vegetables and then he feels sick."

"Mr. McGregor almost catches Peter. He gets away, but he loses all his clothes."

As the students recall different parts of the story, support them by locating the parts they recall, showing the illustrations, and reading relevant passages aloud.

Remind the students that readers use wondering to help them make sense of what they are reading. Use "Think, Pair, Share" to discuss:

Q *What do you wonder about the character of Peter Rabbit? What else would you like to find out about him?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking. Then ask the students to watch as you think aloud and model writing about what you wonder about Peter Rabbit.

You might say:

"I wonder why Peter doesn't listen to his mother and goes to Mr. McGregor's garden. He could have fun and stay safe by going berry-picking with Flopsy, Mopsy, and Cotton-tail. Why does Peter go to a dangerous place like Mr. McGregor's garden instead? I'll write: *I wonder why Peter Rabbit doesn't listen to his mother. He could pick berries with Flopsy, Mopsy, and Cotton-tail. That would be safe and fun. I'm curious why Peter goes to a scary place like Mr. McGregor's garden. That's where his father got caught and put in a pie!*"

Have the students write a few sentences about what they wonder about Peter Rabbit. If time permits, ask a few volunteers to share their writing with the class.

EXTENSION

Read Another Tale About Peter Rabbit and Make Text-to-text Connections

Explain that Beatrix Potter wrote more about the character of Peter Rabbit in *The Tale of Benjamin Bunny*. Read this tale aloud and discuss it with the students. Encourage them to compare it to *The Tale of Peter Rabbit* and to make text-to-text connections. (The students may also enjoy hearing *The Tale of The Flopsy Bunnies*, which features Benjamin Bunny, Peter Rabbit's sister Flopsy, and Mr. McGregor.)

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Technology Tip

For more information, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

TECHNOLOGY EXTENSION

View an Online Version of *The Tale of Peter Rabbit*

Use the keywords "Tale of Peter Rabbit audiobook" to locate an audiobook of *The Tale of Peter Rabbit*. Free versions are available online. Project the audiobook so that the entire class can easily view it and then play it for the students. After the students have watched the audiobook, discuss what they noticed about the story and illustrations.

You might use the search terms "Beatrix Potter audiobooks" to find additional Beatrix Potter tales.

Day 2 Read-aloud/Strategy Lesson

Materials

- *Beatrix Potter* (pages 4–21)
- "What We Wonder About Beatrix Potter" chart (WA1) from Day 1
- *Student Response Book* page 13

In this lesson, the students:

- Compare fiction and nonfiction texts
- Identify what they learn from a narrative nonfiction book
- Describe the connections between a series of historical events in the book
- Wonder about the book and write about what they wonder
- Read independently for up to 20 minutes
- Work in a responsible way

ABOUT NONFICTION

The purpose of this unit and the two that follow is to immerse the students in nonfiction texts and give them the opportunity to apply the comprehension strategies they have learned to nonfiction texts. The nonfiction books provided in these units contain useful information that the students may learn, but the primary goal is for the students to use the comprehension strategies during read-alouds and IDR.

Teacher Note

Display a few nonfiction and fiction texts where all the students can see them. Select texts that your students have read or heard (see "Do Ahead").

1 Introduce Nonfiction

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind them that yesterday they heard *The Tale of Peter Rabbit*. Explain that this story is called *fiction* because it has make-believe characters and places and describes things that could not happen in real life. Write *fiction: make-believe stories* where everyone can see it. Direct the students' attention to some of the other fiction books that you displayed and point out that these books are also fiction.

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You might say:

"The book *McDuff Moves In* is a fiction story about make-believe characters—a dog named McDuff and two people named Fred and Lucy. *Sheila Rae, the Brave* is also a fiction story. It's about make-believe characters, two sisters named Sheila Rae and Louise, who are mice."

Explain that during the coming weeks the students will hear and read books about real people, animals, and things. Explain that these books are called *nonfiction*. Write *nonfiction: books that give true information about real people, places, and things* where everyone can see it. Direct the students' attention to the nonfiction books you displayed, and briefly describe each one.

You might say:

"*A Tree Is Nice* is a nonfiction book that gives information about different ways people can enjoy trees. *POP! A Book About Bubbles* is also a nonfiction book. It gives lots of information about bubbles, such as how they are made and why they are always round."

2 Introduce *Beatrix Potter* and Build Background Knowledge

Show the cover of *Beatrix Potter* and read the title and the author's name aloud. Explain that this is a true story about the life of Beatrix Potter, the author of *The Tale of Peter Rabbit*. Explain that the book *Beatrix Potter* is a *biography*, or a nonfiction (true) story about a person's life, written by another person.

Tell the students that Beatrix Potter was born in England in 1866, about 150 years ago. Beatrix loved science, animals, and drawing. She often drew pictures and wrote about animals.

Display the "What We Wonder About Beatrix Potter" chart (WA1) from Day 1. Read aloud the "I wonder" statements that you recorded yesterday. Explain that you will read aloud the first part of the book *Beatrix Potter*, and ask the students to listen for answers to what they wondered about. Explain that you will stop during the reading to ask questions and have partners share their thinking. Remind partners to work together in a responsible way.

3 Read the First Part of *Beatrix Potter* Aloud with Brief Section Introductions

Read pages 4–21 aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Teacher Note

This week's read-aloud contains a lot of factual information that the students might have difficulty following. To support them, you will introduce each section briefly before you read it. This will help focus the students' listening on the main ideas discussed in that section.

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 12 and 16.

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Suggested Vocabulary

governesses: women who take care of other people's children (p. 4)

was especially fond of: liked very much (p. 6)

museums: places where interesting objects of art, history, or science are displayed (p. 8)

boarding school: school at which students live (p. 10)

companion: person who spends time with another (p. 10)

bronchitis: illness of the throat and lungs (p. 12)

rheumatic fever: children's disease that is no longer common (p. 12)

enlarge: make bigger (p. 18)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

studio: room to make art in (p. 8; refer to the illustration)

strict: making someone follow a lot of rules (p. 12)

rewrite: write again; make changes to (p. 18)

text: words in the story (p. 18)

got her way: got to do what she wanted to do (p. 21)

Explain that the first part of the book describes the lives of Beatrix and her brother Bertram when they were children. Start reading on page 4, showing the illustrations as you read. Stop after:

p. 6 "Beatrix was especially fond of two pet mice named Hunca Munca and Appley Dapply, and a rabbit named Peter."

Ask:

Q *What did you learn about Beatrix as a child? Turn to your partner.*

Have volunteers share their thinking. Explain that the next part of the book tells about Beatrix's interest in painting. Ask the students to listen for what happened in Beatrix's life that made her interested in painting. Reread the last sentence on page 6 and continue reading until you reach the next stop:

p. 9 "Her years of practice made her an excellent painter."

Ask:

Q *What happened in Beatrix's life that made her interested in painting?*

Students might say:

"Her father collected paintings and he took Beatrix to museums to look at art."

"Beatrix met a famous painter and saw his studio."

"In addition to what [Sonya and Carl] said, her parents let her draw and paint."

Teacher Note

If necessary, remind the students to use the discussion prompts to add to the conversation. The prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

Teacher Note

You might want to reread pages 8–9 before discussing the question.

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Have a few volunteers share their ideas with the class.

Explain that the next part of the book tells about Beatrix's friend Annie Carter, and how Beatrix came to write *The Tale of Peter Rabbit*. Reread the last sentence on page 9 and continue reading to the next stop:

p. 15 "She didn't think about writing other stories because she was more interested in making drawings and keeping notes on science."

Ask:

Q *What happened in Beatrix's life that helped her get the idea for* The Tale of Peter Rabbit?

> **Students might say:**
>
> "Her friend Annie moved away, and Beatrix felt lonely."
>
> "She had a pet rabbit and she liked to paint him wearing clothes."
>
> "She wrote a letter to Annie's son about four rabbits named Flopsy, Mopsy, Cotton-tail, and Peter."

Have a few volunteers share their ideas.

Briefly paraphrase the first two paragraphs on page 16. Read the last paragraph on page 16 and continue reading to the next stopping point:

p. 21 "The book was very popular and made a lot of money for her."

Ask:

Q *What did you learn from the part of the story I just read? Turn to your partner.*

Have one or two volunteers share their thinking.

4 Write "I Wonder" Statements

Remind the students that today they learned about Beatrix Potter's life from her childhood to the age of 36. Ask:

Q *What did you learn about Beatrix Potter that surprised you?*

> **Students might say:**
>
> "I was surprised that she was alone a lot and didn't have many friends."
>
> "I think it is funny that her parents hired a friend for her."
>
> "I was surprised that her parents didn't let her live alone when she was grown up."
>
> "I was surprised that she kept her pets' bones and drew pictures of them."

Teacher Note

The first two paragraphs on page 16 of the book contain information that is not directly related to how Beatrix Potter wrote and published *The Tale of Peter Rabbit*. To maintain the students' focus on how the author wrote her book, we suggest that you briefly paraphrase those paragraphs. (You might say, "Beatrix got very interested in mushrooms. She learned about mushrooms, collected them, and painted pictures of them. She wanted to sell her paintings as part of a scientific book, but no one would publish it. At that time, people thought women didn't know anything about science.")

ELL Note

Consider providing your students with limited English proficiency with the prompt "I was surprised that . . . ."

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Direct the students' attention to the "What We Wonder About Beatrix Potter" chart. Remind the students that wondering is a strategy that can help them to actively think about what they are reading. Ask:

Q *Were any of these things explained in the first part of the story? Turn to your partner.*

After pairs have had time to confer, have one or two volunteers share their thinking with the class. Then ask the students to think quietly about the following question:

Q *Based on what you know so far about Beatrix Potter, what do you wonder about her?*

Have the students turn to *Student Response Book* page 13, "What I Wonder About Beatrix Potter." Ask them to write what they wonder. Circulate as the students write.

After the students have finished writing, call for their attention. Invite a few volunteers to share the "I wonder" statements they wrote in their *Student Response Books*, and record them on the "What We Wonder About Beatrix Potter" chart.

> **Students might say:**
>
> "I wonder if she ever got to live by herself."
>
> "I wonder what she did with the money from *The Tale of Peter Rabbit*."
>
> "I wonder what other animals she wrote about."
>
> "In addition to what everyone else said, I wonder if her life got less lonely later on."

Tell the students that some of the things they wondered about may be explained in the next lesson, when they hear the rest of *Beatrix Potter*.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

5 Reflect on Working Together Responsibly

Briefly discuss how partners worked together in a responsible way. Point out ways you noticed the students contributing their own ideas to their partner conversations, such as taking turns, listening to each other, and giving each other time to think about each question.

INDIVIDUALIZED DAILY READING

6 Read Independently

Remind the students that for the next two weeks during IDR they will be reading fiction and nonfiction stories. Ask the students to think as they read about whether they would recommend (suggest that someone else read) the stories and why. Tell the students that at the end of IDR you will ask them to discuss their thinking with a partner. Have the students get their books and read silently for up to 20 minutes. After the students have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 70) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 73 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student talk about his reading with a partner. Have each partner share the title of his book and the author's name, what the story is about, whether he would recommend (suggest that someone else read) the story, and why.

Have the students return to their desks and put away their books.

Read-aloud/Strategy Lesson Day 3

In this lesson, the students:

- Identify what they learn from a narrative nonfiction book
- Describe the connections between a series of historical events in the book
- Wonder about the book
- Read independently for up to 20 minutes
- Write in their reading journals
- Contribute ideas that are different from other people's ideas

Materials

- *Beatrix Potter* (pages 21–32)
- "Class Assessment Record" sheet (CA1)
- "What We Wonder About Beatrix Potter" chart (WA1) from Day 2
- *Student Response Book*, Reading Journal section
- "Journal Entry" chart (WA2)

1 Introduce and Model Contributing Different Ideas

Have the students gather with partners sitting together, facing you. Review that this year they have learned several skills to help them work with their partners, such as explaining their thinking and listening carefully to each other.

Explain that today the students will learn a new skill: contributing ideas that are different from their partners' ideas. Point out that this skill is especially useful when reading a nonfiction book with a lot of information, such as *Beatrix Potter*. If each partner contributes different ideas to the discussion, then together the pair can remember more information about the topics covered in the book.

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Choose a volunteer to act as your partner. Show the cover of *Beatrix Potter* and ask:

Q *What do you remember about Beatrix Potter from the first part of the book?*

Listen as your partner talks, and then model contributing a different idea.

> **You might say:**
>
> "You remembered that Beatrix was lonely as a child because she didn't have any friends. In addition to what you said, I remember that Beatrix first wrote about Peter Rabbit in a letter to Noel, who was her friend Annie's son."



Ask partners to briefly practice the skill by taking turns telling each other different things they remember from the first part of the book.

2 Read the Rest of *Beatrix Potter* Aloud with Brief Section Introductions

Explain that you will read the rest of the book aloud today and that you will stop during the reading to have partners discuss what they are learning about Beatrix's life after she became famous for writing *The Tale of Peter Rabbit*. Remind partners to contribute different ideas when they talk with each other.

Read pages 21–32 aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

proposed to: asked to marry (p. 25)
disapproved: didn't think it was a good idea (p. 26)
tourists: people who travel for fun (p. 28)
private: keeping to herself (p. 30)
modest: not bragging about herself (p. 30)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

disturb: frighten; annoy (p. 28)

Remind the students that at the end of the first day's reading, Beatrix had just become famous and wealthy because of her book *The Tale of Peter Rabbit*. Explain that the next part of the book tells about Beatrix's

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time at Hilltop Farm in the countryside of England. Reread page 21 and continue reading to the following stopping point:

p. 22 "Finally, Beatrix was doing what she wanted and was happy."

Ask:

Q *What have you learned about Beatrix in this part of the story? Turn to your partner.*

After the students have had a chance to confer in pairs, ask one or two volunteers to share what they learned.

Explain that the next part of the book talks about Beatrix's marriage.

Reread page 22 and continue reading to the next stopping point:

p. 26 "Her eyesight was getting weak, and she preferred spending her time with her animals and farming."

Ask:

Q *What new information have you learned about Beatrix Potter? Turn to your partner.*

Circulate and listen as partners discuss the story with each other.

CLASS ASSESSMENT NOTE

Ask yourself:

- Have the students learned new things about Beatrix Potter from the reading?
- Are partners contributing different ideas?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 68 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are demonstrating evidence that they have learned new things about Beatrix Potter and are contributing different ideas, proceed with the lesson.
- If ***about half of the students*** or ***only a few students*** are demonstrating evidence that they have learned new things about Beatrix Potter and are contributing different ideas, proceed with the lesson and plan to monitor and support students who are having difficulty. Note that the students will have more opportunities to practice these skills in Week 2.

Have a few volunteers share their thinking.

Explain that the last part of the book describes the final years of Beatrix's life. Reread the last sentence on page 26 and continue reading to the end of the book.

Teacher Note

If you want to shorten this reading, you might paraphrase, rather than read, pages 24–25. (You might say, "Beatrix was going to marry a man named Norman, even though her parents didn't think it was a good idea, but Norman suddenly died. Beatrix was sad. She wrote more stories, which became very popular.")

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3 Discuss the Book and What the Students Wonder

Facilitate a brief class discussion about what the students learned and what they wonder. Ask questions such as:

Q *In what ways did Beatrix use her own life to help her write her stories?*

> **Students might say:**
>
> "She kept a diary about plants and animals. It gave her ideas for stories."
>
> "She was lonely growing up and wanted to help other children by writing stories about animals."
>
> "Living in the country on a farm helped give her ideas for stories."
>
> "When Norman died, she was sad, so she spent a lot of time writing more stories."

Q *What was the most surprising or interesting thing that you learned about Beatrix Potter?*

Display the "What We Wonder About Beatrix Potter" chart (WA1) from Day 2. Read aloud and discuss a few of the students' "I wonder" statements to connect them with information in the text. Point out that the students can read other books or use the Internet to find out more about Beatrix Potter.

4 Reflect on Contributing Different Ideas

Briefly discuss how the students did contributing ideas that were different from their partners' ideas. Ask questions such as:

Q *What did you and your partner do to contribute different ideas?*

Q *Were you able to remember more of the book together by contributing different ideas? Give us an example.*

Explain that partners will have more opportunities to practice contributing different ideas in the next lesson.

INDIVIDUALIZED DAILY READING

5 Read Independently and Write in Reading Journals

As the students read, ask them to think about what they wonder about their stories and whether what they wonder is explained in their stories. Tell the students that at the end of IDR they will write about what they wonder in their reading journals. Have them read silently for up to 20 minutes. After the students have settled into their reading, confer with individual students.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 70) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 73 of the *Assessment Resource Book*.

Have the students return to their desks and open their *Student Response Books* to the next blank page in the Reading Journal section. Display the "Journal Entry" chart (WA2), and explain that you would like each student to write a journal entry about something they wondered about their story and whether what they wondered is explained in the story. Also explain your expectations for what the journal entry should include.

WA2

Journal Entry

Write a journal entry about the story you are reading. Please include:

- The title and the author's name
- What the story is about
- Something you wondered about the story
- Whether what you wondered is explained in the story

Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

ELL Note

Consider providing your students with limited English proficiency with the prompt "I wonder . . ." to help them write what they wonder about their reading.

Vocabulary Note

Next week you will revisit *Beatrix Potter* to teach the Week 18 vocabulary lessons.

EXTENSIONS

Read Other Tales by Beatrix Potter

Read other stories by Beatrix Potter, and have the students discuss the tales and the connections between the stories she wrote and her own life. For example, Beatrix had a pet mouse named Hunca Munca (see page 6 of *Beatrix Potter*), and she wrote a story about a

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mouse with that name in *The Tale of Two Bad Mice*. The students may also enjoy hearing *The Tale of Jemima Puddle-Duck* and *The Tale of Mrs. Tiggy-Winkle*, both of which are mentioned on page 22 of *Beatrix Potter*.

Learn More About Beatrix Potter

Read other stories about Beatrix Potter. Biographies of Potter for young readers are: *Beatrix Potter: The Story of the Creator of Peter Rabbit* by Elizabeth Buchan, *My Dear Noel: The Story of a Letter from Beatrix Potter* by Jane Johnson, *Beatrix Potter* (Tell Me About series) by John Malam, and *Beatrix Potter* (Lives and Times series) by Jayne Woodhouse.

Create a Timeline of Beatrix Potter's Life

Explain that a timeline shows a series of historical events in the order in which they happened. By looking at a timeline, readers can tell how much time passed between events; they can also tell how various events are connected. Display a few examples of simple timelines. Point out that timelines include dates and often illustrations.

Tell the students that they will work together to create a timeline of the important events in Beatrix Potter's life. Ask and briefly discuss:

Q *What were some important events in the life of Beatrix Potter?*

Q *Why do you think that event was important to Beatrix's life?*

Record the events that the students recall. As they suggest events, support them by paging through *Beatrix Potter*, reading relevant passages aloud, and identifying specific dates when available. (If you have other biographies of Beatrix Potter for young readers, you might distribute them to the students as well.)

As a class, work together to sequence the events in a timeline. Ask questions such as:

Q *What happened [first/next/then/at the end]?*

Q *How did [publishing* The Tale of Peter Rabbit *in 1902] lead to what came next in Beatrix's life?*

After the class timeline is complete, invite the students to create their own timelines of Beatrix Potter's life, adding additional events and illustrations, if they wish.

Technology Tip

Search online with the keywords "Beatrix Potter life timeline" to locate additional biographical sources with specific dates.

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TECHNOLOGY EXTENSION

Learn More About Hilltop Farm

Show the cover of *Beatrix Potter* and remind the students that they heard this book earlier. Show the illustrations on pages 22–23 and remind the students that Beatrix bought Hilltop Farm in England after the success of *The Tale of Peter Rabbit*. Explain that Hilltop Farm still exists today. Ask:

Q *What do you wonder about Hilltop Farm? What are you curious to find out?*

Have a few volunteers share their thinking. As they respond, record their ideas where everyone can see them. Display the sources you located that contain information about Hilltop Farm and read the sections you have identified aloud. Ask:

Q *What is something you learned about Hilltop Farm?*

Encourage interested students to take turns exploring the sources you have located.

Technology Tip

Prior to doing this activity, locate a few sources that provide information about Hilltop Farm (also referred to as "Hill Top"). The British National Trust website is particularly useful. Search for information online using the keywords "Hill Top Farm National Trust."

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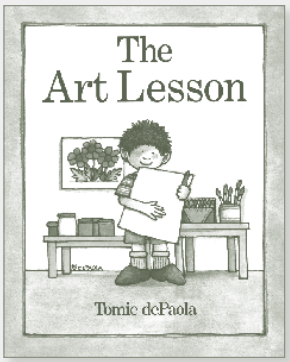
Week 2 OVERVIEW



The Art Lesson

by Tomie dePaola

This autobiographical tale recounts Tomie dePaola's early love of drawing.

Article

"Draw, Draw, Draw: A Short Biography of Tomie dePaola"

(see pages 295–296)

This article describes the life of author and illustrator Tomie dePaola.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA3–WA4

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)
- "Social Skills Assessment Record" sheet (SS1)

Reproducibles

- Unit 6 family letter (BLM1)
- (Optional) "Excerpt from 'Draw, Draw, Draw'" (BLM2)

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Comprehension Focus

- Students use wondering to make sense of narrative nonfiction texts.
- Students identify what they learn from a narrative nonfiction article.
- Students visualize to make sense of the article.
- Students make text-to-self connections.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students contribute ideas that are different from other people's ideas.

DO AHEAD

- ✓ Prior to Day 1, collect a few books written and illustrated by Tomie dePaola (including other autobiographical stories). Try to select books that are familiar to some of your students.
- ✓ (Optional) Prior to Day 1, read a few other books written and illustrated by Tomie dePaola.
- ✓ (Optional) Prior to Day 2, locate a photograph of Tomie dePaola to show to the students. The book *Tomie dePaola: His Art & His Stories* by Barbara Elleman contains several photographs. You might also search online with the keywords "Tomie dePaola photograph."
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2); see page 69 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Prior to Day 3, prepare to model using a self-stick note to mark a place in a text where you wondered (see Step 2).

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 18 lessons this week.

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Day 1 Read-aloud

Materials

- *The Art Lesson*
- Books written and illustrated by Tomie dePaola, collected ahead

In this lesson, the students:

- Hear and discuss a narrative nonfiction book
- Wonder about the book
- Make text-to-self connections
- Read independently for up to 20 minutes
- Contribute ideas that are different from other people's ideas

1 Review Biographical Nonfiction and Build Background Knowledge

Gather the class with partners sitting together, facing you. Review that last week the students listened to a biography of Beatrix Potter, and that a *biography* is a nonfiction (true) story about a person's life, written by another person. Explain that today you will read a story called *The Art Lesson*, written and illustrated by Tomie dePaola. Tomie based the story on real events from his childhood.

Show the books you have collected (see "Do Ahead"). Explain that these are books that have been written and illustrated by Tomie dePaola and ask the students whether they are familiar with any of them.

Teacher Note

According to Tomie dePaola's official website, his name is pronounced "Tommy da-POW-la."

You might explain that a true story that someone writes about his or her own life is called an *autobiography*.

2 Introduce *The Art Lesson*

Show the cover of *The Art Lesson* and explain that it is a story about a boy who loves to draw. Explain that you will stop during the reading to ask questions and have partners talk with each other about what they are learning and wondering. Remind partners that they should each contribute different ideas as they talk with each other. Tell them that you will check in later in the lesson to see how they did.

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 6, 21, and 25.

3 Read Aloud and Wonder

Read *The Art Lesson* aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

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Suggested Vocabulary

barber shop: place to get a haircut (p. 9)

school property: materials that belong to the school (p. 22)

paper monitor: student in charge of passing out paper in the classroom (p. 25)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

carpenters: people who make things out of wood (p. 14)

couldn't wait: was very excited (p. 15)

not pleased: angry (p. 22)

Tell the students that Tomie dePaola begins the book by dedicating it to two people. Read the dedication to Rose Mulligan and Beulah Bowers on page 2. Continue on to page 3, showing the illustrations as you read. Stop after:

p. 14 "But, when the painters came, his dad said, 'That's it, Tommy. No more drawing on the walls.'"

Ask:

Q *What have you learned about Tommy so far?*

Have a few students share their ideas with the class. Then ask:

Q *What are you wondering at this point in the story? Turn to your partner.*

Remind the students to try to think of wondering statements that are different from their partners' statements. Have one or two students share their thinking with the class. Reread the last sentence on page 14 and continue reading to the next stopping point:

p. 18 ". . . and she always carried a big box of thick colored chalks."

Ask:

Q *Now what are you wondering? Turn to your partner.*

Have one or two students share their thinking with the class. Reread page 18 and continue reading to the next stopping point:

p. 23 "And Joe was right. They only got ONE piece of paper."

Ask:

Q *How do you think Tommy felt at this point? What do you think will happen next? Turn to your partner.*

Have one or two volunteers share their thinking. Reread the last sentence on page 23 and continue reading to the end of the book.

Teacher Note

If necessary, explain that when you *dedicate* a book to someone, you are showing respect or love for the person by saying that the book is for him or her.

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Facilitation Tip

This week continue to **avoid repeating or paraphrasing** the students' responses. Help them to learn to participate responsibly in class discussions by encouraging them to ask one another to speak up or to ask a question if they do not understand what a classmate has said. (See "Additional Strategies for Supporting ELLs" in the Introduction for special considerations for English Language Learners.)

4 Discuss the Story and Make Text-to-self Connections

Facilitate a class discussion using questions such as:

- **Q** *Which part of the story did you like best?*
- **Q** *What was Tommy's problem when he went to school? How was it solved?*
- **Q** *Have you ever felt or acted like Tommy did in this story?*

As the students respond, reread the passages they mention and show the corresponding illustrations.

5 Reflect on Working Together

Facilitate a brief discussion about how partners worked together. Ask:

- **Q** *How did you and your partner do contributing ideas that were different from each other's? Give us some examples of ideas you shared that were different from each other's.*

Tell the students that they will hear a short biography of Tomie dePaola in the next lesson. Invite them to look at and read other books by Tomie dePaola on their own.

INDIVIDUALIZED DAILY READING

6 Read Independently

Remind the students to read fiction or nonfiction stories during IDR. Encourage them to think as they read about what they like, what surprises them, or what they wonder about their stories. Tell the students that at the end of IDR you will ask them to share their thinking with the class. Have the students get their books and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 70) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 73 of the *Assessment Resource Book*.

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Signal to let the students know when it is time to stop reading. Have a few volunteers each share with the class the title of her story, the author's name, and what the story is about. Follow up with questions such as:

Q *What do you like about what you read?*

Q *What surprised you in your reading?*

Q *What do you wonder about what you read?*

Have the students return to their desks and put away their books.



SOCIAL SKILLS ASSESSMENT NOTE

During the final week of this unit, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1); see page 144 of the *Assessment Resource Book*. Compare your recent notes with those you took in the fall and evaluate how well each student is learning and applying the social skills taught in the program. You will reassess your students' social skill development again in Unit 10.

EXTENSION

Read Other Autobiographical Stories by Tomie dePaola and Make Text-to-text Connections

Read other autobiographical stories by Tomie dePaola and have the students discuss the stories. Encourage the students to compare these autobiographical stories to *The Art Lesson* and make text-to-text connections. Some other stories based on his life are *Nana Upstairs & Nana Downstairs*, *The Baby Sister*, *Tom*, and *Stagestruck*.

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Day 2 Read-aloud/Strategy Lesson

Materials

- "Draw, Draw, Draw: A Short Biography of Tomie dePaola" (see pages 295–296)
- *The Art Lesson*
- "What We Wonder About Tomie dePaola" chart (WA3)
- *Student Response Book* page 14

In this lesson, the students:

- Hear and discuss a narrative nonfiction text
- Identify what they learn from the text
- Describe the connections between a series of historical events in the text
- Visualize to make sense of the text
- Wonder about the text and write about what they wonder
- Read independently for up to 20 minutes

1 Review *The Art Lesson*

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *The Art Lesson* and remind the students that Tomie dePaola based this story on real events from his own childhood. Page through the book and show the illustrations. Ask:

Q *What did we learn about Tommy in this book? Turn to your partner.*

Have a few volunteers share their thinking with the class.

2 Introduce "Draw, Draw, Draw" and Wonder About Tomie dePaola

Explain that today the students will hear a short biography of Tomie dePaola called "Draw, Draw, Draw." Remind the students that a biography is nonfiction—it is a true story about a person's life. If possible, show the students a photograph of Tomie dePaola (see "Do Ahead").

Technology Tip

You might search online with the keywords "Tomie dePaola photograph."

Use "Think, Pair, Share" to discuss:

Q *What are some things you wonder about Tomie dePaola?* [pause] *Turn to your partner.*

Have a few volunteers share what they are wondering with the class. Display the "What We Wonder About Tomie dePaola" chart (WA3) and record their questions, or "I wonder" statements, on the chart.

> **Students might say:**
>
> "I wonder what Tomie was like when he was little."
>
> "In addition to what [Josie] says, I wonder how Tomie got good at drawing."
>
> "I wonder how Tomie started writing children's books."

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Ask the students to think about these questions, or "I wonder" statements, as you read the biography.

Explain that you will stop during the reading to have partners talk with each other about what they are learning. Remind partners to contribute different ideas when they talk.

3 Read Aloud and Visualize

Explain that this biography does not have illustrations, so the students can use their imaginations to visualize (make mental images) as you read. Tell them that after the read-aloud you will ask about the mental images they created.

Read "Draw, Draw, Draw" aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

appears: shows up (p. 295)

family legend: family story passed down from one generation to the next (p. 295)

tap dancing: dancing with special shoes that make clicking noises (p. 295)

performing onstage: dancing or acting for an audience on a stage (p. 295)

hire: give a job to (p. 295)

reveals: tells (p. 296)

fabulous: wonderful (p. 296)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

active: moving around a lot (p. 295)

famous: known about by a lot of people (p. 295)

sibling: sister or brother (p. 295)

letter of advice: letter telling Tomie how he could get better at drawing (p. 295)

Read the first four paragraphs. Stop after:

p. 295 ". . . and continued for many years, often performing onstage."

Ask:

Q *What did you learn about Tomie as a child? Turn to your partner.*

Have one or two volunteers share what they learned. Reread the last sentence before the stop and continue reading. Stop after:

p. 296 "One was Arnold Lobel, who wrote and illustrated the Frog and Toad series."

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Ask:

Q *What advice did Tomie get that helped him improve his drawing? Turn to your partner.*

Have one or two volunteers share their ideas. Reread the last sentence before the stop and continue reading. Stop after:

p. 296 ". . . pals who happen to be a crocodile and a bird."

Ask:

Q *Where does Tomie get ideas for some of his stories?*

> **Students might say:**
>
> "A lot of the characters are people he knew, like Mrs. Bowers."
>
> "In addition to what [Ben] said, Tomie also writes about things he likes to do, like dancing and drawing."
>
> "I agree with [Ben and Amy]. Also, sometimes Tomie makes up characters."

Reread the last sentence before the stop and continue reading to the end of the biography.

Ask the students to think about what they visualized as you read "Draw, Draw, Draw." Ask and briefly discuss:

Q *What did you see in your mind when I read this biography?*

Q *Which words helped you create your mental image?*

> **Students might say:**
>
> "I saw the barn where Tomie does his art. The words *large* and *200-year-old* helped me imagine it."
>
> "In my mind I saw Tomie's box of 64 crayons."
>
> "In addition to what [Brian] said, I imagined the pink heart Tomie draws in his books."

Support the students by reading aloud the parts of "Draw, Draw, Draw" that helped them create their mental images.

Teacher Note

At the end of the reading, turn to the last page of *The Art Lesson* and point out the picture of the white bird with a pink heart. Tell the students that they might look for this picture when they read other stories by Tomie dePaola.

4 Write "I Wonder" Statements

Direct the students' attention to the "What We Wonder About Tomie dePaola" chart. Remind the students that today they heard a biography of Tomie dePaola and learned about his life. Ask and briefly discuss:

Q *What did you learn about Tomie dePaola that surprised you?*

Q (Refer to the "What We Wonder About Tomie dePaola" chart.) *What did we learn about Tomie dePaola that could help us answer some of the questions we had?*

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Q *What else do you wonder about Tomie dePaola? What are you curious about?*

> **Students might say:**
>
> "I wonder which of Tomie's books is his favorite."
>
> "I wonder if Tomie has advice for kids who want to be artists."
>
> "I'm curious about Tomie's cousins, Franny and Fuffy. I wonder what happened to them."

Have the students turn to *Student Response Book* page 14, "What I Wonder About Tomie dePaola." Ask the students to think quietly about the following question:

Q *What do you still wonder about Tomie?*

After a few moments, ask them to write down what they still wonder. Circulate as the students write. After the students have finished writing, call for their attention. Invite a few volunteers to share the "I wonder" statements they wrote in their *Student Response Books*, and record them on the "What We Wonder About Tomie dePaola" chart.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

Teacher Note

Save the "What We Wonder About Tomie dePaola" chart (WA3) if you wish to do the extension "Learn More About Tomie dePaola" on page 291.

5 Reflect on Working Together

Briefly discuss how partners worked together. Point out ways you noticed students contributing ideas that were different from their partners' ideas.

INDIVIDUALIZED DAILY READING

6 Read Independently

Encourage the students to think as they read independently today about what they learn from their stories. Tell the students that at the end of IDR you will ask them to discuss what they learned with partners. Have the students get their books and read silently for up to 20 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 70) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 73 of the *Assessment Resource Book*.

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Signal to let the students know when it is time to stop reading. Give the students a few minutes to share their reading with partners. Have each student share the title of his book and the author's name, what the story is about, and what he learned from the story. If time allows, have a few students share their thinking with the class.

Have the students return to their desks and put away their books.

Materials

- "Draw, Draw, Draw: A Short Biography of Tomie dePaola"
- Copy of "Excerpt from 'Draw, Draw, Draw'" (BLM2) for each student

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Excerpt from 'Draw, Draw, Draw'" (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself.

WRITING ABOUT READING

Write About Mental Images of "Draw, Draw, Draw"

Remind the students that they heard "Draw, Draw, Draw: A Short Biography of Tomie dePaola" earlier and that it is a nonfiction text that tells about the life of the children's book author and illustrator. Ask and briefly discuss:

Q *What do you remember about Tomie dePaola's life?*

> **Students might say:**
>
> "I remember that Tomie decided to spell his name in a different way."
>
> "I remember that he writes a lot of books about his own life."
>
> "In addition to what [Hector] says, I remember that he went to a special school for artists."
>
> "I remember that one time he wrote a letter to Walt Disney."

Remind the students that this biography does not have any illustrations and that you asked them to visualize, or make mental images, as you read it aloud. Explain that you will reread part of the biography, and the students will close their eyes and visualize the words. Read the third, fourth, and fifth paragraphs of "Draw, Draw, Draw" aloud. Then use "Think, Pair, Share" to discuss:

Q *What is one thing that you pictured? Which words helped you make your mental image?* [pause] *Turn to your partner.*

Have a few volunteers share their mental images with the class.

Explain that you would like the students to each write about one thing she pictured and the words that helped her make her mental images. Ask the students to watch as you think aloud and model writing about one thing you pictured when you read the words in this part of the book.

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You might say:

"I'll describe one thing I pictured in my mind and which words or phrases in the passage helped me picture that. I'll write: *When I read, 'He began taking tap dancing lessons at age five and continued for many years,' I imagined Tomie wearing shiny black tap shoes, dancing fast, and making tapping sounds.* In my mind, he was wearing a sparkly purple hat and a striped purple and black jacket. The passage doesn't say what Tomie wore, but dancers often dress up, so that's how I pictured him. I'll write: *The words don't say anything about his clothes, but dancers often wear fancy clothes, so that's how I pictured Tomie.* I also imagined the stage where Tomie performed his tap dancing. I'll write: *When I read 'often performing onstage,' I imagined a big stage with red velvet curtains, and a bright light shining on Tomie.*"

Distribute copies of "Excerpt from 'Draw, Draw, Draw.'" Explain that the students can reread some of the words from the story as they write about their own mental images. Remind them to explain in their writing which words or phrases helped them create mental images. If time permits, ask a few volunteers to share their writing with the class.

EXTENSION

Learn More About Tomie dePaola

Use the questions on the "What We Wonder About Tomie dePaola" chart (WA3) to learn more about him. *Tomie dePaola: His Art & His Stories* by Barbara Elleman contains additional information, photographs of Tomie and his family, and examples of his illustrations and paintings.

Technology Tip

Search online with the keywords "Tomie dePaola."

TECHNOLOGY EXTENSION

Watch an Interview with Tomie dePaola

Tomie dePaola, the author of *The Art Lesson*, has written and illustrated many books for children. To learn more about the author, have the students watch a video of him speaking about his work. To find a video interview with Tomie dePaola, search online with the keywords "Tomie dePaola video interview." After the students watch the video, have them discuss what they learned about the author's life and his thoughts about writing and illustrating children's books.

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Day 3 Independent Strategy Practice

Materials

- Small self-stick notes for each student
- "Class Assessment Record" sheet (CA2)
- *Student Response Book*, Reading Journal section
- "Journal Entry" chart (WA4)
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Read independently
- Wonder about books read independently
- Refer to the books to support their thinking
- Write in their reading journals
- Contribute ideas that are different from other people's ideas

1 Review Wondering

Gather the class with partners sitting together, facing you. Remind the students that yesterday they wondered about the author and illustrator Tomie dePaola and then heard "Draw, Draw, Draw: A Short Biography of Tomie dePaola." After hearing "Draw, Draw, Draw," they thought about whether their "I wonder" statements were explained in the biography.

2 Prepare to Wonder During Independent Reading

Explain that today the students will wonder about books they read independently. Explain that they will use self-stick notes to mark places in their books where they wonder about something or where a question comes to mind. This will help them discuss their "I wonder" statements in pairs later. If necessary, model this procedure again for the students, as you did in Unit 5, Week 2, Day 3 (see Step 2).

3 Read Independently and Practice Wondering

Distribute several self-stick notes to each student. Give the students a few moments to choose their books and find places to sit and read. Have the students read independently for up to 20 minutes. Stop the students at 5-minute intervals to talk with their partners about their wondering. Circulate, observe, and ask the students what they are reading and what they wonder.



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students wondering as they read?
- Are their questions relevant to the texts they are reading?

(continues)

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CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 69 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to wonder and ask relevant questions about their reading, continue on to Unit 7 after this lesson.
- If ***about half of the students*** are able to wonder and ask relevant questions about their reading, continue on to Unit 7 after this lesson and plan to check in with students who are struggling. You might have them continue to use self-stick notes during IDR to mark places where they wonder while reading.
- If ***only a few students*** are able to wonder and ask relevant questions about their reading, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Unit 7. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

4 Write in Reading Journals About Wondering

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Display the "Journal Entry" chart (WA4), and explain that you would like each student to write a journal entry about what they wondered as they read, what was happening in the part of the story where they wondered that, and whether the story explained what they wondered about. Also explain your expectations for what the journal entry should include.

WA4

Journal Entry

Write a journal entry about the story you are reading. Please include:

- The title and the author's name
- What the story is about
- Something you wondered about the story
- What was happening in the story when you wondered that
- Whether what you wondered is explained in the story

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

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Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class. Remind the students that wondering about texts helps them better understand what they are reading. Tell the students to note what they wonder about during their reading throughout the day.

Teacher Note

During the discussion, ask the students not to use names when giving examples and to avoid blaming or accusing others. Use "Turn to Your Partner" as needed during this discussion to increase participation, especially if you are hearing from only a few students. You can also use "Turn to Your Partner" if many students want to speak at the same time.

5 Reflect on the Reading Community

Remind the students that they have been working to create a reading community in their classroom where everyone feels welcome, safe, and respected. Ask them to think about what they have done to help build their community. Remind them to contribute ideas that are different from other people's ideas.

After a few moments of individual reflection, facilitate a class discussion using questions such as:

Q *What is one thing you've done that has helped to make our class a caring community where everyone feels safe and respected?*

Q *What are some examples you've seen of your classmates acting in caring ways?*

Q *What suggestions do you have for creating a safer and more respectful community?*

Explain that you would like the students to think of one thing they will do to make others feel respected in the reading community. Tell them that you will check in with them again about what they are doing to help create a caring community.

Vocabulary Note

Next week you will revisit "Draw, Draw, Draw" to teach the Week 19 vocabulary lessons.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 6. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 74 of the *Assessment Resource Book*.

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Article

Draw, Draw, Draw: A Short Biography of Tomie dePaola

Tomie dePaola was born on September 15, 1934, in Meriden, Connecticut, where his father worked as a barber. His parents named him Thomas Anthony dePaola after his two grandfathers. His Irish grandpa, Tom Downey, was a hero of Tomie's. He appears in many of the author's books, including *Now One Foot, Now the Other* and *Tom*. His Italian grandpa, Antonio dePaola, died before Tomie was born.

Why does Tomie spell his name the way he does? A family legend says that before he was born, Tomie's mother joked to her cousin that she thought the active baby might grow up to be a dancer. Her cousin, Morton Downey, a famous singer, knew that Mrs. dePaola was planning to name her son Thomas. According to the story, Morton said that if little Tommy was going to be famous, he would have to spell his name "differently." So Tomie did, and he is—famous, that is.

Tomie was the second child in a family of four children. Maureen, who was born after Tomie, was his favorite sibling. His book *The Baby Sister* tells how happy Tomie was when she was born. The two loved making puppets together and putting on shows for their family. The grown-up brother and sister are still close friends.

Besides creating artwork, Tomie loved reading. He also loved dancing, just as his mother had predicted. He began taking tap dancing lessons at age five and continued for many years, often performing onstage.

As a boy, Tomie had many great teachers. The ones he loved best were Beulah Bowers, the art teacher he describes in *The Art Lesson*; his fifth-grade teacher, Rose Mulligan, who read aloud to the class every day; and Miss Leah, his tap dancing teacher.

When he was in fourth grade, Tomie sent one of his pictures to Walt Disney, the famous cartoonist who created Mickey Mouse. Tomie was sure that Mr. Disney would see what a good artist he was and hire him to help make Disney cartoons. Disney wrote back with a letter of advice. He insisted Tomie keep practicing. Tomie paid attention to this advice. He drew all the time. Tomie dePaola says that when children write to him today he takes their letters very seriously because he knows how important good advice can be.

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Draw, Draw, Draw: A Short Biography of Tomie dePaola

(continued)

Tomie's twin cousins, Franny and Fuffy McLaughlin, went to an art college called Pratt Institute. After high school, Tomie went there, too. He loved art school and worked hard there. His teachers encouraged him to keep his eyes open and draw, draw, draw. Some of Tomie's friends at Pratt also went on to create popular children's books. One was Arnold Lobel, who wrote and illustrated the Frog and Toad series.

Even though he practiced all the time, it took many years for Tomie to get his first job as a book illustrator, drawing the pictures for a nonfiction book called *Sound*, written by Lisa Miller.

Soon Tomie began writing his own books instead of just illustrating other writers' work. Many of his books are based on his own life. In *The Art Lesson* he describes his beloved art teacher, Mrs. Bowers, and the box of 64 crayons that he received as a birthday gift. *Nana Upstairs & Nana Downstairs* tells about Tomie's Irish grandma and great-grandma. *Oliver Button Is a Sissy* reveals that as a boy Tomie was terrible at sports, though he was a fabulous tap dancer.

Tomie dePaola also writes and illustrates religious stories, folktales, and made-up stories with funny characters such as Strega Nona, Big Anthony, and Bill and Pete, pals who happen to be a crocodile and a bird.

Today Tomie dePaola lives in New London, New Hampshire. To make an art studio, he fixed up a large 200-year-old barn. Though he has no children, he has many nieces and nephews. He also has a dog named Brontë.

The symbol for dePaola's company, Whitebird Inc., is a little white bird with a pink heart on its chest. This symbol appears in many of his books. When Tomie dePaola signs his name, he often adds a little pink heart to his signature.

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Unit 7

Wondering

EXPOSITORY NONFICTION

During this unit, the students use wondering to help them understand expository nonfiction books as they continue an across-grades exploration of animal life. In grade 2, the students learn more about animal habitats by focusing on habitats close to home—their own backyards—and the insects and spiders that live there. The students continue to think about what they learn and wonder as they answer questions to understand key details and main topics in expository nonfiction books. They describe how reasons support specific points that authors make, explore expository text features, and use visualizing to help them make sense of their reading. During IDR, the students preview books before reading them independently, wonder about expository nonfiction books, write what they learn and wonder in their reading journals, ask each other questions about what they are reading, and continue to confer with the teacher individually about the books they are reading. Socially, they continue to work in a responsible way as they develop the skill of sharing their partners' thinking during class discussions.



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Unit 7 Wondering

RESOURCES

Read-alouds

- *Insect Detective*
- *Butterflies*
- *Spinning Spiders*

Writing About Reading Activities

- "Write Opinions About Insects"
- "Compare Two Books About Backyard Animals"

Technology Extensions

- "Use a Class Blog to Communicate About Nonfiction"
- "Explore a Website About Butterflies"
- "Explore a Website About Spiders"

Extensions

- "Explore an Index"
- "Be Insect Detectives"
- "Draw and Write About Mental Images of Butterflies"
- "Read Other Books About Butterflies and Make Text-to-text Connections"
- "Read and Discuss 'Find Out More About Spiders'"

Assessment Resource Book

- Unit 7 assessments

Student Response Book

- "What I Learned and Wonder About Butterflies"
- "What I Learned and Wonder About Spiders"
- Reading Log
- Reading Journal

Vocabulary Teaching Guide

- Week 19 ("Draw, Draw, Draw: A Short Biography of Tomie dePaola")
- Week 20 (*Insect Detective*)
- Week 21 (*Butterflies*)

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA6

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA3)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducibles

- Unit 7 family letter (BLM1)
- (Optional) "Drawing and Writing Page" (BLM2)

Professional Development Media

- "Responding Neutrally with Interest" (AV22)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)
- "Using Blogs in the Classroom" tutorial (AV45)

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Unit 7 Wondering

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

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GRADE 2 OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Read-aloud/Strategy Lesson:** *Insect Detective* **Focus:** ▪ Hearing and discussing part of an expository nonfiction book ▪ Wondering about the book ▪ Identifying what they learn from the book ▪ Answering questions about key details ▪ Describing how reasons support specific points the author makes in the book ▪ Learning to preview books before reading independently	**Read-aloud/Strategy Lesson:** *Insect Detective* **Focus:** ▪ Hearing and discussing part of an expository nonfiction book ▪ Wondering about the book ▪ Identifying what they learn from the book ▪ Answering questions about key details and identifying main topics ▪ Describing how reasons support specific points the author makes in the book ▪ Practicing previewing books before reading independently	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Wondering about expository nonfiction books ▪ Identifying what they learn from the books ▪ Referring to the books to support their thinking ▪ Writing in their reading journals
Week 2	**Read-aloud/Guided Strategy Practice:** *Butterflies* **Focus:** ▪ Hearing and discussing part of an expository nonfiction book ▪ Wondering about the book ▪ Identifying what they learn from the book ▪ Answering questions about key details in the book ▪ Exploring expository text features in the book ▪ Visualizing to understand and enjoy the book	**Read-aloud/Guided Strategy Practice:** *Butterflies* **Focus:** ▪ Hearing and discussing part of an expository nonfiction book ▪ Wondering about the book ▪ Identifying what they learn from the book ▪ Answering questions about key details and identifying main topics ▪ Describing the connections between a series of stages in the growth of an organism	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Learning to reread expository nonfiction books ▪ Wondering about the books ▪ Identifying what they learn from the books
Week 3	**Read-aloud/Guided Strategy Practice:** *Spinning Spiders* **Focus:** ▪ Hearing and discussing part of an expository nonfiction book ▪ Wondering about the book ▪ Identifying what they learn from the book ▪ Answering questions about key details in the book	**Read-aloud/Guided Strategy Practice:** *Spinning Spiders* **Focus:** ▪ Hearing and discussing part of an expository nonfiction book ▪ Wondering about the book ▪ Identifying what they learn from the book ▪ Answering questions about key details and identifying main topics ▪ Describing how reasons support specific points the author makes in the book	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Practicing rereading expository nonfiction books ▪ Wondering about the books ▪ Identifying what they learn from the books ▪ Writing in their reading journals

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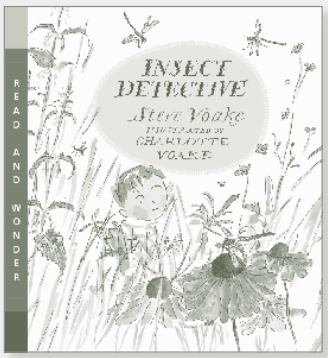
Week 1 OVERVIEW



Insect Detective

by Steve Voake, illustrated by Charlotte Voake

This book encourages a spirit of delighted investigation into the fascinating world of insects.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Responding Neutrally with Interest" (AV22)
- "Using Blogs in the Classroom" tutorial (AV45)

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Comprehension Focus

- Students identify what they learn from an expository nonfiction book.
- Students use wondering to help them understand the book.
- Students explore text features of expository nonfiction.
- Students describe how reasons support specific points the author makes.
- Students read independently.

Social Development Focus

- Students develop the skill of sharing their partners' thinking with the class.
- Students work in a responsible way.

DO AHEAD

✓ Prior to Day 1, consider previewing this unit's read-aloud selections with your English Language Learners before you read them to the whole class. While reading, show the students the photographs or illustrations and stop frequently to check for understanding.

✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.

✓ Make available expository nonfiction books at a variety of levels, including some that include text features, so that the students can practice wondering during IDR and Independent Strategy Practice throughout the unit.

✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 91 of the *Assessment Resource Book*.

✓ Prior to Day 1, select an expository book and prepare to model previewing it (see Step 7). Plan what you will wonder about ahead of time so the modeling goes smoothly.

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, select an expository book and prepare to model wondering about the topic it addresses (see Step 2). Have the questions you will ask in mind ahead of time so the modeling goes smoothly.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1); see page 85 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 19 lessons this week.

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Read-aloud/Strategy Lesson Day 1

In this lesson, the students:

- Begin working with new partners
- Wonder about a nonfiction book and identify what they learn from it
- Answer questions about key details
- Describe how reasons support specific points the author makes in the book
- Learn to preview books before reading independently
- Read independently for up to 20 minutes
- Share their partners' thinking

Materials

- *Insect Detective* (pages 4–17)
- "Reading Comprehension Strategies" chart
- "What We Wonder About Insects" chart (WA1)
- Expository nonfiction book to model previewing, selected ahead
- Class set of "IDR Conference Notes" record sheets (CN1)
- *Assessment Resource Book* page 88

ABOUT BUILDING A BODY OF KNOWLEDGE ABOUT ANIMAL LIFE

In each grade of the *Making Meaning* program, the students apply the strategy of wondering or questioning to a set of nonfiction texts on the topic of animal life. Exploring a topic within and across grades enables the students to systematically build a body of knowledge about the topic. In kindergarten, the focus of each text is on animals' young. In grade 1, the students learn about the wide variety of animal life in the world and are introduced to the concept of *habitat*, which is then further explored in grades 2 and 3. In grade 4, the focus shifts to animal senses, and in grade 5 the students learn about big cats and the challenges they face as endangered species. For more information, see "Alignment with the Common Core State Standards" in the Introduction.

1 Get Ready to Work Together

Randomly assign partners and make sure they know each other's names. Gather the class with partners sitting together, facing you. Remind the students that they have been working on taking responsibility as they work with their partners by taking turns, listening to each other, and contributing different ideas. Explain that for the next few weeks you will be asking the students to share their partners' thinking with the class.

Ask and briefly discuss:

Q *What will you have to do to be ready to share your partner's thinking with the class?*

> **Students might say:**
>
> "I will have to listen carefully when my partner is talking."
>
> "I might have to ask her a question to make sure I understood her."
>
> "I might repeat what my partner said to make sure I got it right."

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Explain that being ready to share their partners' thinking with the class is another way the students can be responsible.

2 Review Biographies and Wondering

Remind the students that in previous lessons they listened to two *biographies*, or nonfiction stories about people's lives. The biographies told the stories of Beatrix Potter and Tomie dePaola. Ask:

Q *What do you think you know about nonfiction?*

> **Students might say:**
>
> "Nonfiction books are true. Fiction stories are made up."
>
> "Nonfiction books are about things that really happened."
>
> "Nonfiction books have interesting information."

If necessary, review that nonfiction books give true information about real people, places, and things. Direct the students' attention to the "Reading Comprehension Strategies" chart, and remind them that these are things good readers do to help them understand and enjoy what they read. Point to *wondering*. Remind the students that earlier this year they learned that good readers wonder, or have questions in mind, when they hear or read a story and that wondering helps them understand what they are reading. Explain that over the next few weeks the students will have more opportunities to practice wondering about nonfiction books.

3 Introduce Backyard Habitats and *Insect Detective*

Tell the students that the nonfiction books they will hear in the coming weeks give true information about animals that might live in their own backyards. Explain that the place where an animal lives is called its *habitat*. Ask and briefly discuss:

Q *What kinds of animals can you name whose habitats, or homes, might be your own backyards?*

If necessary, tell the students that insects are one type of animal they might find in their yards and that insects are the first backyard animals they will hear about. Show the cover of *Insect Detective* and read the title and the author's and the illustrator's names aloud. Ask:

Q *What do you think you know about insects? Turn to your partner.*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "Some insects are big and furry, like tarantulas."
>
> "I disagree with [Jason] because tarantulas are spiders, and spiders aren't insects."
>
> "Some people think insects are gross, but insects do a lot of helpful things. For example, bees make honey."

Teacher Note

If the students had the *Making Meaning* program in previous years, remind them that they may have learned about other animal habitats in grade 1 and about animals' young in kindergarten.

ELPS 2.I.iii
Steps 3–5 and margin notes on pp. 306–308

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Display the "What We Wonder About Insects" chart (WA1). Ask:

Q *Based on what you know, what do you wonder about insects? Turn to your partner.*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I wonder how many insects there are in the world."
>
> "I wonder if insects feel pain."
>
> "In addition to what [Anne and Roy] said, I wonder what insects eat."

Write a few of the students' "I wonder" statements on the "What We Wonder About Insects" chart. Explain that you will read aloud the first part of *Insect Detective*. Tell the students that you will stop during the read-aloud so partners can talk about what they are learning. After you have read aloud the first part of the book, the students will share with the class what they learned and what they still wonder about insects.

4 Read the First Part of *Insect Detective* Aloud

Read the first part of *Insect Detective* aloud, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

pulp: wet material made from wood, used to build nests (p. 8)

antennae: thin rods on insects' heads, used for smelling and feeling (p. 10)

abdomen: rear part of an insect's body (caption on p. 11)

thorax: middle part of an insect's body between the abdomen and the head (caption on p. 11)

cavities: holes (p. 13)

camouflage: something (such as color or shape) that protects an animal from attack by making it difficult to see (p. 14)

pincers: claws or body parts used for gripping and holding things (p. 17)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

post: part of a fence (p. 8)

nest: place where insects live and usually lay eggs or take care of young insects (p. 8)

chat: talk (p. 10)

hatch: break open for young insects to be born (p. 12)

TEKS 6.B.iv
Student/Teacher Activity
Steps 3
(third discussion question and "Students might say" examples)

Teacher Note

In particular, record "I wonder" statements that are explained in the book.

Teacher Note

Make sure the students understand that they will not share with the class at each stop. This maintains the flow of the text and cultivates the habit of students relying on their partners—rather than on the teacher or the class—to confirm and support their thinking.

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 9 and 15.

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Point to the smaller-print text on page 7 and explain that on some pages of the book, the author gives extra facts and details that add to the main information. Explain that when you come to a page with extra facts and details, you will read it after you have read the main information on the page.

Begin reading and stop after:

p. 11 "Like all insects, ants have three main body parts: abdomen; thorax; head."

Ask:

Q *What did you learn about social insects? Turn to your partner.*

Without stopping to share as a class, resume reading and stop after:

p. 13 ". . . that have been left by other insects."

Ask:

Q *What did you learn about solitary bees? Turn to your partner.*

Without stopping to share as a class, resume reading and stop after:

p. 17 ". . . until they're old enough to look after themselves."

Ask:

Q *The author, Steve Voake, writes that "female earwigs are very good mothers." What reasons does he give to support that idea? Turn to your partner.*

Have a few volunteers share their thinking with the class.

Teacher Note

Be ready to reread information, if necessary.

5 Discuss What the Students Learned and Wonder

Tell the students that you will ask them some questions and they will talk about the questions in pairs. Explain that later you will ask them to share their partners' thinking with the class, so it is important for them to listen carefully.

Ask:

Q *What did you learn about insects from this book that interested or surprised you? Turn to your partner.*

Have one or two volunteers share what their partners said with the class. Read aloud the "I wonder" statements on the "What We Wonder About Insects" chart. Then ask:

Q *Were any of these things explained in the first part of the book? Turn to your partner.*

Have a few volunteers share their partners' thinking with the class. Add an asterisk to the statements the students say were explained. Ask:

Q *What are you still wondering about insects?*

Teacher Note

If necessary, probe the students' thinking with questions such as:

- **Q** *What are some different kinds of insects?*
- **Q** *Where can insects live?*
- **Q** *How can you tell whether an animal is an insect?*

Teacher Note

If necessary, remind the students to use the discussion prompts during class discussions and when talking with their partners:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

TEKS 1.A.i
TEKS 6.B.v
Student/Teacher Activity
Step 5

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Have a few volunteers share what they wonder with the class. Write a few of the students' "I wonder" statements on the "What We Wonder About Insects" chart.

> **Students might say:**
>
> "My partner said we learned part of the answer to the question about how many insects there are. There are 200 million insects for every single person. We still don't know how many insects that would be, but it's a whole lot!"
>
> "My partner was surprised to learn about solitary bees because she thought all bees live in beehives."
>
> "I wonder if leaf-miner caterpillars ever come out of the leaves again after they get inside them."
>
> "I wonder whether any insects can swim."

Teacher Note

In particular, record "I wonder" statements that are explained in the part of the book that the students will hear on Day 2.

Tell the students that some of their questions may be answered in the next lesson, when they will hear the rest of *Insect Detective*.

Teacher Note

Save the "What We Wonder About Insects" chart (WA1) to use on Day 2.

6 Reflect on Sharing Partners' Thinking

Review that the students shared their partners' thinking about what they are still wondering about insects. Ask and briefly discuss:

Q *What did you have to do to be ready to share your partner's thinking with the class?*

Have one or two students share their thinking with the class. Tell the students that tomorrow they will have more opportunities to share their partners' thinking.

INDIVIDUALIZED DAILY READING

7 Model Previewing a Book Before Reading

Tell the students that for the next three weeks during IDR they will read nonfiction books (books that give true information about real people, places, and things).

Review that earlier in the year the students learned how to choose books to read independently. Explain that another way to choose a book is to preview it, or look through it to get familiar with it before reading it. Explain that this can be especially helpful when choosing nonfiction books, which can be harder to read because they contain so many facts. Explain that to preview a book, a reader looks at the front cover, reads the information on the back cover, and flips through the pages to look at some of the words and illustrations. Ask the students to watch as you model previewing a nonfiction book.

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You might say:

"This is *POP! A Book About Bubbles*, which we read earlier this year. I'm going to pretend I haven't seen it before. First I'll read the title on the cover and look at the photograph of the girl blowing bubbles. I also notice the words 'Let's-Read-and-Find-Out Science.' I can tell from these things that this is a scientific book about bubbles. Then I'll read the back cover. [Read aloud the boldfaced sentences on the back cover.] These sentences make it clear that this is a fun book that teaches facts about bubbles. Flipping through the pages, I see photographs of children doing interesting things with bubbles and words about what they're doing. I now have plenty of information about this book, and I know for sure that I want to read it."

Teacher Note

Periodically remind the students to use the questions on the "Thinking About My Reading" chart to practice monitoring their own comprehension as they read and to select different books if they decide the ones they are reading are not just right.

Ask the students to take the time to preview (look through) their books today before they start to read. Tell the students that at the end of IDR you will ask them to share with the class what they learned from their preview. Give them a few moments to choose their books and find places to sit and read. Then have them read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Over the next three weeks, confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 88) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 91 of the *Assessment Resource Book*.

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

Signal to let the students know when it is time to stop reading. Have a few volunteers share with the class what they are reading. Encourage each volunteer to share the title of her book and the author's name, what she noticed when she previewed her book, and how previewing the book before reading helped her. Have the students return to their desks and put away their books.

EXTENSIONS

Explore an Index

Show page 29 of *Insect Detective* and read aloud the word *index*. Explain that the index tells where to look for information on certain topics in the book, like antennae, caterpillars, and camouflage. Point out that the topics are listed in alphabetical order and that next to each topic is the page number(s) in the book where the topic is explained. Read

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the sentence above the index. (If necessary, explain that the first time it says "this kind" in the sentence, it's talking about the words in large print, and the second time it says "this kind," it's talking about the words in small print.) Read aloud some of the items listed in the index and invite one or two volunteers to choose items for you to look up and read aloud. Explain that many nonfiction books have indexes, and encourage the students to look for and use them in their independent reading of nonfiction books.

Be Insect Detectives

Show pages 28–29 of *Insect Detective* and read the instructions for the various activities designed to provide young people with hands-on learning about insects. As a class, choose an activity and try it. Afterward, discuss what the students learned about insects by doing the activity.

Read-aloud/Strategy Lesson Day 2

In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Wonder about the book and identify what they learn from it
- Answer questions about key details and identify main topics
- Describe how reasons support specific points the author makes in the book
- Practice previewing books before reading independently
- Read independently for up to 20 minutes
- Share their partners' thinking

Materials

- *Insect Detective* (pages 17–27)
- "What We Wonder About Insects" chart (WA1) from Day 1

1 Review the First Part of *Insect Detective*

Gather the class with partners sitting together, facing you. Remind the students that they are learning about animals that might be living in particular habitats—their own backyards. Review that in the previous lesson they listened to the first part of *Insect Detective*. Leaf through pages 6–17, showing the illustrations. Ask:

Q *What did you learn about insects in the first part of the book?*

Have a few volunteers share what they remember. Tell the students that today you will read the rest of *Insect Detective* aloud. Ask them to listen for what else they can learn about insects.

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ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 17 and 25.

2 Read the Rest of *Insect Detective* Aloud

Read the rest of *Insect Detective* aloud, beginning by rereading page 17. Show the illustrations and stop as described below. Clarify vocabulary as you read.

Suggested Vocabulary

hover: stay in one place in the air without moving in any direction (p. 23)
emerges: comes out (p. 25)

Stop after:

p. 19 "If it doesn't . . . it isn't!"

Ask:

Q *What did you learn about insects in the part of the book you just heard? Turn to your partner.*

Without stopping to share as a class, continue reading and stop after:

p. 21 ". . . which makes gardeners very happy!"

Ask:

Q *What did you learn about ground beetles? Turn to your partner.*

Without stopping to share as a class, continue reading and stop after:

p. 23 ". . . and even to fly backward."

Ask:

Q *What reasons does the author give to support the idea that dragonflies are fabulous fliers? Turn to your partner.*

Have a few volunteers share their thinking with the class. Then continue reading to the end of page 27.

Teacher Note

If necessary, remind the students that *fabulous* means "wonderful."

Teacher Note

Be ready to reread passages if necessary.

3 Discuss What the Students Learned and Wonder

Tell the students that you will ask them some questions that they will discuss in pairs. Explain that later you will ask them to share their partners' thinking with the class, so it is important to listen carefully.

Ask:

Q *What is one important thing you learned about insects from this book? Turn to your partner.*

Have one or two students share their partners' thinking. Display the "What We Wonder About Insects" chart (WA1) from Day 1, and remind the students that these are things they wondered about insects earlier. Ask:

Q *Were any of these things explained in the book? Turn to your partner.*

TEKS 6.B.vi
Student/Teacher Activity
Step 3

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Have one or two students share their partners' thinking with the class. Ask:

Q *What are you still wondering about insects? Turn to your partner.*

Have a few students share their partners' thinking.

> **Students might say:**
>
> "One important thing that my partner learned is that some insects use camouflage so their enemies won't find them."
>
> "My partner says the book explains whether any insects can swim because it tells how dragonflies live in water until they're fully grown."
>
> "I still wonder if there are other insects besides dragonflies that lay their eggs in water."

Remind the students that it is normal for some of the things they wonder to be explained by a book and for some of their questions to remain unanswered. Explain that next week the students will hear a nonfiction book about a particular kind of insect—a butterfly—and they will continue to practice wondering. Ask:

Q *How could we find out about the things we are still wondering about insects?*

If necessary, explain that the students could read other books or magazines, watch a television program or documentary (nonfiction movie) on insects, or talk to a person who knows about insects, such as an entomologist (a person who studies insects).

4 Reflect on Sharing Partners' Thinking

Review that the students shared their partners' thinking about what they are still wondering about insects. Ask and briefly discuss:

Q *What went well with sharing your partner's thinking today? What might you do differently next time?*

Explain that the students will have more opportunities to share their partners' thinking with the class in the next few days.

INDIVIDUALIZED DAILY READING

5 Read Independently and Practice Previewing Books

Remind the students that for the next three weeks during IDR they will read nonfiction books (books that give true information about real people, places, and things).

Explain that before the students start reading today, you would like them to preview their books. Remind them that to preview a book, a reader looks at the front cover, reads the information on the back cover, and flips through the pages to look at a few of the words and

Facilitation Tip

During this unit, we invite you to practice **responding neutrally with interest** during class discussions. To respond neutrally means to refrain from overtly praising (for example, "Great idea" or "Good job") or criticizing (for example, "That's wrong") the students' responses. While it may feel more natural to avoid criticism rather than praise, research shows that both kinds of responses encourage students to look to you, rather than to themselves, for validation. To build the students' intrinsic motivation, try responding with genuine curiosity and interest (for example, "Interesting—say more about that") while avoiding evaluative statements, whether positive or negative. To see this Facilitation Tip in action, view "Responding Neutrally with Interest" (AV22).

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illustrations. Tell the students that at the end of IDR you will ask them to share with a partner what they learned from their preview. Have the students get their books and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 88) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 91 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student tell his partner the title of his book and the author's name, what he noticed when he previewed his book, and how previewing the book before reading helped him. Have the students return to their desks and put away their books.

TECHNOLOGY EXTENSION

Use a Class Blog to Communicate About Nonfiction

Create a class blog where the students can share with their families the nonfiction texts the class is reading and discussing. Start by showing the students the nonfiction texts they have heard and discussed so far. As a class, choose a text to write about.

With the students' help, write the title and the names of the author and illustrator of the text, followed by a short summary of the contents and a description of the illustrations or photographs. Have the students help you add a few sentences about what the class enjoyed about the text and the strategies they practiced using this text. Publish the post on the class blog and invite the students' families to read it and add follow-up comments and questions. Share the families' comments and questions with the students and, as a class, respond to them. Over time, add other posts to the blog about expository texts the class has read.

Technology Tip

For information about setting up and maintaining a class blog, view the "Using Blogs in the Classroom" tutorial (AV45).

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Independent Strategy Practice

Day 3

In this lesson, the students:

- Read independently
- Wonder about expository nonfiction books before reading
- Identify what they learn from the nonfiction books
- Refer to the books to support their thinking
- Write in their reading journals
- Work in a responsible way

Materials

- Expository nonfiction book to model wondering, selected ahead
- "What I Wonder Before Reading" chart (WA2)
- *Student Response Book*, Reading Journal section
- "Journal Entry" chart (WA3)
- "Class Assessment Record" sheet (CA1)

1 Review the Week

Gather the class with partners sitting together, facing you. Remind the students that this week they listened to the nonfiction book *Insect Detective* and talked about what they learned and wondered about insects. They also shared their thinking with their partners and shared their partners' thinking with the class. Explain that today they will read nonfiction books independently and share their thinking with their partners.

2 Model Wondering Before Reading Nonfiction

TEKS 6.B.iv
Student/Teacher Narrative
Step 2

Explain that before they begin to read today, partners will talk about what they wonder about the topics of their books, but first you will model wondering before reading.

Briefly introduce the nonfiction book you selected ahead. Wonder aloud as you examine the cover of the book and look at the photographs and illustrations on several pages. Then read the first two or three sentences in the book and wonder aloud.

Display the "What I Wonder Before Reading" chart (WA2), and model writing "I wonder" statements about your book's nonfiction topic on the chart.

WA2

What I Wonder Before Reading

- I wonder what kinds of squirrels there are.
- I wonder if squirrels live alone or in groups.
- I wonder how squirrels find their food after they've buried it.
- I wonder how big squirrels can get.

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TEKS 6.B.iv
Student/Teacher Activity
Steps 3 and 4

3 Wonder Before Reading Independently

Give the students a few moments to choose their books. Have each student look at the front and back covers and the photographs or illustrations in her book and wonder quietly to herself about the book's topic. After a few moments, have partners share what they are wondering with each other.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

4 Write "I Wonder" Statements in Reading Journals Before Reading

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Display the "Journal Entry" chart (WA3), and explain that you would like each student to write a journal entry. It should include what the students think their books might be about and two "I wonder" statements. Also explain your expectations for what the journal entry should include.

WA3

Journal Entry

Write a journal entry about the book you are going to read. Please include:

- The title and the author's name
- What you think the book might be about
- Two "I wonder" statements about your book

Ask the students to think quietly about what they will write. Then give the students a few minutes to write in their journals. Circulate among the students and observe.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to wonder about a topic prior to reading?
- Is their wondering connected to what they are previewing?

(continues)

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CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the "Class Assessment Record" sheet (CA1) on page 85 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If ***all or most students*** are able to wonder about a topic prior to reading and connect their wondering to the books they are previewing, proceed with the lesson and continue on to Week 2.
- If ***about half of the students*** or ***only a few students*** are able to wonder about a topic prior to reading and connect their wondering to the books they are previewing, provide additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

5 Read Independently

After the students have had sufficient time to write in their journals, have them read silently for up to 10 minutes. Signal to let the students know when it is time to stop reading.

6 Discuss Independent Reading

First in pairs, and then as a class, discuss questions such as:

Q *What did you wonder about before you began reading? Turn to your partner.*

Q *Were your questions answered in the book? If so, explain. Turn to your partner.*

Q *What other questions do you have now that you've read some of the book? Turn to your partner.*

Remind the students that previewing books (looking through them) before reading gives them an idea of what the books will be about, and wondering while they preview helps them better understand what they read.

7 Reflect on Working Together Responsibly

Facilitate a brief discussion about how the students took responsibility for themselves. Ask:

Q *What did you do to act in a responsible way during independent reading time? Why is that important?*

Vocabulary Note

Next week you will revisit *Insect Detective* to teach the Week 20 lessons.

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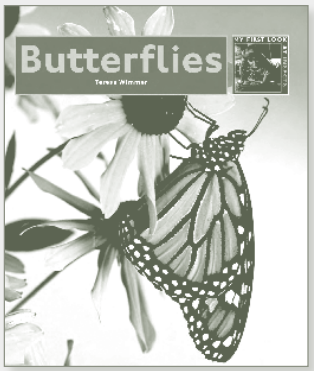
Week 2 OVERVIEW



Butterflies

by Teresa Wimmer

This book provides an overview of the development, habits, and habitats of butterflies.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA4

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)

Reproducible

- (Optional) "Drawing and Writing Page" (BLM2)

Professional Development Media

- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students identify what they learn from a nonfiction book.
- Students use wondering to help them understand the book.
- Students visualize to make sense of the book.
- Students explore text features of expository nonfiction.
- Students read independently.

Social Development Focus

- Students develop the skill of sharing their partners' thinking with the class.
- Students work in a responsible way.

DO AHEAD

✓ Prior to Day 3, select an expository book and prepare to model identifying something you learned from it (see Step 2). Have what you learned in mind ahead of time so the modeling goes smoothly.

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2); see page 86 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 20 lessons this week.

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Day 1 Read-aloud/ Guided Strategy Practice

Materials

- *Butterflies* (pages 6–12)
- "What We Wonder About Butterflies" chart (WA4)

In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Wonder and visualize to understand and enjoy the book
- Identify what they learn from the book
- Answer questions about key details in the book
- Explore expository text features of the book
- Read independently for up to 20 minutes

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Remind the students that they have been sharing their partners' thinking with the class. Explain that they will have more opportunities to share their partners' thinking this week.

2 Introduce *Butterflies* and Explore Expository Text Features

Remind the students that they are learning about animals whose habitats, or homes, are their own backyards and that last week they heard a nonfiction book about insects and practiced wondering. Explain that today they will hear another nonfiction book about a particular kind of insect: butterflies. Show the cover of *Butterflies* and read the author's name aloud.

Show the table of contents page. Explain that a *table of contents* lists the topics covered in a book and the pages where those topics can be found. Read a few of the chapter titles aloud.

Ask:

Q *What do you think you will learn about butterflies from this book? Turn to your partner.*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "We might learn about all the different colors a butterfly's wings can be."
>
> "I think we might learn about where butterflies live."
>
> "I think we're going to learn about how caterpillars become butterflies."

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Display the "What We Wonder About Butterflies" chart (WA4). Ask:

Q *What do you wonder about butterflies? Turn to your partner.*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I wonder what different butterflies look like."
>
> "I wonder where butterflies live."
>
> "In addition to what [Kimo and Aaron] said, I wonder whether butterflies like to be together or alone."

Write a few of the students' "I wonder" statements on the "What We Wonder about Butterflies" chart. Explain that you will read aloud the first part of *Butterflies*. Tell the students that you will stop during the read-aloud so that they can discuss what they are learning in pairs. After you have read aloud the first part of the book, the students will share with the class what they learned and what they still wonder about butterflies.

Teacher Note

In particular, record "I wonder" statements that are explained in the book.

3 Read the First Part of *Butterflies* Aloud and Visualize

Read the first part of *Butterflies* aloud, stopping as described below. Clarify vocabulary as you read.

TEKS 6.D.i
Student/Teacher Activity
Step 3

Suggested Vocabulary

Monarch butterflies: large orange and black butterflies (p. 12; refer to the photograph on p. 13)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

gather: come together (p. 10)

Teacher Note

Words in boldface type are defined in the glossary on page 24 of *Butterflies*. These words do not appear in the Suggested Vocabulary list. If necessary, refer to the glossary for definitions.

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 7 and 11.

Explain that you will read the first chapter, "Coat of Colors." Tell the students that this chapter describes what butterflies look like. Explain that you will read this part twice and that you would like the students to close their eyes and use the author's words to make mental images of a butterfly. Read pages 6–9 aloud twice, without showing the photographs or reading the captions. Stop after:

p. 9 "The hairs help them taste flowers and find food."

After the second reading, have the students open their eyes. Then ask:

Q *What do your mental images look like? What words helped you make your mental images? Turn to your partner.*

Teacher Note

In order to allow the students to focus on language that helps them visualize, do not read aloud the caption on page 9.

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Teacher Note

It is not necessary to read the remaining chapters twice, as the students' comprehension work with those chapters does not focus on visualizing.

Teacher Note

Be ready to reread information if necessary.

Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead, build the students' intrinsic motivation by responding with genuine curiosity and interest, for example:

- "Interesting—say more about that."
- "What you said makes me curious. I wonder . . . ."
- "Do you agree or disagree with what [Jackson] just said?"

Have a few volunteers share their thinking. Explain that next you will read the second chapter, "A Big World," and that this chapter gives information about butterflies' habitats. Show the caption at the bottom of page 11 and explain that the author of this book included captions, or words that tell what the photographs show. Explain that when you come to a page with a caption, you will show the students the photograph and read the caption after you have read the main information on the page. Resume reading, this time showing the photographs and reading the captions. Stop after:

p. 12 "They find the same trees every year."

Ask:

Q *What did you learn about butterflies' habitats? Turn to your partner.*

Have a few volunteers share their thinking with the class.

4 Discuss What the Students Learned and Wonder

Tell the students that you will ask them some questions and they will talk in pairs about the questions. Explain that later you will ask them to share their partners' thinking with the class, so it is important to listen carefully. Ask:

Q *What did this book say about butterflies that you already knew? Turn to your partner.*

Have one or two volunteers share their partners' thinking. Ask:

Q *What new or surprising information about butterflies did you learn? Turn to your partner.*

Have one or two volunteers share their partners' thinking. Read aloud the "I wonder" statements on the "What We Wonder About Butterflies" chart. Then ask:

Q *Were any of these things explained in the first part of the book? Turn to your partner.*

Have a few volunteers share their partners' thinking. Add an asterisk to the statements that the students say were explained.

> **Students might say:**
>
> "My partner says we found out the answer to the question about whether butterflies like to be alone or together. They fly alone during the day but some of them gather in small groups at night."
>
> "My partner already knew that butterflies have antennae."
>
> "My partner was surprised that butterflies have hairs on their feet that help them taste flowers."

Ask:

Q *Now that you have learned some information about butterflies, what are you wondering about them?*

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Have a few volunteers share what they are wondering with the class. Write a few of the students' "I wonder" statements on the "What We Wonder About Butterflies" chart.

> **Students might say:**
>
> "I wonder what kinds of food butterflies eat."
>
> "I wonder how long butterflies live."

Tell them that some of their questions may be answered in the next lesson, when they will hear the rest of the book.

Teacher Note

In particular, record "I wonder" statements that are explained in the part of the book that the students will hear on Day 2.

Teacher Note

Save the "What We Wonder About Butterflies" chart (WA4) to use on Day 2.

INDIVIDUALIZED DAILY READING

5 Read Independently

Ask the students to preview their books before they start reading today and to think about what they are wondering and learning as they read. Tell the students that at the end of IDR you will ask them to share their thinking with the class. Have the students get their books and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 88) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 91 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share with the class what they are reading. Encourage each volunteer to tell the title of her book, the author's name, and what the book is about. Follow up with questions such as:

Q *What is something you learned today from your reading?*

Q *What is something you are wondering?*

Help the students reflect on their independent reading by asking:

Q *What is one thing you did today work to responsibly during independent reading?*

Have the students return to their desks and put away their books.

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Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Drawing and Writing Page" (BLM2). Make enough copies for each student to have one.

EXTENSION

Draw and Write About Mental Images of Butterflies

Show the table of contents on page 3 of the book and read aloud the name of the first chapter, "Coat of Colors." Review that this chapter tells about what butterflies look like and that earlier the students closed their eyes and made mental images as they listened to the chapter read aloud. Have the students close their eyes again and visualize as you reread the chapter. Then distribute copies of "Drawing and Writing Page" (BLM2) and have the students draw their mental images. Point out that their mental images are more important than their drawings. They should try to capture on paper what they see in their minds.

After the students have drawn their mental images, ask them to write one or two sentences that describe their drawings. Then have them share their drawing and writing with their partners. You might assemble the students' work into a class book titled "How We Picture Butterflies" and place the book in the classroom library.

Day 2 Read-aloud/ Guided Strategy Practice

Materials

- *Butterflies* (pages 12–21)
- "What We Wonder About Butterflies" chart (WA4) from Day 1
- *Student Response Book* page 15

In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Wonder about the book and identify what they learn from it
- Answer questions about key details and identify main topics
- Describe the connection between a series of stages in the growth of an organism
- Read independently for up to 20 minutes
- Share their partners' thinking

1 Review the First Part of *Butterflies*

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the students the table of contents of *Butterflies* and remind them that in the previous lesson they heard the first two chapters of the book, "Coat of Colors" and "A Big World." Tell the students that today you will read the chapters "From Caterpillar to Butterfly" and "Butterflies and Flowers." Ask them to listen for what else they can learn about butterflies.

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2 Read the Rest of *Butterflies* Aloud

Read the rest of *Butterflies* aloud, showing the photographs, reading the captions, and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

emerges: comes out (p. 25)

Read aloud, starting with the second paragraph on page 12. Stop after:

p. 15 "A chrysalis hanging from a branch"

Ask:

Q *What steps does a caterpillar go through to become a butterfly? Turn to your partner.*

Without stopping to share as a class, resume reading and stop after:

p. 21 "Butterflies like bright-colored flowers"

Explain that some people make a special backyard habitat, or home, for butterflies called a *butterfly garden*. Ask:

Q *What did you learn about butterfly gardens in this part of the book? Turn to your partner.*

Have a few volunteers share their thinking with the class.

3 Write About What the Students Learned and Wonder

Direct the students' attention to the "What We Wonder About Butterflies" chart (WA4). Ask:

Q *Were any of these things explained in the book? Turn to your partner.*

Have a few students share their partners' thinking with the class. Ask the students to think quietly to themselves about the following questions:

Q *What is the most interesting or surprising thing you learned about butterflies from this book?*

Q *What are you still wondering about butterflies?*

Without discussing the questions as a class, have the students turn to *Student Response Book* page 15, "What I Learned and Wonder About Butterflies." Explain that each student will write one thing she learned as she listened to the book and one thing she is still wondering about butterflies.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

TEKS 7.B.i
Student/Teacher Activity
Step 3

ELL Note

You might support your English Language Learners by writing sample sentences where everyone can see them. (For example, *I learned that caterpillars eat leaves* or *I wonder what it looks like when a butterfly is coming out of its chrysalis.*) Alternatively, you might have them draw pictures rather than write sentences.

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Teacher Note

To explore answers to the students' questions, you might do the extension "Read Other Books About Butterflies and Make Text-to-text Connections" on page 327 or the technology extension "Explore a Website About Butterflies" on page 327.

4 Share Writing

Have volunteers read the sentences they wrote in their *Student Response Books* to the class. Be ready to reread parts of the text or show photos that support what the students wrote.

Ask and briefly discuss:

Q *What are you still wondering about butterflies?*

Q *How might we find answers to some of those questions?*

INDIVIDUALIZED DAILY READING

5 Read Independently and Ask Questions

ELPS 3.F.i
Step 5

Tell the students that at the end of IDR they will have a chance to ask one another questions about their nonfiction books. Have the students get their books and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 88) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 91 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a volunteer to share his book with the class by showing the cover of his book, reading the title and author's name aloud, and saying briefly what the book is about. Model how to ask the volunteer questions about his book. Ask questions such as:

Q *Why did you choose that book?*

Q *What do you like about the book?*

Then ask the class:

Q *What else do you want to know about [Ethan's] book? What do you wonder about his book?*

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Have the volunteer call on a few classmates and answer their questions. Repeat this procedure with one or two more volunteers.

Tell the students that they will have more opportunities to ask each other questions about their reading. Have the students return to their desks and put away their books.

EXTENSION

Read Other Books About Butterflies and Make Text-to-text Connections

Read other books about butterflies and have the students discuss the books. Encourage the students to compare these books to *Butterflies* and make text-to-text connections. Page 24 of *Butterflies* lists some other books about butterflies. Additional titles include *Butterflies* by Emily Neye, illustrated by Ron Broda; *Monarch Butterfly* by Gail Gibbons; and *From Caterpillar to Butterfly* by Deborah Heiligman, illustrated by Bari Weissman.

TECHNOLOGY EXTENSION

Explore a Website About Butterflies

Tell the students that today they will explore a website about butterflies and then discuss what they learned. Display your browser page and go to one of the websites recommended on page 24. Model navigating the website and read aloud any information you think the students may find interesting. Afterward, discuss questions such as:

Q *Did you find out more about something you wondered? What did you find out?*

Q *Which did you like better: learning about butterflies from the book or learning about butterflies from the website? Why?*

Teacher Note

If the students struggle to ask questions about the books being shared, model asking the student questions such as "What is your favorite part of the book?" and "What is the most surprising thing you have learned from the book so far?" Then ask the class:

Q *What else do you want to ask [Ethan] about his book?*

You might wish to start a chart titled "Questions for Others About Their Reading," with questions the students can ask each other about their books.

Technology Tip

Prior to doing this activity, locate and preview websites about butterflies. Search online using the keywords "butterfly facts for kids," "butterfly videos," and "live butterfly camera." Select one site to share with your students. You might bookmark additional websites on classroom computers for the students to explore later. For more information, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

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Day 3 Independent Strategy Practice

Materials

- Expository nonfiction book to model identifying something learned, selected ahead
- A small self-stick note for each student
- "Class Assessment Record" sheet (CA2)

In this lesson, the students:

- Read independently
- Learn to reread expository nonfiction books
- Wonder about the books
- Identify what they learn from the books
- Work in a responsible way

1 Review Nonfiction Topics

Gather the class with partners sitting together, facing you. Remind the students that they have been hearing and reading nonfiction books, or books that give true information about real people, places, and things. Ask:

Q *What have you read about in nonfiction books during IDR recently?*

> **Students might say:**
>
> "I read a book about tornadoes. I learned a lot that I didn't know before."
>
> "I read a book about dogs. That was cool because my family is about to get a dog."
>
> "I read a book about garbage. I learned that we should recycle as much as possible."

Tell the students that they will continue to read nonfiction books independently today. As they are reading, each student will think about what she is learning or what information in the book is interesting or surprising to her. After reading, the students will share some information they learned with their partners.

2 Model Identifying Something Learned and Discuss Rereading

Show the students a passage from the book you have chosen. Model identifying something you learned by placing a self-stick note at the beginning of the passage, reading the passage aloud, and then rereading it, thinking aloud as you do so about something in the passage that you find interesting or surprising.

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You might say:

"This sentence surprises me: 'When you were a baby, you had 270 bones, but by the time you're an adult, you'll have 206.' I knew that the human body has many bones in it, but I didn't know that babies have 270 bones and adults have 206 bones."

Explain that the students will read to themselves for 5 minutes. After 5 minutes, you will stop them and ask each student to reread, or read the part he just read again, and think about what information in that part is interesting or surprising to him. Explain that rereading is helpful when reading nonfiction books because these books often contain a lot of information.

3 Read Independently Without Stopping

Distribute a self-stick note to each student and have each student mark the place where she begins to read with the self-stick note. Have the students read independently for 5 minutes. Circulate as the students work. Notice whether they are able to identify questions that come to mind, based on what they learn from their reading. Ask individual students:

Q *What are you wondering about [dinosaurs]?*

Q *Which part of your book made you wonder about that?*

Teacher Note

Note challenging vocabulary in the students' independent reading books and have brief discussions with individual students to help them define the terms as they read. In some cases, you may want to have the students read the text with you.

4 Reread and Identify Information Learned

Stop the students after 5 minutes. Tell them that they will now reread, starting again at their self-stick notes, to find interesting or surprising things that they want to share with their partners.

Have each student return to the place in his book where he put the self-stick note and reread that section of the book for 5 minutes. Circulate as the students read. Quietly check in with individual students to find out if they are able to identify something they learned from their reading.

5 Discuss What the Students Learned

After 5 minutes, signal to let the students know when it is time to stop rereading. Have each student share with her partner the title of her book, the author's name, what the book is about, and one interesting or surprising thing she read. Circulate and listen as the students discuss their reading.

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CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify and describe interesting or surprising things they learned from their books?

Record your observations on the "Class Assessment Record" sheet (CA2) on page 86 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If ***all or most students*** are able to identify and describe interesting or surprising things they learned from their books, proceed with the lesson and continue on to Week 3.
- If ***about half of the students*** or ***only a few students*** are able to identify and describe interesting or surprising things they learned from their books, proceed with the lesson and continue on to Week 3, but plan to monitor and support students who are having difficulty during their independent reading. You might have individual students read a passage aloud to you and then ask:

  Q *What is one thing that is interesting or surprising about what you just read?*

  Q *Where in the book did you find this information?*

6 Discuss the Independent Reading as a Class

Have a few volunteers share what they learned from their reading with the class. Remind each student to say the title of the book, the author's name, and what the book is about before sharing. Ask questions such as:

Q *What interesting or surprising information did you learn from your book?*

Q *What are you wondering about what you have read?*

Briefly share your observations of the ways partners worked together responsibly today.

Vocabulary Note

Next week you will revisit *Butterflies* to teach the Week 21 lessons.

Materials

- *Butterflies*
- *Insect Detective* from Week 1

WRITING ABOUT READING

Write Opinions About Insects

Review that the students are learning about animals that live in particular habitats—backyards—and that they have heard two books about kinds of animals that are found in every backyard: insects. Show the cover of *Insect Detective* and remind the students that they heard this book earlier. Write the names of the animals discussed in *Insect Detective* where everyone can see them. Page through the book and stop as you come to information about each insect that is described. Ask:

Q *What did you learn about [wasps]?*

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Students might say:

"I learned that wasps make pulp in their mouths and then use it to build nests."

"I learned that ants always live together."

"I learned that some bees are solitary. That means they live alone."

"I learned that ground beetles and dragonflies are both great hunters."

"I learned that dragonflies can hover, change direction, and fly backward."

As the students share, write their ideas next to the names of the animals.

Show the cover of *Butterflies* and remind the students that they also heard this book earlier. Review that butterflies are a type of insect. Add *butterflies* to the list of animals. Page through the book and show the photographs. Ask:

Q *What did you learn about butterflies?*

Students might say:

"I learned that butterflies can be lots of different colors and sometimes they're shiny."

"I learned that butterflies have hairs on their feet that help them taste flowers."

"I learned that once a butterfly is wrapped up inside a chrysalis, it stops growing."

Ask and briefly discuss:

Q *Which of these insects do you think is the most interesting? Why?*

Have a few volunteers share with the class. Tell the students that when they talk about which one of several things they think is most interesting, they are giving their opinions. Explain that people may have different opinions about the same thing and that is fine. The important thing is that they give reasons to explain their thinking. Then ask the students to watch as you think aloud and model writing about which insect on the list you think is the most interesting.

You might say:

"I think the Herald moth is the most interesting insect. I'll write: *I think the Herald moth is the most interesting insect we've read about*. Now I will give a reason why I think the Herald moth is so interesting. I'll write: *I think that because it looks just like a crinkly brown leaf*. I want to explain what exactly I think is so interesting about that. I'll write: *Looking like a leaf keeps birds from knowing it's a moth and eating it. It's amazing to think that an insect could have this tricky way of hiding from birds in plain sight*."

Have the students write their own opinions about which insect is the most interesting and why. If time permits, invite the students to share their writing with the class.

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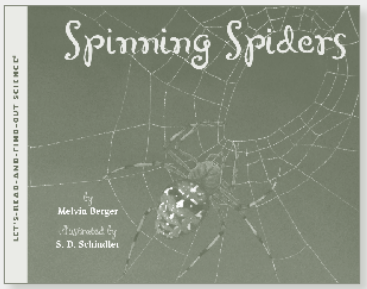
Week 3 OVERVIEW



Spinning Spiders

by Melvin Berger, illustrated by S. D. Schindler

This book explains the differences between spiders and insects, describes how and why spiders spin webs, and dispels common fears about spiders.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA5–WA6

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducible

- Unit 7 family letter (BLM1)

Professional Development Media

- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students identify what they learn from an expository nonfiction book.
- Students use wondering to help them understand the book.
- Students explore text features of expository nonfiction.
- Students describe how reasons support specific points the author makes.
- Students read independently.

Social Development Focus

- Students share their partners' thinking with the class.
- Students relate the value of responsibility to their behavior.

DO AHEAD

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA3); see page 87 of the *Assessment Resource Book*.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 21 lessons this week.

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Day 1

Read-aloud/ Guided Strategy Practice

Materials

- *Spinning Spiders* (pages 4–17)
- "What We Wonder About Spiders" chart (WA5)

In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Wonder about the book
- Identify what they learn from the book
- Answer questions about key details in the book
- Read independently for up to 20 minutes
- Share their partners' thinking

1 Review What the Students Have Learned from Nonfiction

Gather the class with partners sitting together, facing you. Remind the students that they have been hearing nonfiction books about animals such as butterflies and other insects whose habitats are their own backyards. Review that the students have been discussing what they learned from the books and what they still wonder. Explain that today they will hear a nonfiction book about another kind of backyard animal—spiders—and discuss what they learn and wonder.

2 Introduce *Spinning Spiders*

Show the cover of *Spinning Spiders*. Read the title and the names of the author and the illustrator aloud. If necessary, point to the illustration on the cover and explain that a *spiderweb* is a "bunch of connecting strings made by a spider and used as a place to rest and to catch other animals."

Ask:

Q *What do you think you know about spiders?*

Q *What do you wonder about spiders? Turn to your partner.*

Display the "What We Wonder About Spiders" chart (WA5), and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I wonder how many legs spiders have."
>
> "I wonder what makes spiders different from insects besides how many legs they have."
>
> "I wonder how many kinds of spiders there are."
>
> "I wonder why they make spiderwebs."

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Write a few of the students' "I wonder" statements on the "What We Wonder about Spiders" chart. Explain that you will read aloud the first part of *Spinning Spiders*. Tell the students that you will stop during the read-aloud so that students can talk in pairs about what they are learning. After you have read aloud the first part of the book, the students will share with the class what they learned and what they still wonder about spiders.

3 Read the First Part of *Spinning Spiders* Aloud

Read the first part of *Spinning Spiders* aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

organs: body parts (p. 11)
inject: push (p. 16)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

steel: very strong metal (p. 13)
fangs: long, sharp biting mouthpart (p. 16)
dissolves the inside of the fly's body: turns the inside of the fly's body into liquid (p. 17)

Stop after:

p. 5 "We call them cobwebs."

Ask:

Q *What did you learn about spiders' habitats, or the places where they live? Turn to your partner.*

Without stopping to share as a class, continue reading and stop after:

p. 9 "Insects have antennae."

Ask:

Q *What did you learn about the differences between arachnids and insects? Turn to your partner.*

After a few moments, continue reading and stop after:

p. 13 "The webs are to catch the insects they eat."

Ask:

Q *What did you learn about how spiders make spiderwebs? Turn to your partner.*

Without discussing as a class, resume reading and stop after:

p. 17 ". . . and sometimes more."

Teacher Note

In particular, record "I wonder" statements that are explained in the book.

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 7, 11, and 15.

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Ask:

Q *What did you learn about how spiders catch and eat their food? Turn to your partner.*

Have a few volunteers share their thinking with the class.

4 Discuss What the Students Learned and Wonder

Tell the students that you will ask them some questions that they will talk about in pairs. Explain that later you will ask them to share their partners' thinking with the class, so it is important to listen carefully. Ask:

Q *What did the book say about spiders that you already knew? Turn to your partner.*

After the students have had time to confer, have one or two volunteers share their partners' thinking. Read aloud the "I wonder" statements on the "What We Wonder About Spiders" chart. Ask:

Q *Were any of these things explained in the first part of the book? Turn to your partner.*

Have one or two volunteers share their partners' thinking. Add an asterisk to any "I wonder" statements that the students say were explained. Ask:

Q *What did you learn from this book that surprised or interested you?*

Have one or two volunteers share their partners' thinking with the class.

> **Students might say:**
>
> "My partner says the book answered the question about how many kinds of spiders there are. The book said there are more than thirty thousand kinds."
>
> "My partner already knew that spiders have eight legs."
>
> "My partner was surprised that spiders' silk threads are stronger than steel."

Ask:

Q *Now that you have heard the first part of this book, what are you wondering about spiders?*

Have a few volunteers share what they are wondering with the class. Write a few of the students' "I wonder" statements on the "What We Wonder about Spiders" chart.

> **Students might say:**
>
> "I wonder if all spiders make spiderwebs."
>
> "I wonder how big spiders can be."

Facilitation Tip

Reflect on your experience over the past three weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to try this practice and reflect on students' responses as you facilitate class discussions in the future.

Teacher Note

In particular, record "I wonder" statements that are explained in the part of the book that the students will hear on Day 2.

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Tell the students that some of their questions may be answered in the next lesson, when they will hear the rest of *Spinning Spiders*.

INDIVIDUALIZED DAILY READING

5 Read Independently and Ask Questions

Tell the students that at the end of IDR they will have a chance to ask one another questions about their nonfiction books. Have the students get their books and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 88) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 91 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a volunteer to share his book with the class by showing the cover of his book, reading the title and the author's name aloud, and saying briefly what the book is about. Model asking the volunteer questions such as:

Q *Why did you choose that book?*

Q *What do you like about the book?*

Then ask the class:

Q *What else do you want to know about [Raymond's] book? What do you wonder about his book?*

Have the volunteer call on a few classmates and answer their questions. Repeat this procedure with one or two more volunteers.

At the end of IDR, briefly discuss questions such as:

Q *What did you find out about what your classmates are reading?*

Q *Do you think you might want to read any of the books you heard about today? Which ones?*

Tell the students that they will have more opportunities to ask each other questions about their reading. Have the students return to their desks and put away their books.

Teacher Note

Save the "What We Wonder About Spiders" chart (WA5) to use on Day 2.

Teacher Note

If the students struggle to ask questions about the books being shared, model asking the student questions such as "What is your favorite part of the book?" and "What is the most interesting fact you have learned from reading this book?" Then ask the class:

Q *What else do you want to ask [Raymond] about his book?*

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Day 2 Read-aloud/ Guided Strategy Practice

Materials

- *Spinning Spiders* (pages 18–31)
- "What We Wonder About Spiders" chart (WA5) from Day 1
- *Student Response Book* page 16

In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Wonder about the book and identify what they learn from it
- Answer questions about key details and identify main topics
- Describe how reasons support specific points the author makes in the book
- Read independently for up to 20 minutes
- Share their partners' thinking

1 Review the First Part of *Spinning Spiders*

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that in the last lesson they used wondering to learn about spiders and spiderwebs in the book *Spinning Spiders*. Ask:

Q *What is one thing you learned about spiders that you think is important to remember? Turn to your partner.*

Have a few volunteers share their thinking. Tell the students that you will read the rest of the book today and that you would like them to think about the new things they learn about spiders.

2 Read the Rest of *Spinning Spiders* Aloud

Read the rest of *Spinning Spiders* aloud, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

spokes: bars that connect the center of a wheel to the outer edge (p. 25; refer to the right-hand illustration)

coils: many circles, each inside the others (p. 25; refer to the right-hand illustration)

ogre-faced spider: kind of spider whose face looks like an ugly giant's face (p. 26)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

shrubs: bushes (p. 23)

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 19, 23, and 28.

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Begin reading on page 19. Stop after:

p. 20 ". . . with more threads going in every direction."

Ask:

Q *What new things did you learn about spiderwebs from this part of the book? Turn to your partner.*

Without stopping to share as a class, resume reading and stop after:

p. 26 "When an insect comes near, the ogre-faced spider catches it in the web."

Ask:

Q *What else did you learn about spiderwebs? Turn to your partner.*

After a few moments, continue reading and stop after:

p. 30 "Spiders are an important part of life on Earth."

Ask:

Q *What reasons does the author give to support the idea that spiders are an important part of life on Earth? Turn to your partner.*

Have a few volunteers share their thinking with the class.

3 Discuss and Write About What the Students Learned and Wonder

Display the "What We Wonder About Spiders" chart (WA5) from Day 1. Ask:

Q *Were any of these things explained in the book? Turn to your partner.*

Have a few students share their partners' thinking with the class. Ask the students to think quietly to themselves about the following questions:

Q *What is the most surprising or interesting thing you learned about spiders from this book?*

Q *What are you still wondering about spiders?*

Without discussing as a class, have the students turn to *Student Response Book* page 16, "What I Learned and Wonder About Spiders." Explain that each student will write one thing she learned as she listened to the book and one thing she is still wondering about spiders.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

ELL Note

You might support your English Language Learners by writing sample sentences where everyone can see them. (For example, *I learned that different spiders make different kinds of spiderwebs*, or *I wonder how tarantulas catch the animals they eat.*) Alternatively, you might have them draw pictures rather than write sentences.

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Teacher Note

To explore answers to the students' questions, you might do the extension "Read and Discuss 'Find Out More About Spiders' " on page 342 or the technology extension "Explore a Website About Spiders" on page 343.

4 Share Writing

Have volunteers read to the class the sentences they wrote in their *Student Response Books*. Be ready to reread parts of the book or to show illustrations that support what the students wrote.

Ask and briefly discuss:

Q *What are you still wondering about spiders?*

Q *How might we find answers to some of those questions?*

5 Reflect on Sharing Partners' Thinking

Review that the students shared their partners' thinking today during class discussion. Ask and briefly discuss:

Q *What did you do to make sure you understood your partner's thinking?*

> **Students might say:**
>
> "I had to listen to my partner very carefully."
>
> "I asked my partner to repeat what she said."
>
> "I checked with my partner to make sure I understood him."

Encourage the students to continue to listen carefully to their partners any time they work in pairs. Explain that they will have an opportunity to think about what they are learning and to wonder in their independent reading.

INDIVIDUALIZED DAILY READING

6 Read Independently and Ask Questions

Tell the students that at the end of IDR they will have a chance to ask one another questions about their nonfiction books. Have the students get their books and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 88) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 91 of the *Assessment Resource Book*.

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Signal to let the students know when it is time to stop reading. Invite a volunteer to share his book with the class by showing the cover of his book, reading the title and the author's name aloud, and saying briefly what the book is about. Then ask:

Q *What questions do you have about [Chase's] book?*

Have the volunteer call on a few classmates and answer their questions. Repeat this procedure with one or two more volunteers.

Help the students reflect on their independent reading by asking:

Q *What did you do to work responsibly during independent reading?*

Have the students return to their desks and put away their books.

Teacher Note

If the students struggle to ask one another questions, model asking the volunteer a few questions like the following:

Q *What is your book about?*

Q *Why did you choose this book?*

Q *What do you like about this book?*

Then ask:

Q *What else do you want to know about [Chase's] book?*

WRITING ABOUT READING

Compare Two Books About Backyard Animals

Show the covers of *Butterflies* and *Spinning Spiders* and remind the students that they heard these books earlier. Explain that today the students will make connections between the two books.

Show the cover of *Butterflies*. Page through the book slowly and show the photographs. Ask:

Q *What did you learn about butterflies in this book?*

Have a few volunteers share their thinking. Repeat the same procedure to review the book *Spinning Spiders*.

Write the heading "Alike" where everyone can see it. Ask:

Q *In what ways are these two books alike? Turn to your partner.*

Have several volunteers share their thinking. As they share, list their ideas below the heading. Be prepared to show the students parts of the book to support or clarify their ideas.

> **Students might say:**
>
> "Both books are about backyard animals."
>
> "Both books are about creepy-crawly things."
>
> "I disagree with [Yvonne] because butterflies aren't creepy-crawly—they fly."
>
> "Both books tell about what the animals look like and what they eat."
>
> "In addition to what [Asher] said, both books give more information in the back so you can learn more."

Write the heading "Different" where everyone can see it. Ask:

Q *In what ways are these two books different? Turn to your partner.*

Materials

- *Spinning Spiders*
- *Butterflies* from Week 2

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Have several volunteers share their thinking. As they share, list their ideas below the heading.

> **Students might say:**
>
> "*Butterflies* doesn't tell about what different kinds of butterflies there are. *Spinning Spiders* tells about a lot of different kinds of spiders, like the grass spider, the ogre-faced spider, and the tarantula."
>
> "*Butterflies* has captions and *Spinning Spiders* doesn't."
>
> "In addition to what [Natalie] said, *Butterflies* has photographs and *Spinning Spiders* has drawings."

Ask the students to watch as you think aloud and model writing about what is alike and what is different about the two books.

> **You might say:**
>
> "First I want to describe some of the ways the two books are alike. I'll write: *The books Butterflies and Spinning Spiders are alike in some ways. Both books are about certain kinds of backyard animals. They both explain what the animals like to eat, how they find food, and where they live. They both have pictures of the animals.* Now I want to write about some of the things that are different about the two books. I'll write: *The books are also different in some ways. Butterflies doesn't tell what different kinds of butterflies there are. Spinning Spiders tells about many kinds of spiders. Also, Butterflies has photographs and captions. Spinning Spiders has illustrations and does not have captions.*"

Have the students write about what is alike and what is different about the two books. If time permits, ask a few volunteers to share their writing with the class.

EXTENSION

Read and Discuss "Find Out More About Spiders"

Show the cover of *Spinning Spiders* and review that the students heard and discussed this book. Explain that often a nonfiction book provides additional information in the back of the book. Show page 32 and read the section title, "Find Out More About Spiders." Explain that this page is about whether or not spiders are dangerous to people. Ask and briefly discuss:

Q *Do you think spiders are dangerous? Why or why not?*

Read aloud page 32. Ask:

Q *What did you learn in this section that was surprising or interesting?*

Encourage the students to look at the back pages of the nonfiction books they read independently to see whether those pages offer additional interesting information about the books' topics.

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TECHNOLOGY EXTENSION

Explore a Website About Spiders

Explain that authors of nonfiction books sometimes tell readers where they can look to find more information about a topic. Show page 33 of *Spinning Spiders* and point out that the author of the book names some websites that students can explore to learn more about spiders. Tell the students that today they will explore one of the websites the author recommends and then discuss what they learned.

Display your browser page and go to one of the websites recommended on page 33. Model navigating the website and read aloud any information you think the students may find interesting. Afterward, discuss questions such as:

Q *Did you find out more about something you wondered? What did you find out?*

Q *What did you enjoy about learning about spiders from a website?*

Technology Tip

Prior to doing this activity, locate and preview the websites recommended on page 33 of *Spinning Spiders* and choose a site to share with your students. You might search online for additional websites about spiders using the keywords "spiders," "spider facts for kids," and "spider videos" and bookmark these on classroom computers for the students to explore later. For more information, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

Independent Strategy Practice

Day 3

In this lesson, the students:

- Read independently
- Practice rereading expository nonfiction books
- Wonder about books
- Identify what they learn from the books
- Write in their reading journals
- Work in a responsible way

1 Briefly Review

Gather the class with partners sitting together, facing you. Remind the students that earlier they listened to *Spinning Spiders* and talked about what they learned and wondered about spiders. Explain that today the students will read nonfiction books independently, think about what they learn and wonder, and practice rereading parts of their books. Tell the students that at the end of the lesson they will talk about how partners worked together throughout this unit.

Materials

- A small self-stick note for each student
- "Class Assessment Record" sheet (CA3)
- *Student Response Book*, Reading Journal section
- "Journal Entry" chart (WA6)
- Copy of this unit's family letter (BLM1) for each student

Teacher Note

Today the students will practice rereading again, as they did in Week 2, Day 3. They will each read a section of the book independently, twice, once for surface understanding and then again to identify an interesting piece of information to share in pairs. You will ask the students to read for 5 minutes and then stop and reread the section, paying close attention to what they learn.

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ELL Note

Note challenging vocabulary in your English Language Learners' books and have brief discussions with individual students to define words as they read independently.

2 Read Independently Without Stopping

Give the students a few moments to choose their books and find places to sit and read. Distribute the self-stick notes and have the students each use a self-stick note to mark the places where they begin reading. Have them read silently for 5 minutes.

Circulate as the students read. Notice whether they are able to identify questions that come to mind based on what they are learning from their reading. Ask individual students:

Q *What are you wondering about [popcorn]?*

Q *What part of your book made you wonder about that?*

3 Reread and Identify Information Learned

Stop the students after 5 minutes. Tell them that they will reread, starting at their self-stick notes. Ask each student to find an interesting piece of information to share in pairs. Encourage the students to also pay attention to what they wonder, or the questions that come to mind as they read.

Have the students reread for 5 minutes. Circulate as the students read. Quietly check in with individual students to find out if they are able to identify new information that they have learned from their reading.

4 Discuss What the Students Learned and Wonder

Stop the students after 5 minutes. Have each student share with her partner the title of her book, the author's name, what the book is about, something she learned from her reading, and something she wonders about the book's topic. Circulate and listen as the students discuss their reading.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify and describe what they learned?
- Do they wonder about things that are connected to their books?

Record your observations on the "Class Assessment Record" sheet (CA3); see page 87 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If ***all or most students*** are able to identify and describe what they learned from their books and what they wonder about things that are connected to their books, proceed with the lesson and continue on to Unit 8.

(continues)

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CLASS ASSESSMENT NOTE *(continued)*

- If ***about half of the students*** are able to identify and describe what they learned from their books and what they wonder about things that are connected to their books, proceed with the lesson and continue on to Unit 8, but plan to monitor and support students who are having difficulty during their independent reading. You might have individual students read a passage aloud to you and then ask:

  Q *What is one thing you learned from the section you just read?*

  Q *What do you wonder about that?*

- If ***only a few students*** are able to identify and describe what they learned from their books and what they wonder about things that are connected to their books, provide additional instruction by repeating this week's lessons using an alternative book before continuing on to Unit 8. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

5 Write in Reading Journals

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Display the "Journal Entry" chart (WA6), and explain that you would like each student to write a journal entry about what his book is about and what he learned and wondered from his reading. Also explain your expectations for what the journal entry should include.

WA6

Journal Entry

Write a journal entry about the book you are reading. Please include:

- The title and the author's name
- What the book is about
- One thing you learned from your reading
- One thing you wonder about the topic of the book

Ask the students to think quietly about what they will write. Then give the students a few minutes to write in their journals.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

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6 Discuss the Students' Journal Entries

Signal to let the students know when it is time to stop writing. Have a few volunteers share their journal entries. Ask questions such as:

- **Q** *What new or interesting information did you learn from your book?*
- **Q** *What are you wondering about what you have read?*

7 Reflect on Working Together

Facilitate a brief discussion about how partners worked together during the past three weeks. Ask questions such as:

- **Q** *Why is it important to listen to your partner during "Turn to Your Partner"?*
- **Q** *What were some ways you acted responsibly during reading time?*
- **Q** *What will you do [the same way/differently] the next time you work with a partner?*

Give the students time to thank their partners.

Vocabulary Note

Next week you will revisit *Spinning Spiders* to teach the Week 22 lessons.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 7. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 92 of the *Assessment Resource Book*.

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Unit 8

Using Text Features

EXPOSITORY NONFICTION

During this unit, the students read expository nonfiction, including books, articles, and functional texts, and use text features to locate key information in the texts. They continue to think about what they learn and wonder as they answer questions to understand key details, identify main topics and purposes of texts, and make text-to-text connections. They also discuss how reasons support specific points in a text and identify the connections between series of steps in technical procedures. During IDR, the students read expository texts independently and write about what they learn. They also continue to confer with the teacher individually about the books they are reading. Socially, they continue to work in a responsible way, develop the skill of sharing their partners' thinking during class discussions, and reflect on how their behavior affects others.



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Unit 8 Using Text Features

RESOURCES

Read-alouds

- *Snails*
- "Snail Food"
- *Bend and Stretch: Learning About Your Bones and Muscles*
- "Ice Cream Mania!"
- "Giant Pandas"
- "Classic Smoothie"
- "The City Zoo"

Writing About Reading Activities

- "Compare Two Texts About Snails"
- "Write About a Favorite Book About Backyard Animals"

Technology Extensions

- "Explore a Website About Bones and Muscles"
- "Ask an Expert About Giant Pandas"

Extensions

- "Read and Discuss More Books in the Creepy Creatures Series"
- "Read Other Books About Bones and Muscles and Make Text-to-text Connections"
- "Read About, Discuss, and Diagram Other Parts of the Human Body"
- "Make a Graph of Favorite Fruits"
- "Write Captions for Diagrams of Hands"
- "Take a School Walk and Create a Functional Text Chart"

Assessment Resource Book

- Unit 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA3

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA3)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducible

- Unit 8 family letter (BLM1)

Professional Development Media

- "Responding Neutrally with Interest" (AV22)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)
- "Using Blogs in the Classroom" tutorial (AV45)

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RESOURCES *(continued)*

Student Response Book

- "Contents from *Snails*"
- "Snail Food"
- "Labeled Diagram of My Hand"
- "Ice Cream Mania!"
- "Giant Pandas"
- "What I Might Learn from 'Giant Pandas'"
- "Classic Smoothie"
- "The City Zoo"
- Reading Log
- Reading Journal

Vocabulary Teaching Guide

- Week 22 (*Spinning Spiders*)
- Week 23 (*Snails*)
- Week 24 (*Bend and Stretch*)

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Unit 8 Using Text Features

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

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GRADE 2 OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Read-aloud/Strategy Lesson:** *Snails* **Focus:** ▪ Hearing and discussing an expository nonfiction book ▪ Using text features, such as a table of contents and chapter titles, to locate key information ▪ Wondering about the book ▪ Identifying what they learn from the book ▪ Answering questions about key details ▪ Identifying the main purpose of the book	**Guided Strategy Practice:** *Snails* **Focus:** ▪ Hearing parts of an expository nonfiction book again to build comprehension ▪ Using text features, such as photographs, labels, bold words, a glossary, and an index, to locate key information ▪ Identifying what they learn from the book ▪ Answering questions about key details	**Read-aloud/Guided Strategy Practice:** "Snail Food" **Focus:** ▪ Hearing and discussing an expository nonfiction article ▪ Using text features, such as a diagram, to locate key information ▪ Identifying what they learn from the article ▪ Answering questions about key details and identifying main topics ▪ Making text-to-text connections
Week 2	**Read-aloud/Guided Strategy Practice:** *Bend and Stretch: Learning About Your Bones and Muscles* **Focus:** ▪ Hearing and discussing an expository nonfiction book ▪ Using text features, such as a back-of-book summary and a diagram, to locate key information ▪ Visualizing and making a labeled diagram ▪ Wondering about the book ▪ Identifying what they learn from the book ▪ Answering questions about key details ▪ Describing how reasons support specific points the author makes in the book ▪ Identifying the main purpose of the book	**Guided Strategy Practice:** *Bend and Stretch: Learning About Your Bones and Muscles* **Focus:** ▪ Hearing parts of an expository nonfiction book again to build comprehension ▪ Using text features, such as text boxes, "fun facts" sections, and "to learn more" sections, to locate key information ▪ Identifying what they learn from the book ▪ Answering questions about key details	**Independent Strategy Practice** **Focus:** ▪ Using text features, such as a back-of-book summary, table of contents, and index, to locate key information in an expository nonfiction text ▪ Identifying what they learn from the text ▪ Answering questions about key details and identifying main topics ▪ Writing in their reading journals
Week 3	**Read-aloud/Guided Strategy Practice:** "Ice Cream Mania!" **Focus:** ▪ Hearing and discussing an expository nonfiction article ▪ Using text features, such as captions and graphs, to locate key information ▪ Identifying what they learn from the article ▪ Describing the connections between a series of steps in a technical procedure ▪ Answering questions about key details	**Read-aloud/Guided Strategy Practice:** "Giant Pandas" **Focus:** ▪ Previewing, hearing, and discussing an expository nonfiction article ▪ Using text features, such as the title, headings, and a map, to locate key information ▪ Identifying what they learn from the article ▪ Answering questions about key details ▪ Describing how reasons support specific points the author makes in the article	**Read-aloud/Guided Strategy Practice:** "Classic Smoothie"; "The City Zoo" **Focus:** ▪ Identifying functional texts in the classroom ▪ Hearing and discussing two functional texts ▪ Identifying what they learn from the texts ▪ Using text features, such as numbered steps, to locate key information ▪ Describing the connections between a series of steps in a technical procedure ▪ Writing in their reading journals

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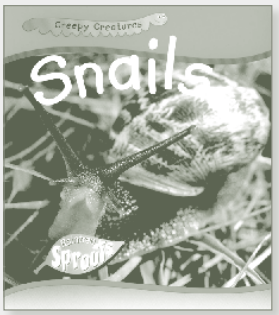
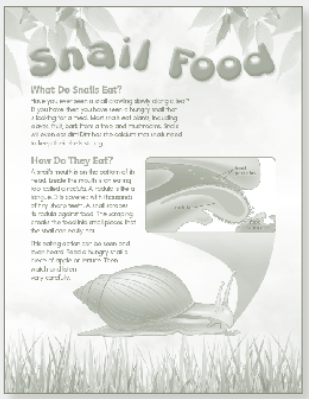
Week 1 OVERVIEW



Snails

by Monica Hughes

This book describes the physical characteristics of snails, how they move, and how they survive.



"Snail Food"

(see page 371)

This article describes what snails eat and how they eat.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Responding Neutrally with Interest" (AV22)

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Comprehension Focus

- Students use text features to locate key information.
- Students identify what they learn from expository nonfiction.
- Students answer questions about key details and identify main topics.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing their partners' thinking during class discussions.

DO AHEAD

✓ Prior to Day 1, consider previewing this unit's read-aloud selections with your English Language Learners before you read them to the whole class. The many facts and other information found in expository texts make this unit's read-aloud selections especially challenging for English Language Learners. You might read the selections aloud and show the illustrations and text features a few times prior to reading them with the class.

✓ Make available expository nonfiction and functional texts that include text features at a variety of levels so that the students can practice using text features during IDR and Independent Strategy Practice throughout the unit.

✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.

✓ Prior to Day 1, collect the following expository nonfiction books, which the students heard earlier in the year: *A Tree Is Nice*, *POP! A Book About Bubbles*, *Insect Detective*, *Butterflies*, and *Spinning Spiders*. You will use these texts to review nonfiction.

✓ Prior to Day 1, prepare a chart with the title "Text Features."

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 109 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1); see page 103 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 22 lessons this week.

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Read-aloud Day 1

In this lesson, the students:

- Hear and discuss an expository nonfiction book
- Use a table of contents and chapter titles to locate key information
- Wonder about the book and identify what they learn
- Answer questions about key details
- Identify the main purpose of the book
- Read independently for up to 20 minutes

ABOUT EXPOSITORY TEXT

During the next three weeks, the students will read expository texts and use various text features. In Week 1 they will read a book and an article about snails; in Week 2 they will read a book about bones and muscles; and in Week 3 they will read articles and functional texts. Collect textbooks, trade books, articles, and functional texts at various reading levels that contain examples of a range of features, including tables of contents, chapter titles, headings, photographs, labels, bold words, glossaries, indexes, diagrams, back-of-book summaries, text boxes, "fun facts" sections, "to learn more" sections, captions, graphs, maps, and numbered steps for the students to read independently. For more information, see "The Grade 2 Comprehension Strategies" in the Introduction.

1 Get Ready to Work Together

Randomly assign partners and make sure they know each other's names. Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Review that the students have been working on listening to one another, explaining their thinking, contributing ideas that are different from others' ideas, and sharing their partners' ideas. Explain that all of these skills have helped them to take responsibility for their learning and behavior. Explain that the students will continue to work on these skills and think about how they are being responsible.

Tell the students that you will check in with them during the week to see how they are being responsible when they participate in discussions in pairs and with the class.

Materials

- *Snails*
- Expository nonfiction books from previous units, collected ahead
- "Text Features" chart, prepared ahead, and a marker
- *Student Response Book* page 17
- Class set of "IDR Conference Notes" record sheets (CN1)
- *Assessment Resource Book* page 106

Teacher Note

During this unit's lessons, observe the students as they interact with one another and take note of students working responsibly. You will share your observations with the students throughout the unit.

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2 Introduce Expository Nonfiction

Remind the students that in previous lessons they talked with their partners about what they visualized, learned, and wondered as they listened to nonfiction books and that nonfiction books give true information about real people, places, and things. Show the covers of *A Tree Is Nice*, *POP! A Book About Bubbles*, *Insect Detective*, *Butterflies*, and *Spinning Spiders* (see "Do Ahead"), and explain that these books are a special type of nonfiction called *expository nonfiction*.

Tell the students that expository nonfiction books often look different from books that tell stories. They often include features that help the reader locate information in the text and understand the topic better. Explain that for the next several weeks the students will hear and read expository nonfiction texts (books, articles, and other written pieces), learn new information, and use text features.

3 Introduce *Snails* and Review Backyard Habitats

Show the cover of *Snails*, read the title aloud, and explain that this is the first expository text the students will hear and discuss. Turn to the title page and read the author's name aloud. Ask:

Q *Have you ever seen a snail? Where? Tell us about it.*

Have a few students share their experiences with the class. Remind the students that the place where an animal lives is called its *habitat*. Review that in previous lessons the students heard about insects and spiders, both of which might live in their own backyards. Explain that a snail's habitat, or home, might also be a backyard.

4 Discuss the Table of Contents and Chapter Titles

Show the students page 3 of *Snails* and remind them that this feature is called the *table of contents*. Review that the table of contents tells the reader the topics in a book and the pages where those topics can be found. Explain that the pages about a topic are called a *chapter*. The names of chapters are sometimes called *chapter titles*.

Direct the students' attention to the "Text Features" chart. Tell the students that they will be using the text features in *Snails* this week and that you will list the text features they notice on this chart. Write *table of contents* and *chapter titles* below the chart title.

Have the students turn to *Student Response Book* page 17, "Contents from *Snails*," and have them look at the table of contents. Point out that most tables of contents are organized in a list at the front of the book, but in some books they may be organized differently.

Teacher Note

You might explain that the title of the table of contents is usually simply "Contents," as it is in the book *Snails*.

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Ask the students to follow along as you read the chapter titles and page numbers in the table of contents aloud. Ask:

Q *After looking at the table of contents, what do you think you will learn about snails? Turn to your partner.*

Have one or two volunteers share their thinking with the class. Ask:

Q *On which pages might we find information about [what snails eat]? Turn to your partner.*

Have one or two volunteers share their thinking with the class.

> **Students might say:**
>
> "We might learn about snails' bodies."
>
> "We might learn about where snails live."
>
> "We'll find out what snails eat by looking at page 18."
>
> "There's probably information about what snails eat on page 19 also."

Have a few volunteers share their thinking.

5 Read Aloud

Read *Snails* aloud slowly and clearly, showing the photographs but not reading the labels, and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

mucus: thick, gooey liquid (p. 13)
predators: animals that hunt other animals for food (p. 21)
hibernate all winter: sleep through the winter (p. 22)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

slimy: slippery and wet-feeling (p. 5)

Read pages 4–7, pointing out the chapter titles. Stop after:

p. 7 "Other snails live in water."

Ask:

Q *Based on what you heard, what did you learn about snails?*

Have one or two volunteers share their thinking with the class. Tell the students that the next part of the book tells about snails' bodies and how they move. Resume reading, pointing out the chapter titles and stopping after:

p. 13 "They slide along on trails of slimy mucus."

Teacher Note

Tomorrow the students will use the following text features in *Snails*: photographs, labels, bold words, the glossary, and the index.

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Ask:

Q *What did you find out about snails in the part that I just read? Turn to your partner.*

Without stopping to share as a class, explain that the next part you will read tells about where snails might be found, what they are like when they are babies, and how they survive. Resume reading, pointing out the chapter titles and stopping after:

p. 22 "They go inside their shells and close them with mucus."

Ask:

Q *What did you find out about snails in the part that I just read? Turn to your partner.*

6 Discuss the Reading

TEK 1.C.ii
Student/Teacher Activity
Step 6

First in pairs, and then as a class, have the students discuss the following questions. As the students respond, be ready to reread passages aloud and show the photographs again to help them recall what they heard.

Q *What did you learn about snails from the book? Turn to your partner.*

Q *What are some things you are wondering about snails? Turn to your partner.*

Q *Why do you think the author, Monica Hughes, wrote this book? Turn to your partner.*

> **Students might say:**
>
> "I learned that a snail's body is called a *foot*."
>
> "I wonder how foam keeps snails safe from predators."
>
> "I think the author wrote the book because she thinks snails are really interesting."
>
> "In addition to what [Ralph] said, I think she wants to teach kids about snails."
>
> "In addition to what [Ralph and Lin] said, I think the author wants to help kids learn about science."

Explain that tomorrow the students will continue to explore expository nonfiction.

Facilitation Tip

During this unit, we invite you to continue to practice **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Try responding neutrally by nodding, asking them to say more about their thinking, or asking other students to respond. To see this Facilitation Tip in action, view "Responding Neutrally with Interest" (AV22).

Teacher Note

If necessary, remind the students to use these discussion prompts during class discussions and when talking with their partners:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

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INDIVIDUALIZED DAILY READING

7 Read Independently

Tell the students that for the next three weeks during IDR they will read nonfiction texts (texts that give true information about real people, places, and things).

Ask the students to think as they read about what text features they notice in their texts and what they learn from those features. Tell the students that at the end of IDR you will ask them to share with the class what they noticed and learned. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Over the next three weeks, confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share what they read with the class. Ask each volunteer to say the title of her text and the author's name, what the text is about, a text feature she noticed, and what the feature helped her learn. Have the students return to their desks and put away their materials.

Teacher Note

Periodically, remind the students to use the questions on the "Thinking About My Reading" chart to practice monitoring their own comprehension as they read and to select different books if they decide the ones they are reading are not just right.

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

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Day 2 Guided Strategy Practice

Materials

- *Snails*
- "Text Features" chart from Day 1 and a marker
- "Index from *Snails*" (WA1)
- "Reading Comprehension Strategies" chart and a marker
- "Class Assessment Record" sheet (CA1)

Teacher Note

During today's lesson, observe the students as they interact with one another and take note of responsible behaviors you see. You will share your observations with the students later in the lesson.

In this lesson, the students:

- Hear parts of an expository nonfiction book read aloud again
- Use photographs, labels, bold words, a glossary, and an index to locate key information in the book
- Identify what they learn from the book
- Answer questions about key details
- Read independently for up to 20 minutes
- Work in a responsible way

1 Review the Previous Lesson and Discuss Photographs and Labels

Gather the class with partners sitting together, facing you. Show the cover of *Snails* and the table of contents, and review that in the previous lesson the students looked closely at the table of contents and learned new information about snails. Show pages 12–13 and remind the students that many expository texts contain photographs rather than drawings or paintings. Ask:

Q *After looking at this picture, what do you remember about how snails move?*

Have one or two students share their thinking. Show pages 14–15 and ask:

Q *What did you find out about snails' habitats, or where they live?*

Have one or two students share their thinking. Show pages 16–17 and point out that some of the photographs in this book have labels. Reread page 16, reading the label last, and pointing to the label as you read it. Explain that labels give the reader more information about a topic by providing details about the photograph.

Show the students the photographs on pages 4–5, 8, 11, and 21, and read the labels to the students. Explain that noticing photographs and reading labels will help the students make sense of texts. Add *photographs* and *labels* to the "Text Features" chart.

Explain that today the students will use some text features often found at the end of expository nonfiction books.

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2 Briefly Discuss the Bold Words and Glossary in *Snails*

Show the students page 24 of *Snails* and explain that this page contains other text features sometimes found at the end of expository nonfiction books. Read aloud the heading "Glossary" and explain that this is a list of words that the author defines (explains) for the reader. Point out that the words are listed in alphabetical order.

Model using the glossary by showing page 22 and pointing out the bold words. Explain that when a word is in bold type, the meaning of the word can usually be found in the glossary. Read aloud the first sentence on page 22; then locate the word *hibernate* in the glossary and read aloud the definition. Follow the same procedure for the word *mucus*. Add *glossary* and *bold words* to the "Text Features" chart.

3 Introduce the Index of *Snails*

Show page 24 and read aloud the heading "Index"; then display the "Index from *Snails*" chart (WA1), and explain that it is a copy of the index in the book *Snails*. Explain that many nonfiction books have indexes. Readers can use an index to help them find specific information about topics mentioned in a book.

Explain that an *index* is a list of topics related to the subject of a book. The numbers after a topic in the index are the page numbers where readers can find information about that topic.

Have the students follow along as you read aloud the index (topics and page numbers) aloud. Have the students use "Think, Pair, Share" to discuss:

Q *What do you notice about the index?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "The words are in alphabetical order."
>
> "Some words have one page number and some have more than one."
>
> "Some of the words are used in the labels."

4 Discuss the Index as a Class

Tell the students that, in pairs, they will look at the index you have displayed and that each pair will select one or two entries in the index related to a topic they want to learn more about.

Give partners a few moments to look over and discuss the index; then have a few pairs share what they would like to learn more about and explain why they are interested in those topics. Model using the index by

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looking at a suggested index entry and turning to the page listed. Locate where the topic is mentioned on the page and read aloud the sentence or sentences that mention the topic. If the index indicates that a topic can be found on more than one page, turn to each of the other pages and follow the same procedure.

Tell the students that the index in a nonfiction book helps readers quickly find all the places in the book where a topic is mentioned. Explain that readers often use the index if they have a question about a specific topic or want to find out more about it. Add *index* to the "Text Features" chart.

Teacher Note

Save the "Text Features" chart to use throughout the unit.

5 Briefly Discuss the Text and Add to the "Reading Comprehension Strategies" Chart

TEKS 1.D.i
Student/Teacher Activity
Step 5

Tell the students that you will ask them some questions and they will talk in pairs about the questions. Explain that later you will ask them to share their partners' thinking with the class, so it is important to listen carefully. Ask:

Q *After looking at the text features in* Snails, *what new information did you learn? Turn to your partner.*

Have one or two volunteers share what their partners said with the class. Ask:

Q *Which text feature was the most interesting to you? Why? Turn to your partner.*

Have one or two volunteers share what their partners said with the class.

CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students recognize text features?
- Are the students able to make sense of the text features?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 103 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If ***all or most students*** are able to identify text features and make sense of the features, proceed with the lesson.
- If ***about half of the students*** are able to identify text features and make sense of them, proceed with the lesson and plan to check in with and support students who continue to have difficulty.
- If ***only a few students*** are able to identify text features and make sense of them, provide additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Direct the students' attention to the "Reading Comprehension Strategies" chart. Review that the chart lists comprehension strategies that the students should be practicing as they read independently.

Remind the students that text features, such as tables of contents, indexes, glossaries, and photographs with labels, can help them learn more about the topics they are reading about. Add *using text features* to the chart. Encourage the students to continue to look for more text features and to use those features to help them understand what they are reading.

Reading Comprehension Strategies

- making personal connections
- making connections between stories
- visualizing
- making inferences about characters
- wondering
- using text features

6 Discuss Working Responsibly

Without mentioning names, point out ways you noticed the students working responsibly during partner and class discussions, and then ask questions such as:

Q *How does [looking at the person who is talking] during a class discussion show you are being responsible?*

Q *When have you worked in a responsible way?*

> **Students might say:**
>
> "I was responsible when I shared my partner's thinking."
>
> "I worked in a responsible way when I added an idea that was different from my partner's idea."
>
> "I was responsible when I listened to my partner's ideas."

If necessary, discuss any problems the students had working in pairs and ways to avoid such problems in the future.

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INDIVIDUALIZED DAILY READING

7 Read Independently

Remind the students that for the next three weeks during IDR they will read nonfiction texts (texts that give true information about real people, places, and things).

Ask the students to think as they read about what text features they notice in their texts and what they learn from those features. Tell the students that at the end of IDR you will ask them to share with the class what they noticed and learned. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share what they read with the class. Ask each volunteer to say the title of his text and the author's name, what the text is about, a text feature he noticed, and what the feature helped him learn. Have the students return to their desks and put away their texts.

EXTENSION

Read and Discuss More Books in the Creepy Creatures Series

Snails is one of several books in the Creepy Creatures series. Other titles include *Ladybugs*, *Pill Bugs*, and *Spiders*. You might locate other books in the series and read them aloud to your students. Then have the students make text-to-text connections between the books, paying particular attention to the common theme of animals whose habitat might be their backyards.

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Read-aloud/ Guided Strategy Practice

Day 3

In this lesson, the students:

- Hear and discuss an expository nonfiction article
- Use a diagram to locate key information
- Identify what they learn from the article
- Answer questions about key details and identify main topics
- Make text-to-text connections to enjoy and understand the texts
- Read independently for up to 20 minutes

Materials

- *Snails*
- "Snail Food" (see page 371)
- *Student Response Book* page 18
- "Text Features" chart from Day 2 and a marker
- "Reading Comprehension Strategies" chart and a marker

1 Review *Snails* and Text Features

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Show the cover of *Snails* and the table of contents, and review that the students learned information from the book such as where snails live, what their bodies are like, and what they eat. Ask:

Q *What is one thing you learned about snails that you think is important to remember? Turn to your partner.*

Have a few volunteers share their thinking. Remind the students that they used several text features to help them understand the book. Refer to the "Reading Comprehension Strategies" chart and review that using text features is a comprehension strategy readers use to help them make sense of expository nonfiction.

2 Introduce "Snail Food"

Explain that today the students will hear an article about snails and think about what more they will learn about snails from the article. Explain that *articles* are "short pieces of nonfiction writing that appear in newspapers and magazines and on websites."

Have the students turn to *Student Response Book* page 18, "Snail Food," and explain that this is a copy of the article. Read the title aloud. Explain that you will read the article aloud and ask the students to follow along as you read. Explain that you will stop during the reading so the students can talk about the article in pairs.

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3 Read Aloud

Read the text of the article aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

bark from a tree: the outer covering of a tree

mushrooms: living things shaped like little umbrellas; they grow but they are not plants

Read aloud the heading "What Do Snails Eat?" and the first paragraph, stopping after:

p. 371 ". . . to keep their shells strong."

Ask:

Q *What did you learn about what snails eat? Turn to your partner.*

Without stopping to share as a class, ask the students to follow along in their *Student Response Books* as you continue reading. Read aloud the heading "How Do They Eat?" and then read to the end of the article. Ask:

Q *What did you learn about how snails eat? Turn to your partner.*

4 Discuss "Snail Food" and Introduce Diagrams

Ask and briefly discuss:

Q *What new information did you learn about snails? Turn to your partner.*

Have a few volunteers share their thinking. Direct the students' attention to the diagram in "Snail Food." Explain that photographs cannot always show all of the details the author wants to show, so some expository texts use diagrams to give us more information. Point out that, like photographs, diagrams sometimes have labels. Discuss as a class:

Q *What do you notice about this diagram?*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "It shows the whole snail, but there's also a close-up picture of the snail's mouth."
>
> "In addition to what [Alvin] said, there are labels on the part that shows the mouth."
>
> "In addition to what [Alvin and Julie] said, that part shows a snail using its radula to eat some food."

TEKS 9.D.v
TEKS 9.D.vi
TEKS 9.D.xii
TEKS 9.D.xiii
TEKS 9.F.i
Student/Teacher Activity Step 4

Teacher Note

If the students struggle to answer the question, you might ask questions such as:

Q *What does the diagram show?*

Q *What part of a snail does the diagram show in the close-up picture?*

Q *What do the labels tell us?*

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Tell the students that diagrams help readers make sense of the information in expository nonfiction books and articles. Add *diagrams* to the "Text Features" chart.

5 Discuss Text-to-text Connections

Show pages 18–19 of *Snails* and point out that this chapter is called "Food for Snails." Tell the students that as you read the chapter aloud, you want them to think about how the information in this chapter is the same as the information in the article and how it is different.

Read pages 18–19 of *Snails* aloud, slowly and clearly. Use "Think, Pair, Share" to discuss:

Q *How is the information in the book and the article the same?* [pause] *Turn to your partner.*

Ask one or two volunteers to share their thinking. Then use "Think, Pair, Share" to discuss:

Q *How is the information in the book and the article different?* [pause] *Turn to your partner.*

Ask a few volunteers to share their thinking.

> **Students might say:**
>
> "The book and the article both say snails eat plants."
>
> "In addition to what [Toby] said, both passages talk about snails eating leaves of plants."
>
> "Only the book explains that snails eat living plants and dead plants. The article doesn't talk about living and dead plants; it just says snails eat plants."
>
> "Only the article tells about snails eating bark, mushrooms, and dirt. The book only tells about snails eating plants."

If necessary, point out that the article gives more information about what snails eat than the chapter does. For example, the article explains that snails eat bark from a tree, mushrooms, and dirt, and these are things that are not included in the book chapter. Tell the students that if they want to learn more about a topic, such as what snails eat, it is a good idea to read other texts about the topic, such as an article like "Snail Food." Also explain that when the students think about how two expository texts are alike and different, they are doing something that good readers do—making connections between texts. Direct the students' attention to the "Reading Comprehension Strategies" chart and add *making connections between nonfiction texts* to it.

Teacher Note

If the students struggle to answer the questions, reread pages 18–19 of *Snails* and then reread the section in "Snail Food" titled "What Do Snails Eat?"

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Reading Comprehension Strategies

- making personal connections
- making connections between stories
- visualizing
- making inferences about characters
- wondering
- using text features
- making connections between nonfiction texts

Encourage the students to continue to look for similarities and differences between various nonfiction texts they hear and read.

Without mentioning any of the students' names, briefly describe some responsible behaviors you noticed during partner and class discussions this week. If necessary, discuss any problems the students had working in pairs and possible ways to avoid such problems in the future. Explain that the students will continue to work on being responsible for their learning and behavior.

INDIVIDUALIZED DAILY READING

6 Read Independently and Write in Reading Journals

Ask the students to think as they read about what text features they notice in their texts and what they learn from those features. Tell the students that at the end of IDR you will ask them to share with the class what they noticed and learned. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share what they read with the class. Ask each volunteer to say the title of her text and the author's name, what the text is about, a text feature she noticed, and what the feature helped her learn. Have the students return to their desks and put away their texts.

WRITING ABOUT READING

Compare Two Texts About Snails

Show the cover of *Snails* and the article "Snail Food" and remind the students that earlier they discussed what is the same and different in these two texts. Explain that today the students will write about what is the same and what is different in two passages from the texts that talk about what snails eat.

Tell the students that as you read each passage aloud, you want the students to think about what is the same and what is different in the two passages.

Read pages 18–19 from *Snails* aloud slowly and clearly. Then read aloud the first section of "Snail Food" ("What Do Snails Eat?"). (When you read the passage from the article, you might have the students follow along on *Student Response Book* page 18.) Facilitate a brief discussion about what the students identified as the same and different in the two passages.

Ask the students to watch as you think aloud and model writing about what is the same and what is different in the two passages.

Materials

- *Snails*
- "Snail Food" (see page 371)
- *Student Response Book* page 18

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You might say:

"First I want to describe some of the ways the two passages are alike. I'll write: *The passages from the book Snails and the article "Snail Food" are alike in some ways. Both are about snails. They both give information about what snails eat. They both have pictures of snails and labels on the pictures.* Now I want to write about some of the things that are different about the two passages. I'll write: *The passages are also different in some ways. The passage from the book explains that snails eat plants. The passage from the article includes other things that snails eat, such as bark, mushrooms, and dirt.*"

Have the students write about what is the same and what is different in the two passages. If time permits, ask a few volunteers to share their writing with the class.

Vocabulary Note

Next week you will revisit *Snails* to teach the Week 23 vocabulary lessons.

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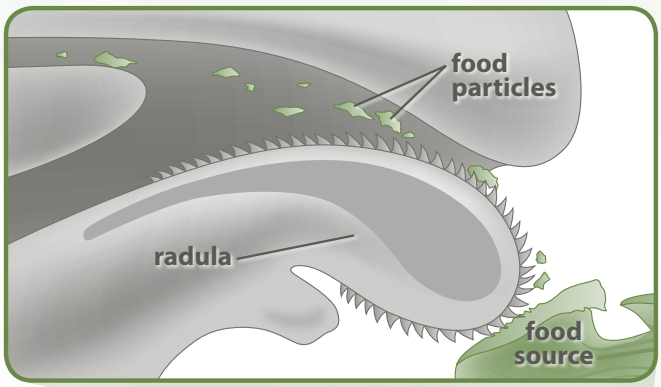
Snail Food

What Do Snails Eat?

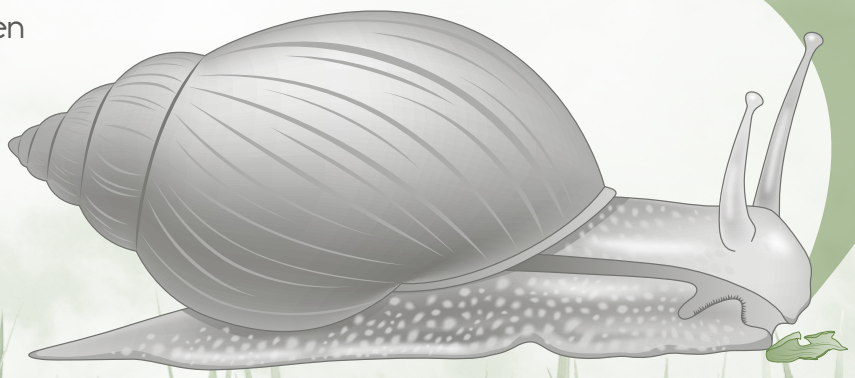
Have you ever seen a snail crawling slowly along a leaf? If you have, then you have seen a hungry snail that is looking for a meal. Most snails eat plants, including leaves, fruit, bark from a tree, and mushrooms. Snails will even eat dirt! Dirt has the calcium that snails need to keep their shells strong.

How Do They Eat?

A snail's mouth is on the bottom of its head. Inside the mouth is an eating tool called a *radula*. A radula is like a tongue. It is covered with thousands of tiny, sharp teeth. A snail scrapes its radula against food. The scraping breaks the food into small pieces that the snail can easily eat.



This eating action can be seen and even heard. Feed a hungry snail a piece of apple or lettuce. Then watch and listen very carefully.



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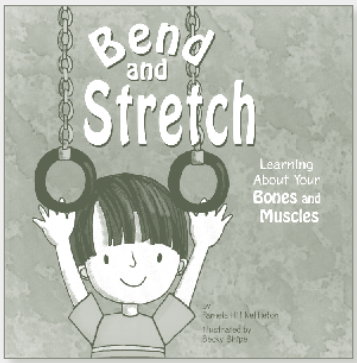
Week 2 OVERVIEW



Bend and Stretch: Learning About Your Bones and Muscles

by Pamela Hill Nettleton, illustrated by Becky Shipe

This book gives a simple introduction to bones and muscles and how they work.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA2

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students use text features to locate key information.
- Students identify what they learn from expository nonfiction.
- Students answer questions about key details and identify main topics.
- Students describe how reasons support specific points the author makes.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing their partners' thinking during class discussions.

DO AHEAD

✓ Prior to Day 3, collect expository nonfiction books that feature back-of-book summaries, tables of contents, and indexes for the students to use during Independent Strategy Practice.

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2); see page 104 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 23 lessons this week.

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Day 1 Read-aloud/ Guided Strategy Practice

Materials

- *Bend and Stretch*
- *Student Response Book* page 19 and crayons or markers
- "Text Features" chart from Week 1 and a marker

In this lesson, the students:

- Use a back-of-book summary and a diagram to locate key information in an expository nonfiction book
- Visualize and make a labeled diagram
- Wonder about the book and identify what they learn from it
- Answer questions about key details
- Describe how reasons support specific points the author makes in the book
- Identify the main purpose of the book
- Read independently for up to 20 minutes

1 Get Ready to Work Together

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind the students that they have been working on taking responsibility for their learning and behavior. Explain that this week they will have more opportunities to think about how they are being responsible when they participate in discussions with their partners and with the class.

2 Introduce *Bend and Stretch* and Discuss the Back-of-book Summary

Remind the students that in previous lessons they heard two expository texts about snails: a book titled *Snails* and an article titled "Snail Food." Tell the students that this week they will hear and read another expository text. Remind the students that expository texts give true information about real people, places, and things and often include text features that provide the reader with more information.

Show the cover of *Bend and Stretch* and read the title and the author's name aloud. Then show the students the back cover of *Bend and Stretch* and explain that a book often includes a summary that tells what the book is about on the back cover. Read the summary aloud.

Direct the students' attention to the "Text Features" chart and add *summary on the back of the book*. Remind the students to get in the habit of reading the back cover when they are previewing a book (looking the book over to decide if they want to read it).

Tell the students that they will be using other text features of *Bend and Stretch* this week.

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TEKS 10.B.i
Student/Teacher Activity
Step 3

3 Read Aloud and Visualize

Read *Bend and Stretch* aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

bundles: groups (p. 5)
flexible: able to bend (p. 6)
mend: heal or be fixed (p. 16)

Explain that the first part of the book is about bones. Explain that you will read this part twice and that during the first reading you would like the students to close their eyes and use the author's words to make mental images of bones. Read pages 3–9 twice, without showing the illustrations or the text boxes. Stop after:

p. 9 "Bone marrow's job is to make new blood cells."

Ask:

Q *What does your mental image look like? What words helped you make your mental image? Turn to your partner.*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I pictured my bones inside my body, holding my body up. I also pictured having no bones—I'd just collapse on the floor."
>
> "I pictured muscles like rubber bands holding my bones together and helping them move."
>
> "I pictured soft but strong bones inside my baby brother."
>
> "I pictured bone marrow like jelly inside my bones."

Tell the students that the next part of the book tells about how bones and muscles work together. Resume reading and stop after:

p. 15 "That's why basketball players have big arm muscles."

Use "Think, Pair, Share" to discuss:

Q *What reasons does the author give for why figure skaters have big leg muscles and basketball players have big arm muscles?* [pause] *Turn to your partner.*

Have one or two volunteers share their thinking. Tell the students that the next part you will read tells about how you can take care of your bones and muscles. Resume reading and stop after:

p. 21 "Reach for the sky!"

Teacher Note

To support the students' visualization work today, refrain from pointing out the text boxes when you read aloud and refrain from showing the illustrations at the first stop.

Tomorrow the students will use the text features in *Bend and Stretch*, including the text boxes.

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 5, 13, and 17.

Teacher Note

It is not necessary to read the remaining text twice, as the students' comprehension work with these chapters does not focus on visualizing.

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Ask:

Q *What did you find out about taking care of your bones and muscles in the part that I just read? Turn to your partner.*

4 Discuss the Reading

Facilitate a class discussion using the following questions. As the students respond, be ready to reread passages aloud and to show illustrations again to help the students recall what they heard.

Q *What did you learn about bones and muscles from the text?*

Q *What are you still wondering about bones or muscles?*

Tell the students that you will ask them a question and they will talk in pairs about it. Explain that later you will ask them to share their partners' thinking with the class, so it is important to listen carefully.

Q *Why do you think the author, Pamela Hill Nettleton, wrote this book about bones and muscles? Turn to your partner.*

Have one or two volunteers share their partners' thinking. Tell the students that they will hear more about bones and muscles in the next lesson.

5 Briefly Review Diagrams

Show the diagram on page 13 and point out that it has labels on it. Review that expository texts often have diagrams or photographs with labels on them and that labeled pictures help readers locate and understand information. Explain that this is a diagram of the joints and muscles in an arm. Point out that the label "Shoulder joint" points to the shoulder joint, the label "Muscles" points to the muscles in the upper arm, and the label "Elbow joint" points to the elbow joint.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

6 Draw and Label Hands

Explain that the students will draw a diagram of one of their hands and label its parts.

Tell the students to spend a few moments carefully looking at one of their hands. Ask:

Q *What do you notice about your hand? Turn to your partner.*

Without stopping to share as a class, have the students turn to *Student Response Book* page 19, "Labeled Diagram of My Hand." Distribute crayons or markers and have the students begin drawing their diagrams. Remind them to each label the parts of the hand in the diagram. Ask them to leave the lines at the bottom of the page blank for now.

Teacher Note

After captions are formally introduced in Week 3, you might ask the students to write captions under their diagrams. For more support with this activity, see the extension "Write Captions for Diagrams of Hands" on page 393.

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As the students draw and write, circulate among them. Note which students need encouragement to get started and which need to add details to their diagrams, and support the students as needed.

Have partners share and discuss their diagrams and labels. Remind them to think about how they can be responsible when viewing and discussing other people's work. Circulate and note examples of students taking responsibility for themselves.

Signal for the students' attention. Without mentioning any of their names, point out ways you noticed students working responsibly during partner and class discussions. Encourage them to continue to work responsibly in the coming weeks.

INDIVIDUALIZED DAILY READING

7 Read Independently and Discuss Text Features

Ask the students to think as they read about what text features they notice in their texts and what they learn from those features. Tell the students that at the end of IDR you will ask them to share with the class what they noticed and learned. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Ask each volunteer to say the title of her text and the author's name, what the text is about, a text feature she noticed, and what the feature helped her learn. Have the students return to their desks and put away their texts.

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Day 2 Read-aloud/ Guided Strategy Practice

Materials

- *Bend and Stretch*
- "Text Features" chart from Day 1 and a marker

In this lesson, the students:

- Hear parts of an expository nonfiction book read aloud again
- Use text boxes, "fun facts" sections, and "to learn more" sections to locate key information
- Identify what they learn from the book
- Answer questions about key details
- Read independently for up to 20 minutes
- Work in a responsible way

1 Review the Previous Lesson and Introduce Text Boxes

Gather the class with partners sitting together, facing you. Show the cover of *Bend and Stretch* and review that in the previous lesson the students learned new information about bones and muscles and looked at diagrams. Show pages 4–5 and point to the text box on page 5. Explain that text boxes are another feature found in some expository nonfiction books and that text boxes give the reader more information or interesting facts about what is on the page. Direct the students' attention to the "Text Features" chart and add *text boxes*.

Tell the students that you will reread parts of *Bend and Stretch* but this time you will include the information in the text boxes. Encourage the students to listen for new information about bones and muscles as you read.

2 Reread *Bend and Stretch* and Discuss Text Boxes

Reread pages 5, 7, and 9, including the information in the text boxes. Stop after:

p. 9 "On the outside, bones are smooth."

Ask:

Q *What new information did you learn about bones in the part I just read?*

Ask one or two volunteers to share their thinking with the class.

Reread pages 11 and 14–15, including the information in the text boxes. Stop after:

p. 15 "You have more than 630 different muscles!"

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Ask:

Q *What new information did you learn about bones or muscles in the part I just read? Turn to your partner.*

Have one or two volunteers share their thinking.

Reread pages 17, 19, and 20, including the information in the text boxes. Stop after:

p. 20 "Your eye muscles move about 100,000 times each day."

Tell the students that you will ask them a question and they will talk about it in pairs. Explain that later you will ask them to share their partners' thinking with the class, so it is important to listen carefully.

Q *What surprising information did you learn about muscles in the part I just read? Turn to your partner.*

Have one or two volunteers share their partners' thinking.

Remind the students that authors of expository texts often include interesting facts and information in text boxes. Encourage the students to read the text boxes in expository texts.

3 Discuss "Fun Facts" and "To Learn More" Sections

Show the students pages 22–23 of *Bend and Stretch* and explain that these pages contain other text features that are sometimes found at the end of expository nonfiction books.

Point out and read the headings "Bones and Muscles," "Find Your Joints!" and "Tools of the Trade." Explain that these sections give extra information about bones and muscles. Tell the students that sometimes sections like these are called "Fun Facts." Add *"fun facts" section* to the "Text Features" chart.

Read pages 22–23 aloud. Ask:

Q *What new information did you learn in the sections I just read? Turn to your partner.*

Show page 24 and point out that, like *Snails*, this book has a glossary and an index. Review that an index can help readers find out more about a specific topic in a book. Draw the students' attention to the "To Learn More" section. Explain that this is a list of resources—other books and a website—where they can find out more about bones and muscles. This section is for readers who still have questions or want to find out more information on the topic. Add *"to learn more" section* to the "Text Features" chart.

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4 Discuss Working Responsibly

Describe some responsible behaviors you have noticed during partner and class discussions. Use "Think, Pair, Share" to discuss:

Q *What have you done to be responsible during partner and class discussions over the past few weeks?* [pause] *Turn to your partner.*

Have one or two volunteers share their thinking. Ask:

Q *What can you do in the coming days to make sure you are being responsible? Turn to your partner.*

Have one or two volunteers share their ideas.

> **Students might say:**
>
> "I took responsibility by asking my partner and classmates questions when I didn't understand something they said."
>
> "In addition to what [Lucas] said, I asked people to repeat what they said if I couldn't hear them."
>
> "My partner made an effort to add different ideas to our discussions and that helped me learn more about what we were talking about. I think he was taking responsibility when he brought up new ideas."
>
> "I'm going to work on listening more closely to what my partner says and then contribute new ideas to our conversation."

As the students share, facilitate the conversation by asking questions such as:

Q *[Kiley] said she took responsibility for her learning when [she asked her partner questions]. Why is that a responsible thing to do?*

Q *Why is it important to contribute your thinking to your partner conversations?*

Q *What can we do to be sure we [ask our classmates questions when we don't understand] in the coming weeks?*

INDIVIDUALIZED DAILY READING

5 Read Independently and Discuss Text Features with Partners

Ask the students to think as they read about what text features they notice in their texts and what they learn from the features. Tell the students that at the end of IDR you will ask them to share with a partner what they noticed and learned. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of his text and the author's name, what the text is about, a feature the text includes, and something the feature helped him learn. Have the students return to their desks and put away their texts.

EXTENSIONS

Read Other Books About Bones and Muscles and Make Text-to-text Connections

Read one of the books listed on page 24 of *Bend and Stretch* and have the students discuss the book. Encourage the students to compare the book to *Bend and Stretch* and make text-to-text connections. Alternatively, you might have the class listen to the CD that accompanies the book *My Bodyworks: Songs About Your Bones, Muscles, Heart and More!* by Jane Schoenberg (music by Steven Schoenberg) and then discuss what it is like to learn about bones and muscles from a series of songs as compared to learning about them from the book *Bend and Stretch*. The students might also enjoy making up their own songs about bones and muscles.

Read About, Discuss, and Diagram Other Parts of the Human Body

If the students enjoyed learning about their bodies by hearing and discussing *Bend and Stretch*, you might extend the exploration by reading and discussing books about other parts of the human body, such as *Me and My Amazing Body* by Joan Sweeney, illustrated by Annette Cable; *Inside Your Outside: All About the Human Body (Cat in the Hat's Learning Library)* by Tish Rabe, illustrated by Aristides Ruiz; or *Why Don't Haircuts Hurt: Questions and Answers About Your Body* by Melvin and Gilda Berger, illustrated by Karen Barnes. Using the illustrations in *Me and My Amazing Body* as inspiration, you might have the students draw labeled diagrams of their own bodies.

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Technology Tip

Prior to doing this activity, locate and preview the Internet sites recommended on FactHound (see page 24 of *Bend and Stretch* for information on using FactHound) and choose a site to share with your students. You might search online for additional websites about bones and muscles using the keywords "bones and muscles facts for kids." For more information, you might wish to view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

Teacher Note

As you navigate the website, you might point out and read aloud a few of the menus on the web page. You might also click common icons to find additional information (for example, a video icon, page forward or backward arrows, or the audio icon).

TECHNOLOGY EXTENSION

Explore a Website About Bones and Muscles

Show the cover of *Bend and Stretch* and remind the students that they read this book earlier. Ask:

Q *What are you still wondering about bones and muscles?*

As the students respond, record a few of their questions where everyone can see them. Tell the students that today they will explore a website about bones and muscles and then discuss what they learned.

Display your browser page and go to the website you chose to share with your students. Model navigating the website and read aloud any information that you think the students may find interesting or that answers the questions you recorded. Afterward, discuss questions such as:

Q *What is something interesting you learned about bones and muscles?*

Q *Did you hear information that answers any of your questions? What did you hear?*

Q *Which did you like better: learning about bones and muscles from the book or learning about bones and muscles from the website? Why?*

TEKS 13.A.ii
Student/Teacher Activity
Technology Extension
(first question)

Day 3 Independent Strategy Practice

Materials

- Expository nonfiction books that feature back-of-book summaries, tables of contents, and indexes for independent reading, collected ahead
- "Text Features" chart from Day 2
- "Class Assessment Record" sheet (CA2)
- *Student Resource Book*, Reading Journal section
- "Journal Entry" chart (WA2)

In this lesson, the students:

- Use a back-of-book summary, table of contents, and index to locate key information in an expository nonfiction text
- Identify what they learn from the text
- Answer questions about key details and identify main topics
- Read independently
- Write in their reading journals
- Work in a responsible way

1 Review Expository Text

Gather the students with partners sitting together, facing you. Remind the students that this week they have continued to explore expository

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texts. Refer to the "Text Features" chart and remind the students that they have been identifying features of expository text. Ask:

Q *What have you learned about expository text this week?*

2 Read and Discuss the Back-of-book Summary and the Table of Contents

TEKS 10.C.i
Student/Teacher Narrative
Step 2
(first and second paragraphs)

Make available a variety of expository books that include back-of-book summaries, tables of contents, and indexes and that are at appropriate reading levels. Explain that today the students will use text features when reading their own nonfiction books. Remind them that readers will often read the summary on the back cover of an expository nonfiction book and the table of contents to find out what the book is about.

Explain that each student will read the information on the back cover of her book, as well as the table of contents. Then the students will talk in pairs about the topics of their books and what information they think they will learn by reading them.



Have the students take a few moments to silently read the back-of-book summaries and tables of contents of their books. Then have partners share with each other the topics of their nonfiction books and what information they think they will find in them. Circulate among the students as they work, randomly selecting individual students to observe. Ask questions such as:

TEKS 10.C.i
Student/Teacher Activity
Step 2
(third paragraph and discussion questions)

Q *What is the topic of your book?*

Q *How did the summary on the back of the book and the table of contents help you find out what your book is about?*

ELL Note

Help your English Language Learners select appropriate books. If necessary, help them with challenging vocabulary.



CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students recognize text features?
- Are they able to make sense of the text features?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 104 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If ***all or most students*** are able to identify text features and make sense of them, proceed with the lesson.
- If ***about half of the students*** are able to identify text features and make sense of them, proceed with the lesson and plan to check in with and support students who continue to have difficulty.
- If ***only a few students*** are able to identify text features and make sense of them, provide additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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TEKS 9.D.iii
TEKS 9.D.x
Student/Teacher Activity
Step 3

3 Read the Index for Information

Explain that the students will read indexes to find specific information in their books. Ask each student to select an entry in the index of his book, identify the pages where he will find that information, and then read those pages.

After the students have read for several minutes, have partners share with each other the words or topics they selected, what information they read, and anything they noticed about using the index.

As a class, briefly discuss the following questions:

Q *What word or topic did you look up using the index?*

Q *What information did you find out about [New York City]?*

Q *What did you notice about using the index of your book?*

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

4 Write in Reading Journals About Text Features

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Display the "Journal Entry" chart (WA2), and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA2

Journal Entry

Write a journal entry about the book you are reading. Please include:

- The title and the author's name
- What the book is about
- A text feature the book includes
- What the feature helped you learn about the topic of the book

ELL Note

Consider providing your students with limited English proficiency with the prompts "A text feature I found is . . ." and "It helped me learn . . ." to help them write what they learned from text features.

Ask the students to think quietly about what they will write. Then give the students a few minutes to write in their journals.

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5 Discuss Independent Reading

Signal to let the students know when it is time to stop writing. As a class, discuss the different text features in the students' books. Ask questions such as:

Q *What is your book about?*

Q *What text features did you notice?*

Remind the students that readers use text features to help them find and understand information. Tell them that they should notice, use, and read text features during their independent reading.

Explain that in the coming weeks, the students will read and think more about other types of expository text. Have them put away their materials.

6 Discuss Working Responsibly

Remind the students that they have been thinking about how they are responsible for their behavior during partner and class discussions. Briefly discuss questions such as:

Q *How did you work in a responsible way today?*

Q *What, if anything, made it difficult to be responsible today?*

Q *What can you do [differently/the same way] during our next discussion?*

Explain that the students will continue to work on taking responsibility for their learning and behavior. Have them put away their materials and return to their desks.

Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead, build the students' intrinsic motivation by responding with genuine curiosity and interest, for example:

- "Say more about that."
- "Explain your thinking further."
- "You have a point of view that's [similar to/different from] what [Jerome] just said. How is it [similar/different]?"
- "Do you agree or disagree with [Maya]? Why?"
- "What question do you have for [Maya] about her thinking?"

Vocabulary Note

Next week you will revisit *Bend and Stretch* to teach the Week 24 vocabulary lessons.

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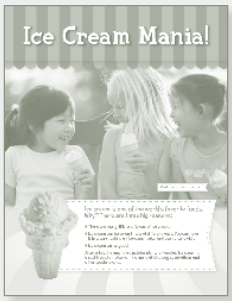
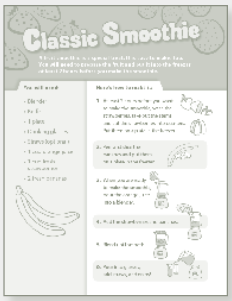
Week 3 OVERVIEW



"Ice Cream Mania!"

(see page 406)

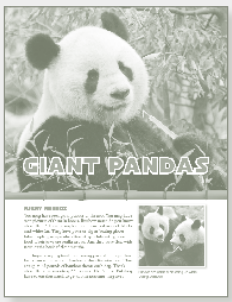
This article tells how ice cream is made.



"Classic Smoothie"

(see page 410)

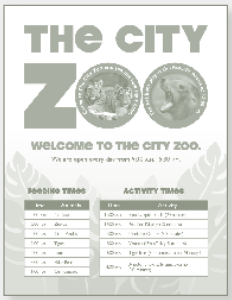
This functional text is a set of step-by-step instructions for making a fruit smoothie.



"Giant Pandas"

(see page 408)

This article introduces giant pandas and tells what people around the world are doing to protect them.



"The City Zoo"

(see page 411)

This functional text is a sample of a daily schedule for a zoo.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA3

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Professional Development Media

- "Using Blogs in the Classroom" tutorial (AV45)

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Comprehension Focus

- Students use text features to locate key information.
- Students identify what they learn from expository nonfiction.
- Students answer questions about key details.
- Students describe how reasons support specific points the author makes.
- Students describe the connections between a series of steps in a technical procedure.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing their partners' thinking during class discussions.
- Students analyze the effect of their behavior on others and on the group work.

DO AHEAD

- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA3); see page 105 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 24 lessons this week.

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Read-aloud/ Guided Strategy Practice

Day 1

In this lesson, the students:

- Hear and discuss an expository nonfiction article
- Use captions and graphs to locate key information
- Identify what they learn from the article
- Describe the connections between a series of steps in a technical procedure
- Answer questions about key details
- Read independently for up to 20 minutes

Materials

- "Ice Cream Mania!" (see page 406)
- "Reading Comprehension Strategies" chart
- *Student Response Book* pages 20–21
- "Text Features" chart from Week 2 and a marker

1 Get Ready to Work Together

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind the students that this year they have been working on being responsible for their behavior and their learning by explaining their thinking, contributing ideas that are different from others' ideas, and sharing their partners' ideas. Encourage the students to think about how they are being responsible for their behavior as they practice these skills.

2 Review Using Text Features and Introduce "Ice Cream Mania!"

Remind the students that during the last two weeks they explored a kind of nonfiction called *expository nonfiction*. They heard expository nonfiction books and an expository nonfiction article, and they used the text features to help them understand what they were reading. Refer to the "Reading Comprehension Strategies" chart and review that using text features is a comprehension strategy readers use to help them make sense of expository nonfiction.

Explain that this week, the students will use text features to help them understand more articles. Have the students turn to *Student Response Book* pages 20–21, "Ice Cream Mania!" and explain that this is a copy of the article you will read today. Read the title aloud and explain that *mania* means "excitement."

Explain that you will read the article aloud and ask the students to follow along as you read. Explain that you will stop during the reading so that partners can talk about the article.

Teacher Note

If necessary, review that *articles* are "short pieces of nonfiction writing that appear in newspapers and magazines and on websites."

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3 Read Aloud

Tell the students that the first part of the article explains why ice cream is one of the world's favorite foods and how ice cream is made. Read "Ice Cream Mania!" (pages 406–407) aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

process: series of steps (p. 407)

bacteria: very tiny living things that can make people sick (p. 407)

churned: stirred with force (p. 407)

muscle power: strength (p. 407)

poll: questions that are asked to find out what most people think about something (p. 407)

contain: include; are made with (p. 407)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

favorite: best-liked (p. 406)

flavors: kinds of tastes (p. 406)

celebrations: parties (p. 406)

ingredients: foods that are put together to make something to eat (p. 407)

cold-storage tank: place where things are kept cold (p. 407)

freezer: very cold place where frozen food is kept (p. 407)

popular: liked by many people (p. 407)

Read the opening paragraph and the "How Ice Cream Is Made" section, stopping after:

p. 407 "7. Finally, the ice cream is packaged."

Ask:

Q *Are the steps written in a way that helps you understand how ice cream is made? Why do you think so? Turn to your partner.*

Have one or two volunteers share their thinking.

> **Students might say:**
>
> "Each step starts on a new line."
>
> "In addition to what [Zoe] said, each step is numbered. First there's Step 1, then Step 2, and it keeps going till the last step, Step 7. That tells you what order the steps are done in."
>
> "In addition to what [Zoe and Dayrl] said, there's just a little information in each step. That helps you understand and remember the information more easily."

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Have the students follow along in their *Student Response Books* as you continue reading. Stop after:

p. 407 "It takes a lot of muscle power to whip up ice cream by hand."

Ask:

Q *What have you found out about ice cream so far? Turn to your partner.*

Have one or two volunteers share their thinking. Have the students follow along as you continue reading to the end of the article.

4 Discuss the Article

Ask and briefly discuss:

Q *What did you find out about ice cream from this article?*

Have a few volunteers share their thinking. Ask:

Q *What is one thing you found out about ice cream that surprised you?*

Have a few volunteers share their thinking.

5 Discuss Captions and a Graph

Direct the students' attention to the photograph and caption on *Student Response Book* page 20 and review that in expository nonfiction, photographs and diagrams often have *captions*, or words that tell what the pictures show. Read the caption on the photograph aloud and explain that the caption "Most people love ice cream" tells in words what the photograph shows—people enjoying ice cream. Read aloud the other caption in the article and briefly discuss its relationship to the photograph it accompanies.

Review the features on the "Text Features" chart and add *captions* to the chart.

Call the students' attention to the graph in the article on *Student Response Book* page 21. Explain that graphs are a way to organize information in a way that allows readers to compare one thing to another. Explain that this graph is called a *bar graph*. Read the title of the graph. Point out that there are three bars on the graph. Each bar shows the number of people who said a particular ice cream flavor was one of their favorites in 2011. Give the students a few moments to look at the graph in pairs.

TEKS 9.D.v
TEKS 9.D.vi
TEKS 9.D.xii
TEKS 9.D.xiii
Student/Teacher Narrative
Step 5
(third paragraph)

Tell the students that you will ask them some questions and they will talk about the questions in pairs. Explain that later you will ask them to share their partners' thinking with the class, so it is important to listen carefully. Ask:

Q *Of the flavors listed, which flavor of ice cream is the most popular? How do you know? Turn to your partner.*

TEKS 9.D.v
TEKS 9.D.vi
TEKS 9.D.xii
TEKS 9.D.xiii
Student/Teacher Activity
Step 5
(fourth paragraph on)

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Have one or two volunteers share their partners' thinking. Ask:

Q *Of the flavors listed, which flavor of ice cream is the least popular? How do you know? Turn to your partner.*

Have one or two volunteers share their partners' thinking. Ask:

Q *Which flavor of ice cream do you like best? Turn to your partner.*

Have one or two volunteers share their partners' thinking.

> **Students might say:**
>
> "My partner says chocolate is the most popular because more than 600 people like chocolate. That's the most votes any of the flavors got."
>
> "My partner says cookies and cream/cookie dough is the least popular because fewer than 500 people voted for that one."
>
> "My partner says her favorite flavor of these three is chocolate, but her favorite flavor of all is strawberry."

Remind the students that graphs are a text feature often found in articles and other kinds of expository nonfiction. Add *graphs* to the "Text Features" chart.

Explain that tomorrow the students will hear another article and look at more text features.

6 Reflect on Working Together Responsibly

Facilitate a brief discussion about how the students worked together responsibly. Ask questions such as:

Q *What did you do to work responsibly with your partner today?*

Q *What did you like about how you worked together today? What problems did you have? How did you try to solve them?*

INDIVIDUALIZED DAILY READING

7 Review Reading Comprehension Strategies and Read Independently

Direct the students' attention to the "Reading Comprehension Strategies" chart and review the strategies on it. Ask the students to notice which strategies they use during IDR today. Tell the students that at the end of IDR you will ask them to share with the class what strategies they used. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Ask each volunteer to tell the title of her text and the author's name, what the text is about, and what strategies she used while reading. Have the students return to their desks and put away their texts.

EXTENSIONS

Make a Graph of Favorite Fruits

Explain that the class will make a graph showing their favorite fruits.

Ask the students to think about apples, oranges, and bananas. Ask them to think about which of these fruits they like best. Without discussion, ask each student to write his choice on a self-stick note. Ask the students who chose "apples" to bring their self-stick notes to the board. Help the students put their self-stick notes in a column to form a "bar" for a bar graph. Follow the same procedure for the other fruit choices. Then, along the bottom, label each bar with the corresponding fruit. Have the students analyze and discuss the data to determine which of the three fruits is the most popular among the students in the class.

Write Captions for Diagrams of Hands

Show the cover of *Butterflies* and remind the students that they heard this book earlier. Show the photograph opposite the title page and read the caption. Review that a caption tells more about what a picture shows and that expository nonfiction texts often have captions to help readers understand the information in the texts. Show the photographs and read the accompanying captions on pages 7, 13, 15, 19, and 23.

Remind the students that they visualized, drew, and labeled diagrams of their hands earlier. Show the students one of the labeled diagrams of the hands they drew earlier. Explain that they will each write a caption on the lines under the diagram to tell the reader what the diagram shows.

Have the students write captions under the diagrams they made on *Student Response Book* page 19. If necessary, model drawing your hand where everyone can see it and writing a caption under it.

Teacher Note

For this activity, you will need the labeled diagrams that the students created on *Student Response Book* page 19 in Week 2, Day 1 (see Step 6). You will also need the book *Butterflies* from Unit 7.

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Day 2 Read-aloud/ Guided Strategy Practice

Materials

- "Giant Pandas" (see page 408)
- *Student Response Book* pages 22–24
- "Text Features" chart from Day 1 and a marker

In this lesson, the students:

- Preview, hear, and discuss an expository nonfiction article
- Use the title, headings, and a map to locate key information
- Identify what they learn from the article
- Answer questions about key details
- Describe how reasons support specific points the author makes in the article
- Read independently for up to 20 minutes

1 Get Ready to Work Together

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that they are noticing when they take responsibility for their behavior and their learning. Without mentioning any of the students' names, offer a few examples of when students in the class worked responsibly. Ask the students to continue to notice when they are being responsible.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

TEKS 10.B.i
Student/Teacher Narrative
Step 2

2 Preview "Giant Pandas" Using the Title and the Headings

Review that yesterday the students read and discussed the article "Ice Cream Mania!" and thought about what they learned from the text features in the article. Today they will read and discuss another article and look at other text features that readers can use to help them make sense of nonfiction.

Explain that the article the students will hear today is about an animal called the giant panda. Have them turn to *Student Response Book* pages 22–23, "Giant Pandas," and explain that this is a copy of the article. Draw their attention to the article's title and headings and point out that these are in bold type so readers can find them easily. Tell the students that an article's title and headings are text features that help readers know what information they might find in an article.

Have the students follow along in their *Student Response Books* as you read the title and the headings aloud. Then ask the students to think quietly about the following question:

Q *After reading the title and the headings, what do you think you might learn from this article?*

Without discussing as a class, have the students turn to *Student Response Book* page 24, "What I Might Learn from 'Giant Pandas.'" Explain that each student will write what he thinks he might learn from the article "Giant Pandas" after reading the title and the headings.

Technology Tip

You might search with the keywords "giant pandas" to find examples of the pandas discussed in this article. Show the students images or a brief video to enhance their understanding.

ELL Note

You might have English Language Learners draw pictures rather than write sentences.

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After the students have had sufficient time to write, have a few volunteers share their thinking.

> **Students might say:**
>
> "The article might give facts about what giant pandas are like."
>
> "It might tell why giant pandas and humans are friends."
>
> "In addition to what [Jack] said, it might tell why giant pandas are in danger."
>
> "I agree with [Rhonda]. Also, it might tell how people are trying to help the pandas."

Add *title* and *headings* to the "Text Features" chart.

Have the students turn back to the article on *Student Response Book* pages 22–23. Draw the students' attention to the map in the article and explain that giant pandas live in China, a country in eastern Asia. Explain that maps give readers more information about important places mentioned in expository nonfiction. Add *maps* to the "Text Features" chart.

Explain that you will read the article aloud, and ask the students to follow along as you read. Explain that you will stop during the reading so partners can talk about the article.

3 Read Aloud

TEKS 10.B.i
Student/Teacher Activity
Step 3

Read "Giant Pandas" (pages 408–409) aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

bamboo: type of plant (p. 408)

nutrients: things in food that help animals live and grow (p. 408)

breed: give birth to babies (p. 409)

conservation groups: people who work together to take care of forests and animals (p. 409)

extinction: disappearing completely; dying out (p. 409)

clearing forests: cutting down trees (p. 409)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

paws: feet (p. 408)

boxing gloves: very large gloves that people wear in the sport of boxing (p. 408)

jaws: bones that open and close the mouth and hold the teeth (p. 408)

shrunk: gotten smaller (p. 409)

spoil: destroy (p. 409)

survive: live (p. 409)

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Read the section titled "Furry Friends," stopping after:

p. 408 ". . . all the nutrients they need."

Ask:

Q *What have you found out about giant pandas so far? Turn to your partner.*

Have one or two volunteers share their thinking. Read the "Pandas in Danger" section, stopping after:

p. 409 "What can we do to help them?"

Ask:

Q *The author says that pandas are considered a vulnerable species. What reasons does the author give to support that statement? Turn to your partner.*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "One reason the author gives is that people have hunted pandas for many years."
>
> "Another reason is that the forests where the pandas live has shrunk."
>
> "In addition to what [Jamie] said, people have cut down the trees to build new farms and roads."
>
> "I agree with what the others said, and also when pandas don't have a safe place to live it's hard for them to have babies."

Have the students follow along in their *Student Response Books* as you continue reading to the end of the section titled "Chances of Survival." Do not read the "Can We Save Them?" text box.

4 Discuss the Article

Ask and briefly discuss:

Q *What did you learn about giant pandas from this article?*

Q *What is one thing you learned about giant pandas that surprised you?*

Have the students work in pairs to look at the pictures and read the captions in the article. After they have had sufficient time to do so, ask:

Q *What new information did you learn from reading the captions?*

Have a few volunteers share their thinking.

5 Read and Discuss the "Can We Save Them?" Text Box

Direct the students' attention to the text box in the article on *Student Response Book* page 23. Remind the students that text boxes such as this one often give readers more information by telling a story or listing more facts about a topic. Have the students follow along as you read the text box aloud.

Facilitation Tip

Reflect on your experience over the past three weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to try this practice and reflect on the students' responses as you facilitate class discussions in the future.

ELL Note

You may want to read the captions to your English Language Learners.

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Tell the students that you will ask them a question and they will talk about it in pairs. Explain that later you will ask them to share their partners' thinking with the class, so it is important to listen carefully.

Q *What new information did you learn from reading the text box? Turn to your partner.*

Have a few volunteers share their partners' thinking. Explain that tomorrow the students will look at a different kind of expository nonfiction and talk about it in pairs and as a class.

6 Reflect on Working Responsibly

Ask and briefly discuss as a class:

Q *How did you work responsibly today? Why is that important to do?*

INDIVIDUALIZED DAILY READING

7 Read Independently and Discuss Text Features with Partners

Ask the students to think as they read about what text features they notice in their texts and what they are learning from the features. Tell the students that at the end of IDR you will ask them to share with a partner what they noticed and learned. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have students share with their partners what they noticed and learned. Have a few volunteers share their reading with the class. Ask each volunteer to say the title of his text and the author's name, what the text is about, a text feature his text includes, and what the feature helped him learn. Have the students return to their desks and put away their texts.

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Technology Tip

Prior to doing this activity, locate an animal expert or organization to which you can e-mail the students' questions about giant pandas. You might search online using the keywords "ask a zookeeper" or "ask the zoo." Alternatively, you might contact a local zoo to see if a zookeeper on staff would be willing to correspond with your class via e-mail or your class blog. For more information about setting up and maintaining a class blog, view the "Using Blogs in the Classroom" tutorial (AV45).

TECHNOLOGY EXTENSION

Ask an Expert About Giant Pandas

Show "Giant Pandas" on pages 408–409 and review that the students heard this article earlier. Explain that you will reread the article and that as you read, you would like the students to think about what they still wonder about giant pandas. Read the article aloud slowly and clearly. Stop after each section and ask:

Q *What are you still wondering about giant pandas?*

As the students respond, jot down the students' questions on a piece of scratch paper.

Tell the students that as a class they will try to find answers to some of their questions by sending an e-mail to an animal expert. Have the students help you write an e-mail or fill out the information request form (using your school's contact information) to the organization or person you identified. Share any responses you receive with the students. (Be sure to check your spam e-mail folder to ensure that messages do not get lost.)

Day 3 Read-aloud/ Guided Strategy Practice

Materials

- "Classic Smoothie" (see page 410)
- "The City Zoo" (see page 411)
- *Student Response Book* pages 25–26
- "Text Features" chart from Day 2 and a marker
- "Class Assessment Record" sheet (CA3)
- *Student Response Book*, Reading Journal section
- "Journal Entry" chart (WA3)
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Identify functional texts in the classroom
- Hear and discuss two functional texts
- Identify what they learn from the texts
- Use numbered steps to locate key information
- Describe the connections between a series of steps in a technical procedure
- Read independently for up to 20 minutes and write in their reading journals

1 Review Articles and Introduce Functional Texts

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Review that this week the students have read and discussed the articles "Ice Cream Mania!" and "Giant Pandas" and thought about how text features help readers better understand articles. Explain that today the students will explore another kind of expository nonfiction called *functional text*.

Explain that functional texts help readers do things in everyday life. Some examples of functional texts are street signs, maps, menus, recipes, lists, and game directions.

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ELPS 4.C.ii
Step 1 (discussion questions and "Students might say" examples)

Point out one or two functional texts in the classroom and explain how they are helpful. For example, you might point at the lunch menu and explain that it is helpful because it lets the reader know what will be served for lunch every day. Ask:

Q *What other functional texts do you see in our classroom? How are they helpful? Turn to your partner.*

Have several volunteers point out the functional texts they notice and explain how they are helpful.

> **Students might say:**
>
> "I see the class meeting rules. Having the rules posted reminds us to act on them."
>
> "The name tags on our desks help us learn everyone's names."
>
> "The calendar tells us the months and the days of the week."

Explain that the students will explore two functional texts today.

2 Introduce and Read Aloud "Classic Smoothie"

TEKS 9.F.i
Student/Teacher Narrative
Step 2
(first paragraph)

Have the students turn to *Student Response Book* page 25, "Classic Smoothie." Read the title aloud and explain that these are directions for making a fruit smoothie. (If necessary, explain that a *fruit smoothie* is a "drink made from fruit.") Explain that a set of directions for making something is a type of functional text.

TEKS 9.F.i
Student/Teacher Activity
Step 2
(second paragraph on)

Tell the students that you will read the article aloud, and ask them to follow along as you read. Explain that you will stop during the reading so that partners can talk about the article. Read aloud the introductory paragraph and the "You will need" section slowly and clearly. Then ask and briefly discuss:

Q *What did you find out about making a fruit smoothie from the part I just read?*

Direct the students' attention to the section titled "Here's how to make it" on *Student Response Book* page 25, and then read the section aloud.

Give pairs a few moments to look over the directions together; then ask:

Q *What makes these directions easy to follow? Turn to your partner.*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "The steps are numbered so you know what to do first."
>
> "There is a 'You will need' section that tells you everything you need to make the smoothie."
>
> "The pictures show what you are making."

Teacher Note

Examples of functional texts often found in classrooms are schedules, calendars, charts (such as homework charts, attendance charts, and reading logs), name tags, tickets, labels, receipts, food wrappers, and the directions on the fire extinguisher.

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Ask:

Q *What would happen if you did the steps in a different order? For example, what would happen if you skipped Step 5? Turn to your partner.*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "You wouldn't be able to make the smoothie."
>
> "If you skipped Step 5, you wouldn't be turning on the blender. That's one of the most important steps because it makes the fruit into a drink."
>
> "In addition to what [Mohammed] said, if you skipped Step 5, you could eat the fruit, but you couldn't drink it using the straws."

Point out that the numbered steps are a feature that makes this functional text easy for readers to use. Add *numbered steps* to the "Text Features" chart.

3 Introduce and Read Aloud "The City Zoo"

Explain that the students will look at another kind of functional text. Have them turn to *Student Response Book* page 26, "The City Zoo." Read the title aloud and explain that this functional text provides the reader with information about the city zoo. Point out the headings "Feeding Times" and "Activity Times" and read them aloud. Remind the students that headings tell the reader what information can be found in each section.

Call the students' attention to the "Activity Times" chart, and explain that charts are another way to organize information. Charts make it easier for readers to find the information they need. Point out the column headings "Time" and "Activity" and read them aloud. Explain that column headings tell readers what type of information can be found in each column.

Ask the students to follow along as you read the "Activity Times" chart aloud. Ask the following questions. Circulate and listen as partners discuss.

Q *What information does this chart give you? Turn to your partner.*

Have a few volunteers share their ideas with the class; then ask:

Q *What makes this chart easy to use? Turn to your partner.*

Have a few volunteers share their ideas with the class.

> **Students might say:**
>
> "The chart tells you when each activity begins."
>
> "You can tell the name of each activity and how long it is by looking at the chart."
>
> "The times are in order from earliest to latest."
>
> "Putting each activity in its own box makes it easy to read the chart."

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CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify helpful information found in a functional text?
- Are the students taking responsibility for their behavior and learning?

Record your observations on the "Class Assessment Record" sheet (CA3) on page 105 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If ***all or most students*** are able to identify helpful information found in functional texts, proceed with the lesson and then continue on to Unit 9.
- If ***about half of the students*** or ***only a few students*** are able to identify helpful information found in functional texts, you might wish to repeat Day 3 using alternative functional texts before continuing on to Unit 9. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

Explain that because the city zoo schedule and the instructions for making a fruit smoothie give different information, they are organized in different ways to help the reader make sense of them. Review that the schedule has information organized in a chart, whereas the instructions for making a smoothie have numbered steps. Tell the students that noticing how functional texts are organized helps readers understand and use them more easily.

4 Discuss Working Responsibly

Describe some responsible behaviors you have noticed during partner and class discussions this week. Ask the students to think about how they have interacted responsibly with their partners and other classmates in the past few weeks. Ask and briefly discuss as a class:

Q *What have you done to work in a responsible way? Why is that important?*

Encourage the students to continue taking responsibility for themselves in the weeks ahead.

INDIVIDUALIZED DAILY READING

5 Write in Reading Journals About Text Features

Ask the students to think as they read about what features they notice in their texts and what they are learning from the features. Tell the students that at the end of IDR they will write in their reading journals about the text features. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

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Teacher Note

In Unit 9, the individual student conferences will focus on the students' reading habits and feelings about reading. If you have not met with all of your students to discuss the books they are reading during IDR, you may want to do so before beginning the next unit.

ELL Note

Consider providing your students with limited English proficiency with the prompts "A text feature I found is . . ." and "It helped me learn . . ." to help them write what they learned from text features.

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

Vocabulary Note

Next week you will revisit "Ice Cream Mania!" and "Classic Smoothie" to teach the Week 25 vocabulary lessons.

Teacher Note

For information about wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 404.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Have the students return to their desks and open their *Student Response Books* to the next blank page in the Reading Journal section. Display the "Journal Entry" chart (WA3), and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA3

Journal Entry

Write a journal entry about the text you are reading. Please include:

- The title and the author's name
- What the text is about
- A text feature you noticed
- What the feature helped you learn about the topic of the text

Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class. Have the students put away their materials.

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EXTENSION

Take a School Walk and Create a Functional Text Chart

Take the class on a walk around the school to look for functional texts. Explain that during the walk, you will stop a few times so the students can look around and talk about the functional texts they see. Remind the students how you expect them to behave on the walk.

As you walk around the school, point out a few examples of functional texts that you see. For example, you might point to a poster for a school event or the computer lab schedule.

When you return to the classroom, have partners sit together. Have the students use "Turn to Your Partner" to discuss the functional texts they saw on the walk. As volunteers share with the class, record functional texts they mention on a chart titled "Functional Texts at Our School." Help the students think about the purposes of functional texts by asking follow-up questions such as:

Q *What information does [the lunch menu] give you?*

Q *How does the ["In Case of Emergency" poster] help us?*

WRITING ABOUT READING

Write About a Favorite Book About Backyard Animals

Show the covers of *Snails*, *Insect Detective*, *Butterflies*, and *Spinning Spiders*, and remind the students that they heard these books about backyard animals earlier. Ask:

Q *What do you remember about these books?*

Have a few volunteers share their thinking. Then ask:

Q *Which of these books is your favorite, or which do you like best? Why?*

> **Students might say:**
>
> "I like *Snails* because now when I see snails in my backyard I'll know more about them."
>
> "I like *Butterflies* best because I think butterflies are beautiful."
>
> "My favorite is *Spinning Spiders* because I like creepy crawly animals."

Materials

- *Snails* from Week 1
- *Insect Detective* from Unit 7
- *Butterflies* from Unit 7
- *Spinning Spiders* from Unit 7

Teacher Note

If the students have difficulty remembering the books, page through them and show some of the drawings or photographs. You might also read the tables of contents or indexes aloud.

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Explain that the students will write about which book they like best and why. Explain that the students will not all select the same book, and that is fine. What is important is that they explain their thinking. Ask the students to watch as you think aloud and model writing about which of the books is your favorite.

> **You might say:**
>
> "My favorite of these four books is *Butterflies*. I like it because I learned a lot that I didn't know about butterflies from reading this book. For example, I learned that they have hairs on their feet that help them taste flowers and find food. Because of this book, I am going to pay a lot more attention to butterflies. I'll write: *I like Butterflies best because I learned a lot of new information about butterflies. For example, I learned that they have hairs on their feet that help them taste flowers and find food. Because of this book, I am going to pay a lot more attention to those beautiful backyard insects, butterflies.*"

Have each student write about which book is her favorite and why. If time permits, invite the students to share their writing with the class.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 8. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 110 of the *Assessment Resource Book*.

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Ice Cream Mania!



Most people love ice cream.



Ice cream is one of the world's favorite foods. Why? There are three big reasons:

- There are many different flavors of ice cream.
- Ice cream can be eaten in lots of different ways. You can have it in a cone, a dish, an ice-cream cake, and even a sandwich.
- Ice cream tastes good!

After a healthy meal that includes plenty of veggies, ice cream is a real treat. It is often on the menu at birthday celebrations and other special events.

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How Ice Cream Is Made

Ice cream is a simple food. The main ingredients are milk, sugar, and water. It also has other ingredients to make it smooth and creamy.

But making it in a factory is not a simple process. Here's how it is done:

1. The ingredients are mixed together.
2. The mixture is heated to kill bacteria. Then it is churned to make it smooth.
3. The mixture is moved into a cold-storage tank. It stays there until it is firm.
4. Colors and flavors are added.
5. The ice cream is placed in a freezer. Inside the freezer, it is whipped up to force air into the ice cream to make it soft.
6. For some flavors, nuts or candy are then added.
7. Finally, the ice cream is packaged.

Most people who eat ice cream buy it from a supermarket. Others make their own ice cream at home. With an electric ice-cream maker, the mixture is quickly churned and frozen. Ice cream can also be made the old-fashioned way using a bowl, a whisk or an electric beater, and a freezer. This takes about four hours and a lot of churning. It takes a lot of muscle power to whip up ice cream by hand.



Ice cream is packaged in containers.

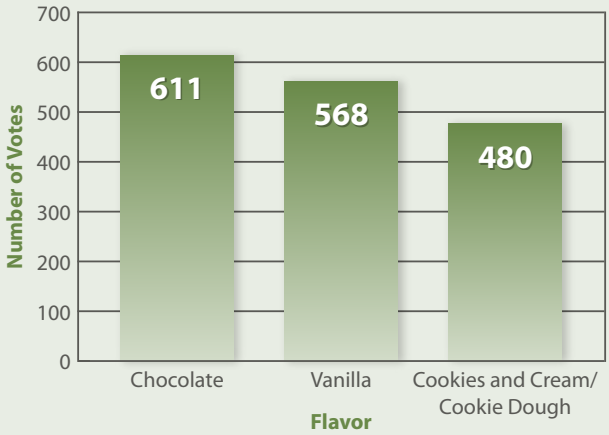
Who Ate All the Ice Cream?

More ice cream is eaten in the United States than in any other country in the world. In fact, Americans eat about 1.7 billion gallons of ice cream each year. Australia comes in second place. New Zealand is third.

The experts say that ice cream is a "sometimes food." This means that it's better to eat ice cream sometimes, rather than all the time. (You'll enjoy it more, too!) Ice cream can be enjoyed after a healthy meal that includes fruits and vegetables.

In a 2011 opinion poll, Americans were asked what ice cream flavors they liked the best. The bar graph below shows their three top choices.

Popular Ice Cream Flavors in the United States



Source: 2011 Harris Poll by Harris Interactive.

Sorbet, Soy, or Rice?

Ice cream isn't the only frozen dessert people love to eat. Another kind is sorbet, which is made from fruit and sugar. Soy ice cream is made from soy milk. Rice ice cream (or rice cream) is made from rice milk. Rice milk is made from brown rice and water.

None of these other desserts contain milk. This means that people who can't have milk can still have a frozen dessert. Sorbet, soy ice cream, and rice ice cream don't taste quite the same as ice cream made from milk. But they're still delicious.

So what's your favorite frozen dessert?

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GIANT PANDAS

FURRY FRIENDS

You may have seen giant pandas at the zoo. You may have seen pictures of them in books. But how much do you know about them? Their heavy bodies are covered in thick black-and-white fur. They have paws as big as boxing gloves. Like people, giant pandas often sit up while eating their food. Their jaws are really strong. And they have flat, wide teeth at the back of their mouths.

The huge paws, big teeth, and strong jaws of giant pandas help them eat bamboo. Bamboo is their favorite food. They eat up to 45 pounds of bamboo shoots each day. That's about the same as eating 270 carrots. That's a lot! But they have to eat that much to get all the nutrients they need.



Pandas are often seen sitting up while eating bamboo.

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Giant pandas live in China, a large country in eastern Asia.

PANDAS IN DANGER

Giant pandas live in the cool, rainy forests of China. Once, thousands and thousands of pandas lived there. But not anymore. Scientists say there are only about 1,800 pandas in the wild today. Why have they disappeared from their natural habitat?

One reason is that people have hunted pandas for many years. They have wanted the pandas' woolly fur to make warm clothing. Also, the pandas' natural habitat has shrunk because people have cut down many trees to build new farms and roads. Without a safe place to live, it is hard for pandas to breed. Today, pandas are considered a vulnerable species. That means they are at risk of becoming endangered if the circumstances threatening them do not improve.

Can We Save Them?

Giant pandas will have the best chance of survival if people:

- Keep panda hunting illegal.
- Increase the amount of protected habitat for pandas.
- Support conservation groups that help pandas.

CHANCES OF SURVIVAL

Many people are trying to help giant pandas survive. Conservation groups are also working hard to save them. In the 1960s, laws were passed in Asia to make it a crime to hunt pandas. Scientists are trying to help pandas, too. They are looking for ways to help them breed in the wild and in zoos.

China has made sure that pandas now have safe places to live. The government has set aside land just for pandas and other endangered animals. It will not let people spoil these new habitats. All these things have helped. But pandas are still in danger. In the past, some people's actions put them at risk of extinction, or disappearing forever. Today, we can all help them survive.



The San Diego Zoo, which had three giant pandas in 2018, studies its pandas to support worldwide conservation efforts.

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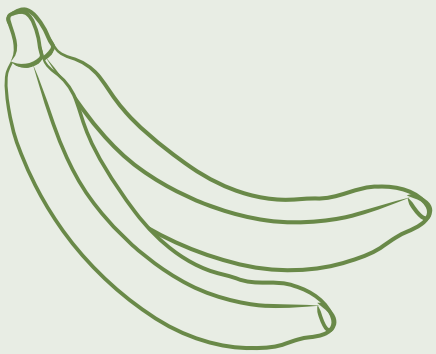
Classic Smoothie

A fruit smoothie is a special treat. It is easy to make, too. You will need to prepare the fruit and put it into the freezer at least 2 hours before you make the smoothie.

You will need:

- Blender
- Knife
- 1 plate
- Drinking glasses
- Straws (optional)
- 1 cup orange juice
- 1 cup fresh strawberries
- 2 fresh bananas



Here's how to make it:

1. At least 2 hours before you want to make the smoothie, wash the strawberries, take out the stems, and cut the strawberries into quarters. Put them on a plate in the freezer.



2. Peel and slice the bananas and put them on a plate in the freezer.



3. When you are ready to make the smoothie, pour the orange juice into a blender.



4. Add the strawberries and bananas.



5. Blend until smooth.



6. Pour into glasses, add straws, and enjoy!



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THE CITY ZOO





WELCOME TO THE CITY ZOO.

We are open every day from 9:30 A.M.–5:30 P.M.

FEEDING TIMES

Time	Animals
11:00 A.M.	Monkeys
12:00 P.M.	Zebras
1:00 P.M.	Giant Pandas
2:00 P.M.	Tigers
3:00 P.M.	Lions
4:00 P.M.	Polar Bears
5:00 P.M.	Chimpanzees

ACTIVITY TIMES

Time	Activity
11:00 A.M.	Spooky Spiders Talk (20 minutes)
12:00 P.M.	Sea Lion Display (10 minutes)
1:00 P.M.	Meet the Giraffes (30 minutes)
2:00 P.M.	World of Birds Talk (15 minutes)
3:00 P.M.	Tiger Tour (30 minutes, except Mondays)
4:00 P.M.	Alligator Show at Jurassic Swamp (10 minutes)

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Unit 9

Determining Important Ideas

EXPOSITORY NONFICTION AND FICTION

During this unit, the students explore important ideas in expository nonfiction and fiction texts. They make inferences to think about what is important, reflecting both on the important ideas in nonfiction and on the important messages and lessons in fiction. They visualize, make text-to-self connections, describe how reasons support specific points in text, and describe the connections between series of events in texts. They informally explore story structure, in particular how the ending concludes the action. During IDR, the students think and write about what is important in their independent reading and continue to confer with the teacher individually about the books they are reading. Socially, they continue to act in fair and caring ways and develop the skill of sharing their partner time. They also practice giving reasons to support their thinking.



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Unit 9 Determining Important Ideas

RESOURCES

Read-alouds

- "The Friendship-fostering Buddy Bench"
- "Hey Joe, How's It Going?"
- "Giant Jellyfish Invasion"
- "Zoos Are Good for Animals"
- "Zoos Are Not Good for Animals"
- *Me First*
- *Erandi's Braids* (also used in Unit 4, Week 2)
- *Big Al*

Writing About Reading Activities

- "Write Opinions About 'Zoos Are Good for Animals' or 'Zoos Are Not Good for Animals'"
- "Write About Important Ideas in *Erandi's Braids*"

Technology Extensions

- "Explore a Zoo Website"
- "Meet the Author: Helen Lester"

Extensions

- "Preview and Read Articles"
- "Think About the Titles Authors Choose"
- "Read and Discuss Opinion Articles"
- "Take a Zoo Field Trip and Write About Observations"

Assessment Resource Book

- Unit 9 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA4

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA4)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducibles

- Unit 9 family letter (BLM1)
- (Optional) "Excerpt from *Erandi's Braids*" (BLM2)

Professional Development Media

- "Social Reflection" (AV14)
- "Responding Neutrally with Interest" (AV22)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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RESOURCES *(continued)*

Student Response Book

- "The Friendship-fostering Buddy Bench"
- "Hey Joe, How's It Going?"
- "Giant Jellyfish Invasion"
- "Zoos Are Good for Animals"
- "Zoos Are Not Good for Animals"
- "An Important Idea the Author Wants Us to Remember About Zoos"
- "An Important Lesson in *Big Al*"
- Reading Log
- Reading Journal

Vocabulary Teaching Guide

- Week 25 ("Ice Cream Mania!"; "Classic Smoothie")
- Week 26 ("Hey Joe, How's It Going?"; "Giant Jellyfish Invasion")
- Week 27 ("Zoos Are Good for Animals")
- Week 28 (*Me First*)

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Unit 9 Determining Important Ideas

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

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GRADE 2 OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Read-aloud/Strategy Lesson:** "The Friendship-fostering Buddy Bench" **Focus:** ▪ Reviewing what they know about nonfiction ▪ Hearing and discussing an expository nonfiction article ▪ Exploring important ideas in the article ▪ Describing the connections between a series of events in the article	**Read-aloud/Guided Strategy Practice:** "Hey Joe, How's It Going?" **Focus:** ▪ Hearing and discussing an expository nonfiction article ▪ Identifying what they learn from the article ▪ Exploring important ideas in the article	**Read-aloud/Guided Strategy Practice:** "Giant Jellyfish Invasion" **Focus:** ▪ Hearing and discussing an expository nonfiction article ▪ Identifying what they learn from the article ▪ Exploring important ideas in the article ▪ Describing how reasons support specific points in the article
Week 2	**Read-aloud/Guided Strategy Practice:** "Zoos Are Good for Animals" **Focus:** ▪ Learning about opinion articles ▪ Hearing and discussing an opinion article ▪ Exploring important ideas in the article ▪ Describing how reasons support specific points in the article	**Read-aloud/Guided Strategy Practice:** "Zoos Are Not Good for Animals" **Focus:** ▪ Hearing and discussing an opinion article ▪ Exploring important ideas in the article ▪ Describing how reasons support specific points in the article	**Read-aloud/Strategy Lesson:** "Zoos Are Good for Animals"; "Zoos Are Not Good for Animals" **Focus:** ▪ Reviewing and discussing two opinion articles ▪ Exploring important ideas in the articles ▪ Describing how reasons support specific points in the articles ▪ Comparing the articles ▪ Writing in their reading journals
Week 3	**Read-aloud:** *Me First* **Focus:** ▪ Hearing and discussing a fiction story ▪ Visualizing to understand and enjoy the story ▪ Making text-to-self connections	**Strategy Lesson:** *Me First* **Focus:** ▪ Hearing a fiction story again to build comprehension ▪ Making inferences to explore the story's message	**Guided Strategy Practice:** *Erandi's Braids* **Focus:** ▪ Reviewing a fiction story from earlier in the year ▪ Hearing and discussing part of the story ▪ Making inferences to explore the story's message
Week 4	**Read-aloud:** *Big Al* **Focus:** ▪ Hearing and discussing a fiction story ▪ Exploring how the story's ending concludes the action	**Guided Strategy Practice:** *Big Al* **Focus:** ▪ Hearing a fiction story again to build comprehension ▪ Making inferences to explore the story's message	**Independent Strategy Practice** **Focus:** ▪ Read independently ▪ Making inferences to explore a story's message ▪ Writing in their reading journals

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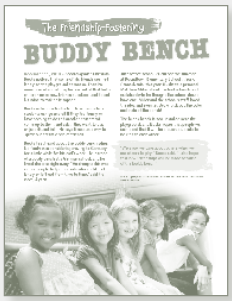
Week 1 OVERVIEW



"The Friendship-fostering Buddy Bench"

(see page 436)

A second-grader creates a special bench at school to encourage new friendships.



"Hey Joe, How's It Going?"

by Jennifer Marino Walters

(see page 437)

This article reports on a recent study about dolphin communication.



"Giant Jellyfish Invasion"

by Ruth A. Musgrave

(see page 438)

Giant jellyfish are swarming in the Sea of Japan. This article describes the phenomenon.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Responding Neutrally with Interest" (AV22)

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Comprehension Focus

- Students explore important ideas in expository nonfiction.
- Students describe how reasons support specific points in text.
- Students describe the connections between a series of events in text.
- Students read independently.

Social Development Focus

- Students act in fair and caring ways.
- Students develop the skill of sharing their partner time in a fair way.
- Students give reasons to support their thinking.

DO AHEAD

✓ Prior to Day 1, consider previewing this unit's read-aloud selections with your English Language Learners before you read them to the whole class. Show illustrations as you read and stop frequently to check for understanding. While previewing the expository nonfiction articles in Weeks 1 and 2, you might show the students pictures or videos of the things mentioned in the articles (such as bottlenose dolphins, a Nomura's jellyfish, and zoos) to support their comprehension.

✓ Make available fiction, narrative nonfiction, and expository nonfiction texts at a variety of levels so that the students can practice determining important ideas during IDR and Independent Strategy Practice throughout the unit.

✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 127 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, prepare to model determining an important idea in a text read independently (see Step 6).
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1); see page 120 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 25 lessons this week.

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Read-aloud/Strategy Lesson Day 1

In this lesson, the students:

- Begin working with new partners
- Hear and discuss an expository nonfiction article
- Explore important ideas in the article
- Describe the connections between a series of events in the article
- Read independently for up to 20 minutes
- Share their partner time in a fair way and give reasons to support their thinking

Materials

- "The Friendship-fostering Buddy Bench" (see page 436)
- "Reading Comprehension Strategies" chart
- *Student Response Book* page 27
- Class set of "IDR Conference Notes" record sheets (CN1)
- *Assessment Resource Book* page 124

ABOUT IMPORTANT IDEAS

The focus in this unit is on determining important ideas, a powerful strategy for helping readers understand and retain what they read. In the *Making Meaning* program, the focus is on helping the students explore the important ideas in a story or an article, rather than identify a single "main idea." The students explore the important ideas and support their opinions with evidence from the text. At times, the students have to infer to determine the important ideas. For more information, see "The Grade 2 Comprehension Strategies" in the Introduction.

In Week 1, the students hear and read three nonfiction articles and explore the important ideas in them. In Week 2, the students explore the important ideas in two opinion articles with contrasting opinions about a single topic. In Weeks 3 and 4, the students explore the important ideas in narrative fiction texts.

1 Pair Students and Get Ready to Work Together

Randomly assign partners and make sure they know each other's names. Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Review that over the past few weeks the students have practiced several social skills: giving reasons for their thinking, taking turns talking and listening, and contributing ideas that are different from other people's ideas. Explain that over the next four weeks, they will continue to focus on giving reasons for their thinking and sharing their partner time in a fair way. Ask:

Q *What are some things you can do today to make sure your new partner feels comfortable sharing?*

TEKS 6.G.i
Student/Teacher Narrative
Step 1

Teacher Note

During this week's lessons, observe the students as they interact with one another and take note of responsible behaviors you see. You will share your observations with the students throughout the week.

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Have a few students share their thinking.

> **Students might say:**
>
> "I can let my partner finish talking before I start talking."
>
> "I'll give my partner time to think before talking."
>
> "I can look at my partner when she's talking. Then she'll know I'm listening."

Briefly refer to the "Reading Comprehension Strategies" chart and remind the students that they have been learning various strategies to help them enjoy and understand what they read. Explain that thinking about what is important is another strategy that readers use. Explain that when authors write articles and stories, there are things they really want readers to learn and remember. Those are the important ideas.

Tell the students that in this unit they will hear articles and stories and use the comprehension strategies they know to explore the important ideas in what they hear and read.

2 Review Nonfiction

Review that over the past few weeks the students have heard nonfiction books and articles about people, animals, and things. They have used text features and talked about what they learned and what they wondered. Ask:

Q *What do you know about nonfiction?*

> **Students might say:**
>
> "Nonfiction is about things that really happened."
>
> "Nonfiction is true. Fiction stories are made-up."
>
> "A nonfiction book might have a glossary or diagrams."
>
> "Nonfiction has facts and interesting information."

If necessary, review that nonfiction gives true information about real things.

Explain that today the students will listen to an article from a website and then think about the topic of the article and the important information in it. Remind the students that *articles* are "short pieces of nonfiction writing that appear in newspapers and magazines and on websites." Point out that an article can also give the writer's opinion about a topic.

Teacher Note

You may want to show examples of articles in magazines such as *Ranger Rick*, *TIME For Kids*, *Scholastic News*, and *Weekly Reader*.

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3 Introduce "The Friendship-fostering Buddy Bench"

Have the students turn to *Student Response Book* page 27, "The Friendship-fostering Buddy Bench," and explain that this is a copy of the article you will be reading. Read the title aloud and explain that *fostering* something means "helping something happen or grow." Ask:

Q *What do you think the article "The Friendship-fostering Buddy Bench" might be about?*

> **Students might say:**
>
> "I think the article might be about a bench that's for buddies."
>
> "It might also be about making new friends."
>
> "I agree with [Taylor]. I think it might be about a bench that helps people be friends."

Explain that you will read the article twice and that you would like the students to follow along as you read. During the first reading, you will stop to have the students discuss what the article is about. During the second reading, you will stop to have them talk about what they think is important in the article.

Teacher Note

If necessary, remind the students to use these discussion prompts during class discussions and when talking with their partners:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

4 Read Aloud

Read "The Friendship-fostering Buddy Bench" aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

initiated: started

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

set his mind: decided

considering: thinking about

Read the first two paragraphs and stop after:

p. 436 "He says it acts as a way to 'grow our dream circle of friends.'"

Ask:

Q *What does the title "The Friendship-fostering Buddy Bench" mean?*

Have a few volunteers share their thinking with the class. Then read the next two paragraphs. Stop after:

p. 436 "Miller and the school's staff loved the idea and even let Bucks pick out the color and style of the bench!"

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ELPS 4.F.vi
ELPS 4.F.x
Steps 4–7 and IDR Conference Note on page 426

Ask:

Q *What did you learn in the part I just read?*

Have a few volunteers share their thinking.

Tell the students that you will ask them a question and they will talk about the question in pairs. Explain that later you will ask them to share their partners' thinking with the class, so it is important for them to listen carefully. Reread the last sentence before the stop and then continue reading to the end of the article. Ask:

Q *What did you learn in the part I just read? Turn to your partner.*

Have one or two volunteers share what their partners said with the class.

5 Reread the Article and Discuss Important Ideas

Ask:

Q *If someone asked you what this article is about, what would you tell him or her?*

Have a few volunteers share their thinking with the class. Explain that you will reread the article and the students will discuss what is important to know in different parts of the article.

Reread the first two paragraphs and stop after:

p. 436 "He says it acts as a way to 'grow our dream circle of friends.'"

Use "Think, Pair, Share" to discuss:

Q *What is the most important thing to remember from the part you just heard?* [pause] *Turn to your partner.*

Invite a few volunteers to share their thinking with the class.

> **Students might say:**
>
> "The most important thing is that Christian decided to make a buddy bench."
>
> "I think the most important thing is that he wanted to help kids make friends."

Reread the next two paragraphs and stop after:

p. 436 "Miller and the school's staff loved the idea and even let Bucks pick out the color and style of the bench!"

Use "Think, Pair, Share" to discuss:

Q *Where did Christian Bucks get the idea for the buddy bench?* [pause] *Turn to your partner.*

Facilitation Tip

During this unit, we invite you to continue to practice **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Try responding neutrally by nodding, asking them to say more about their thinking, or asking other students to respond. If you have not yet had a chance to do so, you might wish to view "Responding Neutrally with Interest" (AV22).

Teacher Note

If the students have difficulty identifying the important ideas, you might support them by asking:

Q *What does the author really want us to remember from this part of the article?*

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Have a few students share their thinking. Then use "Think, Pair, Share" to discuss:

Q *After he had the idea, what did Christian do to help his school get a buddy bench?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "Christian got the idea from another school."
>
> "He learned about the buddy bench at a German school."
>
> "Christian talked to his school principal about the idea of a buddy bench."
>
> "He told the principal why he thought the school needed a buddy bench."

Reread the last sentence before the stop and continue reading to the end of the article. Use "Think, Pair, Share" to discuss:

Q *How does Christian Bucks think a buddy bench can help students?* [pause] *Turn to your partner.*

Invite a few volunteers to share their thinking.

> **Students might say:**
>
> "He thinks the buddy bench can help students be kind to each other."
>
> "He thinks it can help students be friends."
>
> "He thinks it can help students to ask each other to play."

6 Review Thinking About Important Ideas and Reflect on Working Together

Review that in today's lesson, the students listened to an article and thought about what they learned and what was important in the article. Remind them that when authors write articles and stories, there are things they really want readers to learn and remember. Those are the important ideas.

Facilitate a brief discussion about how the students did making their new partners feel comfortable sharing. Ask questions such as:

Q *What did you do today to make sure your new partner felt comfortable sharing?*

Q *What worked well?*

Q *What can we continue to work on to make our partners feel more comfortable sharing?*

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INDIVIDUALIZED DAILY READING

7 Preview Texts and Read Independently

Tell the students that for the next four weeks during IDR they will read fiction and nonfiction texts.

Ask the students to preview their texts and think about what they are wondering and learning as they read. Tell the students that at the end of IDR you will ask them to share with the class what they wondered and learned. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

Periodically, remind the students to use the questions on the "Thinking About My Reading" chart to practice monitoring their own comprehension as they read and to select different books if they decide the ones they are reading are not just right.

IDR CONFERENCE NOTE

Over the next four weeks, confer individually with the students about the texts they are reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share what they read with the class. Ask each volunteer to say the title of her text and the author's name, what the text is about, what she wondered about as she read, and what she learned. Have the students return to their desks and put away their texts.

Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

EXTENSION

Preview and Read Articles

Collect a variety of articles at various reading levels. Have partners sit together and distribute an article to each pair. Have partners preview the article, read the article, and discuss it. Have each pair share the title, author's name, and what their article is about with another pair, small group, or the class.

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Read-aloud/ Guided Strategy Practice

Day 2

In this lesson, the students:

- Hear and discuss an expository nonfiction article
- Identify what they learn from the article
- Explore important ideas in the article
- Read independently for up to 20 minutes
- Share their partner time in a fair way
- Give reasons to support their thinking

Materials

- "Hey Joe, How's It Going?" (see page 437)
- *Student Response Book* page 28

1 Get Ready to Work Together

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind the students that in the last lesson they listened to an article and talked about the important ideas in it.

Explain that today they will hear another article and discuss the important ideas in pairs and with the class. At the end of the lesson, you will ask them to report how they did sharing their partner time in a fair way and giving reasons for their thinking.

2 Introduce "Hey Joe, How's It Going?"

Have the students turn to *Student Response Book* page 28, "Hey Joe, How's It Going?" and explain that this is a copy of the article you will be reading. Read the title and the author's name aloud. Tell the students that this article gives facts about dolphins and the sounds they make to communicate (talk to each other).

Explain that you will read "Hey Joe, How's It Going?" twice and that you would like the students to follow along as you read. During the first reading, you will stop to have them discuss what they are learning. During the second reading, you will stop to have them talk about the important ideas in the article.

Technology Tip

You might search online with the keywords "dolphin whistle video" to find examples of dolphins whistling underwater. Consider showing a brief video to the students to enhance their understanding of the article.

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3 Read Aloud

Read "Hey Joe, How's It Going?" aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

signature whistle: special whistle that belongs to a particular dolphin
underwater speaker: machine that can play sounds underwater
responded to: answered

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

communicate: talk to each other
open the door: (idiom) begin thinking about this

Read the first two paragraphs and stop after:

p. 437 ". . . it often repeats the whistle back, as if to say, 'Yes, I'm here!'"

Ask:

Q *What have you learned so far? Turn to your partner.*

Have a few volunteers share their thinking with the class. Reread the last sentence before the stop. Then read the heading "What's in a Name?" and the next paragraph. Stop after:

p. 437 "Researchers then created computerized versions of the whistles that they could play back to the dolphins."

Ask:

Q *When the scientists followed the wild dolphins, what did they do? Why did they do that?*

Have a few volunteers share their thinking with the class. Reread the last sentence before the stop and then continue reading the next two paragraphs. Stop after:

p. 437 ". . . they also use another dolphin's signature whistle to call out to them, the same way humans call each other's names."

Ask:

Q *What have you learned in this part of the article? Turn to your partner.*

Have a few volunteers share their thinking. Reread the last sentence before the stop and then continue reading to the end of the article. Ask:

Q *"Hey Joe, How's It Going?" is the title of this article. Why do you think the author gave the article this title?*

Invite a few students to share their thinking.

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4 Reread and Discuss Important Ideas

TEKS 6.G.i
Student/Teacher Activity
Step 4

Explain that you will reread the article and the students will discuss what is important to know in different parts of the article. Reread the first two paragraphs of "Hey Joe, How's It Going?" slowly and clearly. Stop after:

p. 437 ". . . it often repeats the whistle back, as if to say, 'Yes, I'm here!'"

Use "Think, Pair, Share" to discuss:

Q *What is an important thing to remember from the part you just heard?* [pause] *Turn to your partner.*

Invite a few volunteers to share their thinking.

> **Students might say:**
>
> "One important idea is that dolphins use whistles to talk to each other."
>
> "I think another important idea is that each dolphin has its own special whistle."
>
> "Also, it's important to know that the whistles are like names."

Reread the last sentence before the stop. Then read the heading "What's in a Name?" and the next three paragraphs. Stop after:

p. 437 ". . . they also use another dolphin's signature whistle to call out to them, the same way humans call each other's names."

Use "Think, Pair, Share" to discuss:

Q *What is an important thing to remember from the part you just heard?* [pause] *Turn to your partner.*

Invite a few volunteers to share their thinking.

> **Students might say:**
>
> "One important thing is that dolphins recognize their own whistles, like knowing your own name when you hear it."
>
> "Another important thing is that they recognize their friends' whistles, too."
>
> "It's important to know that the dolphins use other dolphins' whistles to call out to them, like how people call each other's names."

Reread the last sentence before the stop and then continue reading to the end of the article. Use "Think, Pair, Share" to discuss:

Q *What is an important thing to remember from the part you just heard?* [pause] *Turn to your partner.*

Invite a few volunteers to share their thinking.

Teacher Note

If the students have difficulty identifying important ideas, reread a section of the article and model thinking aloud about an important idea. For example: "What does the author really want me to remember in this first part? What's important for me to know? I think one important idea is that each dolphin has a unique whistle. The article says that the whistles are 'one of a kind' for each dolphin, like a person's name."

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Students might say:

"One important thing to know is that other animals might also use sounds to name themselves."

"In addition to what [Jon] said, now scientists want to study this in other animals, too."

Ask and briefly discuss:

Q *If someone asked you what this article is about, what would you tell him or her? Explain why you would say that.*

Invite a few students to share their thoughts. Remind them to give reasons for their thinking. Explain that in the next lesson, partners will work together to read and discuss another article.

5 Reflect on Working Together

Facilitate a brief discussion about how the students did giving reasons to support their thinking and sharing their partner time fairly. Ask questions such as:

Q *How did you do giving reasons to support your thinking today?*

Q *What did you do today to make sure your partner felt comfortable sharing?*

INDIVIDUALIZED DAILY READING

6 Read Independently and Visualize

Remind the students that for the next four weeks during IDR they will read fiction and nonfiction texts.

Ask the students to think about what they picture in their minds as they read their texts. Emphasize that even if their books have pictures, you want them to imagine, or picture, what the words mean. Tell the students that at the end of IDR you will ask them to share their mental images with the class. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

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Signal to let the students know when it is time to stop reading. Have a few volunteers share what they read with the class. Ask each student to share the title of his text and the author's name, the topic of the text, what mental images he created while reading, and which words helped him to make his mental images. Have the students return to their desks and put away their texts.

Read-aloud/ Guided Strategy Practice

Day 3

In this lesson, the students:

- Hear and discuss an expository nonfiction article
- Identify what they learn from the article
- Explore important ideas in the article
- Describe how reasons support specific points in the article
- Read independently for up to 20 minutes
- Share their partner time in a fair way and give reasons to support their thinking

Materials

- "Giant Jellyfish Invasion" (see page 438)
- *Student Response Book* page 29
- "Class Assessment Record" sheet (CA1)

1 Review the Week

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Review that in the previous lesson the students listened to an article about dolphins and determined the important ideas in it. Explain that today they will hear another article and practice thinking about what is important to remember from it. Remind the students to continue to focus on giving reasons for their thinking and sharing their partner time in a fair way.

2 Introduce "Giant Jellyfish Invasion"

Have the students turn to *Student Response Book* page 29, "Giant Jellyfish Invasion," and explain that this is a copy of the article you will be reading. Read the title and the author's name aloud. Briefly explain that jellyfish live in the ocean and that an *invasion* is when "a large number of living things come to a place and take it over."

Explain that you will read "Giant Jellyfish Invasion" twice and that you would like the students to follow along as you read. During the first reading, you will stop to have the students discuss what they are learning. During the second reading, you will stop to have them talk about the important ideas in the article.

Technology Tip

You might search using the keywords "Nomura's jellyfish" to find examples of the jellyfish discussed in this article. Show the students images or a brief video to enhance their understanding.

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3 Read Aloud

Read "Giant Jellyfish Invasion" aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

swarming: crowding together in one place
under siege: being trapped and attacked from all sides
slime: cover with sticky liquid
jellyfish breeding ground: place for jellyfish to be born and grow
theory: idea
overfishing: people catching too many fish
competition for food: having to fight other fish who also want the food
turn the catastrophe into cash: make money from this very big problem

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

aliens: creatures from another planet
blobs: soft, wet shapes that are often round
occasionally: sometimes
drift: move
make a living: earn money so they can live
traffic jam: problem that happens when too many things are crowded into a place
chow down: eat

Read the first two paragraphs aloud. Stop after:

p. 438 "And local fishermen are feeling as if they are under siege."

Ask:

Q *What have you learned so far?*

Have a few volunteers share their thinking with the class. Reread the last sentence before the stop and then read the next paragraph. Stop after:

p. 438 "The jellies crush, slime, and poison valuable fish in the nets, such as the tuna and salmon that the fishermen rely on to make a living."

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Ask:

Q *What have you learned in the part I just read?*

Have a few volunteers share their thinking. Reread the last sentence before the stop and then read the next paragraph. Stop after:

p. 438 "Peanut butter and jellyfish, anyone?"

Ask:

Q *What are the possible reasons the author gives for why there are so many jellyfish?*

Have a few volunteers share their thinking. Then read the heading "Fast Facts" and the bulleted text below it.

4 Reread and Discuss Important Ideas

TEKS 6.G.i
TEKS 9.D.i
TEKS 9.D.viii
Student/Teacher Activity
Step 4

Tell the students that you will reread the article and this time you would like them to think about what are the important ideas in the article. Before rereading, ask:

Q *If a friend asked you what "Giant Jellyfish Invasion" is about, what would you tell him or her?*

Have a few volunteers share their thinking with the class.

Begin rereading the article and continue through the third paragraph. Stop after:

p. 438 "The jellies crush, slime, and poison valuable fish in the nets, such as the tuna and salmon that the fishermen rely on to make a living."

Use "Think, Pair, Share" to discuss:

Q *What are one or two things the author really wants you to remember?* [pause] *Turn to your partner.*

Invite a few volunteers to share their thinking. Reread the last sentence before the stop and then continue reading to the end of the article.

Use "Think, Pair, Share" to discuss:

Q *What do you think is really important to remember from the part I just read?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking.

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CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify what is important to remember or know about the articles they heard?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 120 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If ***all or most students*** are able to identify what is important to remember or know, proceed with the lesson and continue on to Week 2.
- If ***about half of the students*** are able to identify what is important to remember or know, proceed with the lesson and plan to check in with students who are not identifying important ideas during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:
  - **Q** *What is important to know about [turtles]?*
  - **Q** *What is something the author really wants you to remember about [turtles]?*
  - **Q** *If a friend asked you what this [book/article] is about, what would you tell him or her?*
- If ***only a few students*** are able to identify what is important to remember or know, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative text before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

5 Reflect on Working Together

Facilitate a brief discussion about how partners worked together. Ask:

Q *How did you do today sharing your partner time in a fair way?*

Explain that next week the students will have more chances to talk in pairs and with the class about important ideas in articles.

INDIVIDUALIZED DAILY READING

6 Read Independently and Discuss Important Ideas as a Class

Ask the students to think as they read about what are the important things to remember in their texts. Tell the students that at the end of IDR you will ask them to share their thinking with the class. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Model saying the title, the author's name, and the topic of a text; determining an important idea in it; and giving a reason why you think the idea is important.

> **You might say:**
>
> "I read a book titled *POP! A Book About Bubbles* by Kimberly Brubaker Bradley. It gives a lot of information about bubbles. One important thing I think I need to remember from the book is that bubbles are always round. I think that's important because it's a scientific fact. Bubbles can be lots of different sizes but they are always, always round."

Have a few volunteers share what they read. Have each student say the title of her book or article, the author's name, the topic of the text, and what is an important thing to remember in it. Invite the students to explain their thinking and give reasons. Have the students return to their desks and put away their texts.

EXTENSION

Think About the Titles Authors Choose

Point out that sometimes authors use unusual or funny titles, like "Hey Joe, How's It Going?" to attract readers' attention and make them curious about an article. At other times, they use titles that tell exactly what the article will be about, like "Giant Jellyfish Invasion" or "The Friendship-fostering Buddy Bench." Ask:

Q *Do you think "Giant Jellyfish Invasion" is a good title for the article you heard today? Why or why not?*

Q *What do you think of "Hey Joe, How's It Going?" as the title for the article about dolphin whistles? Explain your thinking.*

Vocabulary Note

Next week you will revisit "Hey Joe, How's It Going?" and "Giant Jellyfish Invasion" to teach the Week 26 vocabulary lessons.

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The Friendship-fostering BUDDY BENCH

December 11, 2013 – Second-grader Christian Bucks noticed that some of his friends seemed lonely on the playground at recess. Then he remembered something he learned of that helps children make new friends at school, and he set his mind to making it happen.

Bucks initiated a buddy bench: a place where students can go and sit if they feel lonely or have nothing to do and another student will come up to them and ask if they want to play or just sit and talk. He says it acts as a way to "grow our dream circle of friends."

Bucks first heard about the buddy bench when his family was considering moving to Germany for a little while for his dad's work. He learned of a buddy bench at a German school, and he loved the idea right away. "He thought this was a great way to help other kids who might feel lonely or left out from time to time," said his mom, Alyson.

Just before school let out for the summer at Roundtown Elementary School in York, Pennsylvania, this year, Bucks told principal Matthew Miller about the buddy bench and explained why he thought the school should have one. Miller and the school's staff loved the idea and even let Bucks pick out the color and style of the bench!

The buddy bench is now installed near the playground, and Bucks hopes that people will use it and that it will help teach students to be kind to each other.

"We show we care about others when we ask others to play," Bucks said. "I also hope that new friendships will be made because of the buddy bench."

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Hey Joe,

How's It Going?

By Jennifer Marino Walters

Bottlenose dolphins are known for the high-pitched whistles they make to communicate. But what are they saying? Scientists now think some of those whistles might actually be unique (one of a kind) names for themselves and other dolphins.

Scientists already knew from past studies that each dolphin has a "signature whistle" it uses when it's in a group, and that dolphins respond to the whistles of other dolphins they know. A recent study suggests that when a dolphin hears the sound of its own whistle—whether recorded or copied by another dolphin—it often repeats the whistle back, as if to say, "Yes, I'm here!"

What's in a Name?

The scientists followed a group of wild dolphins off eastern Scotland for four months and recorded their signature whistles. Researchers then created computerized versions of the whistles that they could play back to the dolphins.

The scientists then played the whistles using an underwater speaker. In most cases, the dolphins responded to their own signature whistles by whistling them back, often immediately. The dolphins responded a little bit to recordings of other dolphins from the same group but didn't respond at all to unfamiliar dolphins from a different group.

The findings suggest that not only do dolphins recognize a familiar dolphin's signature whistle, but they also use another dolphin's signature whistle to call out to them, the same way humans call each others' names.

This is the first study testing wild dolphins' responses to signature whistles. It brings up the question of how common it is for animals to use whistles or other sounds to "name," or identify, themselves. Past studies have suggested that parrots, for instance, may engage in similar naming behaviors.

Stephanie King, the study's lead scientist, says, "I think we can really open the door now and look at this in more animals."



A recent study suggests that dolphins call each other by name.

"Hey Joe, How's It Going?" by Jennifer Marino Walters from *Scholastic News*, November 15, 2013 issue.
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GIANT JELLYFISH INVASION

Ruth A. Musgrave



A diver attaches a sensor to a Nomura's jellyfish. It will transmit the animal's location and other information.

Are aliens attacking the Sea of Japan? Not exactly. But these gigantic blobs are unwelcome visitors from another place. Called Nomura's jellyfish, the wiggly, pinkish giants can weigh up to 450 pounds (204 kilograms)—as heavy as a male lion—and they're swarming by the millions.

The supersize sea creatures—normally found off the coasts of China and North and South Korea—occasionally drift east into the Sea of Japan to feed on tiny organisms called plankton. But now one hundred times the usual number of jellyfish are invading Japanese waters. And local fishermen are feeling as if they are under siege.



The arrows show the route of the Nomura's jellyfish.

The fishermen's nets are getting weighed down, or even broken, by hundreds of jellyfish. The jellies crush, slime, and poison valuable fish in the nets, such as the tuna and salmon that the fishermen rely on to make a living.

FAST FACTS

- **Baby Nomura's jellyfish change from the size of a grain of rice to the size of a washing machine in six months or less.**
- **Jellyfish are 95% water.**
- **Jellyfish aren't actually fish; they're invertebrates—animals without backbones.**

No one knows for sure what's causing this jellyfish traffic jam. It's possible that oceans heated by global warming are creating the perfect jellyfish breeding ground. Another theory is that overfishing has decreased the numbers of some fish, which may allow the jellies to chow down without competition for food. For now, all the fishermen can do is design special nets to try to keep the jellies out. Some of them hope to turn the catastrophe into cash by selling jellyfish snacks. Peanut butter and jellyfish, anyone?

"Giant Jellyfish Invasion" by Ruth Musgrave/National Geographic Creative. Reprinted by permission of National Geographic Creative.
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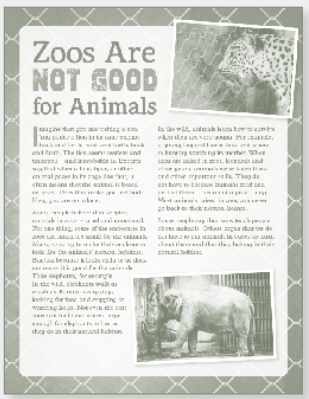
Week 2 OVERVIEW



"Zoos Are Good for Animals"

(see page 457)

In this opinion article, the author argues that zoos help to protect animals.



"Zoos Are Not Good for Animals"

(see page 458)

The author of this opinion article believes that wild animals belong in nature, not in zoos.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students explore important ideas in opinion articles.
- Students describe how reasons support specific points in text.
- Students make text-to-text connections.
- Students read independently.

Social Development Focus

- Students act in fair and caring ways.
- Students develop the skill of sharing their partner time in a fair way.
- Students give reasons to support their thinking.

DO AHEAD

✓ Prior to Day 1, prepare to model determining an important idea in a text read independently (see Step 6).

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2); see page 121 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 26 lessons this week.

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Day 1 Read-aloud/ Guided Strategy Practice

Materials

- "Zoos Are Good for Animals" (see page 457)
- *Student Response Book* page 30

In this lesson, the students:

- Learn about opinion articles
- Hear and discuss an opinion article
- Explore important ideas in the article
- Describe how reasons support specific points in the article
- Read independently for up to 20 minutes
- Share their partner time in a fair way and give reasons to support their thinking

ABOUT OPINION ARTICLES

This week the students will hear and read a pair of opinion articles with contrasting views on the same topic. On Day 1, the students hear the first article read aloud and discuss important ideas in it; on Day 2, they hear and discuss the second article. On Day 3, the students hear both articles again and compare them as they discuss the important ideas in the articles. The students also explore how the authors give reasons to support specific points in the articles.

If you are also using Center for the Collaborative Classroom's *Being a Writer* program, the students explore opinion writing in Unit 7 of that program.

Teacher Note

During this week's lessons, continue to observe the students as they interact with one another and take note of responsible behaviors you see. You will share your observations with the students throughout the week.

1 Get Ready to Work Together

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind them that in the previous week they worked on giving reasons for their thinking and sharing their partner time in a fair way. Tell them that this week they will have more opportunities to practice these things and that you will check in with them later to see how they did.

Teacher Note

If necessary, explain that an *opinion* is "something that a person feels strongly about" and give an example, such as "I really think that people should always wash their hands before eating."

2 Introduce Opinion Articles and "Zoos Are Good for Animals"

Review that in the previous week the students heard nonfiction articles that gave information about particular topics. Tell them that today they will hear a nonfiction article that gives information about a topic and that also includes the author's opinion.

Explain that this type of article is called an *opinion article* and that in an opinion article, the author gives an opinion and then tries to *persuade* the reader, or get the reader to agree with that opinion. The author also gives *reasons*, important ideas that support his or her opinion.

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Have the students turn to *Student Response Book* page 30, "Zoos Are Good for Animals," and explain that this is a copy of the article they will be hearing. Read the title of the opinion article aloud.

Explain that you will read this opinion article twice and that you would like the students to follow along as you read. During the first reading, you will stop to have the students discuss what the article is about. During the second reading, you will stop to have them talk about what they think is important in the article. Briefly remind the students that when authors write articles, there are things they really want readers to learn and remember—those are the important ideas.

3 Read Aloud

Read "Zoos Are Good For Animals" aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

natural instincts: ways of behaving that animals in the wild are born knowing

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

being threatened: in danger

Read the first two paragraphs and stop after:

p. 457 "For example, the zookeepers use toys and games to help tigers develop their natural instincts, such as the instincts needed for hunting."

Ask:

Q *What have you learned so far? Turn to your partner.*

Have a few volunteers share their thinking with the class. Reread the last sentence before the stop and then read the third paragraph. Stop after:

p. 457 "In the last 30 years, zoos working with other conservation groups have helped save black-footed ferrets, California condors, red wolves, and other endangered species."

Ask:

Q *What did you learn in the part I just read? Turn to your partner.*

Have a few volunteers share their thinking. Reread the last sentence before the stop and then read the fourth paragraph. Stop after:

p. 457 "The more we understand our animal friends, the more we can help protect them."

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Tell the students that you will ask them a question and they will talk about the question in pairs. Explain that later you will ask them to share their partners' thinking with the class, so it is important for them to listen carefully.

Q *What did you learn in the part I just read? Turn to your partner.*

Have one or two volunteers share what their partners said with the class. Then reread the last sentence before the stop and continue reading to the end of the article.

4 Reread the Article and Discuss Important Ideas

Explain that you will reread the article and the students will discuss what is important to know in different parts of the article. In particular, ask the students to think about the author's opinion and the reasons that support that opinion.

Reread the title of "Zoos Are Good for Animals" and the first two paragraphs. Stop after:

p. 457 "For example, the zookeepers use toys and games to help tigers develop their natural instincts, such as the instincts needed for hunting."

Use "Think, Pair, Share" to discuss:

Q *How does the author feel about zoos, or what is the author's opinion of zoos? What in the article makes you think so?* [pause] *Turn to your partner.*

Q *In this part of the article, what is one important thing about zoos that the author wants you to remember?* [pause] *Turn to your partner.*

> **Students might say:**
>
> "The author likes zoos."
>
> "I agree with [Deena]. The author's opinion is that zoos are good places for animals."
>
> "The author wants us to know that zoos help animals."
>
> "One important thing the author wants us to remember is that zoos protect animals and take care of them."

Invite a few volunteers to share their ideas. Remind them to give reasons for their thinking. Then reread the next two paragraphs and stop after:

p. 457 "The more we understand our animal friends, the more we can help protect them."

Use "Think, Pair, Share" to discuss:

Q *In this part of the article, what are some important reasons the author gives to support the opinion that zoos are good for animals?* [pause] *Turn to your partner.*

Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead, build the students' intrinsic motivation by responding with genuine curiosity and interest, for example:

- "Interesting—say more about that."
- "What you said makes me curious. I wonder . . . ."
- "Do you agree or disagree with what [Jackson] just said?"

TEKS 9.D.ix
Student/Teacher Narrative Step 4

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Students might say:

"One important reason the author thinks zoos are good is that the animals are safe. Hunters can't get them."

"Another important reason that zoos are good is that they help save endangered animals."

"In addition to what [Moazzam] said, the author wants us to remember that zoos are places where scientists can study animals."

"Zoos share what they learn with other zoos. The author thinks that's good, too."

Have a few volunteers share their thinking. Then read the last sentence before the stop and continue reading to the end of the article.

Ask and briefly discuss:

Q *If someone asked you what this article is about, what would you tell him or her?*

5 Reflect on Working Together

Facilitate a brief discussion about how the students did giving reasons for their thinking and sharing their partner time fairly. Ask:

Q *What did you do today to share your partner time fairly?*

Q *How did you do today giving reasons for your thinking?*

INDIVIDUALIZED DAILY READING

6 Read Independently and Discuss Important Ideas as a Class

Ask the students to think as they read about an idea that the author really wants readers to remember. Tell the students that at the end of IDR you will ask them to share their thinking with the class. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

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Signal to let the students know when it is time to stop reading. Model saying the title, the author's name, and the topic of a text; determining an important idea in it; and giving a reason you think the idea is important.

> **You might say:**
>
> "I read an article titled 'Ice Cream Mania!' I don't see an author's name on the article. 'Ice Cream Mania!' gives facts about how ice cream is made, who eats it, and which flavors people like the most. One important thing I think I need to remember from the article is that ice cream isn't the only popular frozen dessert—there are others that are made without milk. That's important because not everyone can eat foods made from milk, like ice cream."

Have a few volunteers share what they read with the class. Ask each student to share the title of his text and the author's name, the topic of the text, and an idea that he thinks the author really wants readers to remember. Ask the students to explain their thinking and give reasons. Have the students return to their desks and put away their texts.

EXTENSION

Read and Discuss Opinion Articles

Select an opinion article from a magazine, website, or newspaper, and make enough copies for each student to have one. Read the article aloud and have the students follow along as you read. Facilitate a class discussion about the author's opinion and the reasons he or she gives to support it. Invite the students to discuss what they think are the most important ideas in the article and whether they were persuaded to agree with the author's opinion.

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Read-aloud/ Guided Strategy Practice

Day 2

In this lesson, the students:

- Hear and discuss an opinion article
- Explore important ideas in the article
- Describe how reasons support specific points in the article
- Read independently for up to 20 minutes
- Share their partner time in a fair way
- Give reasons to support their thinking

Materials

- "Zoos Are Not Good for Animals" (see page 458)
- *Student Response Book* pages 31–32

1 Review Opinion Articles and Get Ready to Work Together

TEKS 9.D.ii
Student/Teacher Narrative Step 1

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Review that in the last lesson they listened to an opinion article titled "Zoos Are Good for Animals." Ask:

Q *What do you remember about opinion articles? What does an author try to do in an opinion article?*

> **Students might say:**
>
> "An opinion article is an article about something the author really cares about."
>
> "In addition to what [Isaiah] said, the author tries to get the reader to agree with his or her opinion."
>
> "I remember that opinion articles have reasons in them."
>
> "I agree with [Raquel] and also I remember that the reasons support the author's opinion."

If necessary review that in an opinion article, the author states an opinion and then tries to persuade the reader, or get the reader to agree with that opinion. The author also includes reasons—important ideas that support his or her opinion.

Tell the students that today they will hear another opinion article and discuss the important ideas in it. Remind them that at the end of the lesson you will ask them to reflect on how they did using their partner time fairly and giving reasons to support their thinking.

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2 Introduce "Zoos Are Not Good for Animals" and Read Aloud

Have the students turn to *Student Response Book* page 31, "Zoos Are Not Good for Animals," and explain that this is a copy of the article they will be hearing. Read the title aloud and point out that this article is about the same topic as the previous article, zoos, but that this author has a different opinion. Tell the students that you will read the article twice and that you would like them to follow along as you read. During the first reading, you will stop to have the students discuss what they are learning. During the second reading, you will stop to have them discuss the important ideas in the article.

Read "Zoos Are Not Good For Animals" aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

pacing: walking

restless: unable to get comfortable

cruel: mean

enclosures: places where the animals are kept

watering holes: ponds, lakes, or other bodies of water that animals drink from

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

back and forth: one way and then another way

you are not alone: other people feel the same way you do

Read the first two paragraphs and stop after:

p. 458 "Not even the best zoos can build enclosures large enough for elephants to live as they do in their natural habitat."

Ask:

Q *What have you learned so far? Turn to your partner.*

Have a few volunteers share their thinking. Then reread the last sentence before the stop and continue reading to the end of the next paragraph. Stop after:

p. 458 "Most animals raised in zoos can never go back to their natural homes."

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Ask:

Q *What have you learned in this part of the article? Turn to your partner.*

Have a few volunteers share their thinking. Reread the last sentence before the stop and then continue reading to the end of the article.

3 Reread and Discuss the Article and Write About Important Ideas

Explain that you will reread "Zoos Are Not Good for Animals" and then the students will think and write about the important ideas in the article.

Read the article aloud again slowly and clearly. Then use "Think, Pair, Share" to discuss:

Q *What is the author's opinion about zoos?* [pause] *Turn to your partner.*

Invite a few volunteers to share their thoughts.

> **Students might say:**
>
> "The author doesn't like zoos."
>
> "The author thinks that zoos are bad places for animals."
>
> "I agree with [Ruth and Floyd]. The author's opinion is that zoos make animals unhappy."

Ask the students to think quietly to themselves about the following question:

Q *What is an important idea about zoos that the author wants you to remember?*

Without discussing as a class, have the students turn to *Student Response Book* page 32, "An Important Idea the Author Wants Us to Remember About Zoos." Explain that each student will write one thing she thinks is an important idea in the article. Circulate and assist the students as needed.

After the students have finished writing, invite volunteers to read the sentences they wrote in their *Student Response Books* to the class. Be ready to reread parts of the article that support what the students wrote. Then ask and briefly discuss:

Q *What are some other important ideas about zoos in this article? Why do you think so?*

Q *Does the author do a good job giving reasons to support the opinion that zoos are not good for animals? Why or why not?*

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

ELPS 2.I.v
Step 3 and ELL note on page 449

ELL Note

You might support your English Language Learners by writing example sentences where everyone can see them. (For example, you might write: *One important idea is that zoo animals live in enclosures that are too small* or *The author wants us to know that zoo animals don't learn how to feed themselves.*) Alternatively, you might have the students draw pictures to illustrate important ideas rather than writing sentences.

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4 Reflect on Working Together

Facilitate a brief discussion about how the students did giving reasons to support their thinking and sharing their partner time fairly.

INDIVIDUALIZED DAILY READING

5 Read Independently and Discuss Important Ideas with Partners

Ask the students to think as they read about what are the important things to remember in their texts. Tell the students that at the end of IDR you will ask them to share their thinking with a partner. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of her book or article, the author's name, the topic, and something important to remember in it. Have the students return to their desks and put away their texts.

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Read-aloud/Strategy Lesson Day 3

In this lesson, the students:

- Review and discuss two opinion articles
- Explore important ideas in the articles
- Describe how reasons support specific points in the articles
- Compare the articles
- Read independently for up to 20 minutes
- Write in their reading journals

1 Get Ready to Work Together

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Review that this week the students have heard two articles that give different opinions on the same topic. Explain that today they will hear both of these articles again. Then they will compare the articles and discuss the important ideas with their partners and with the class.

2 Review the Opinion Articles

Remind the students that the first opinion article they heard was "Zoos Are Good for Animals." Ask and briefly discuss:

Q *What do you remember about this article? Turn to your partner.*

Q *What is this author's opinion about zoos? Turn to your partner.*

After the students have had a chance to confer in pairs, invite a few volunteers to share with the class. Then remind the students that they also heard the article "Zoos Are Not Good for Animals." Briefly discuss the article, asking the students the same questions as above.

3 Reread "Zoos Are Good for Animals" Aloud and Discuss Important Ideas

Have the students turn to *Student Response Book* page 30, where the article "Zoos Are Good for Animals" is reproduced. Explain that you will reread the opinion article and that you would like the students to follow along. Ask them to think as they follow along about what the author's opinion is and the reasons the author gives to support that opinion. Explain that afterward, partners will work together to underline the author's opinion and the reasons that support it.

Materials

- "Zoos Are Good for Animals" (see page 457)
- "Zoos Are Not Good for Animals" (see page 458)
- "Zoos Are Good for Animals" chart (WA1)
- "Zoos Are Not Good for Animals" chart (WA2)
- *Student Response Book* pages 30–31
- "Class Assessment Record" sheet (CA2)
- *Student Response Book*, Reading Journal section
- "Journal Entry" chart (WA3)

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Read "Zoos Are Good For Animals" aloud. Then have partners work together to underline the author's opinion and the reasons that support that opinion in their *Student Response Books*. Circulate and observe the students as they work.

After the students have finished, signal for their attention. Display the "Zoos Are Good for Animals" chart (WA1) and ask:

Q *What did you underline as the author's opinion?*

Q *What did you underline as reasons that support the author's opinion?*

Use the students' suggestions to underline the author's opinion and supporting reasons on the chart.

4 Reread "Zoos Are Not Good for Animals" Aloud and Discuss Important Ideas

Have the students turn to *Student Response Book* page 31, where the article "Zoos Are Not Good for Animals" is reproduced. Explain that now you will reread this opinion article and that you would like the students to follow along. Remind them to think as they follow along about what this author's opinion is and the reasons the author gives to support that opinion. Afterward, partners will underline the author's opinion and the reasons that support it.

Read "Zoos Are Not Good For Animals" aloud. Then have the students work in pairs to underline the author's opinion and the reasons for that opinion in their *Student Response Books*. Circulate and observe the students as they work, assisting them as needed.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify the author's opinion?
- Are they able to identify the reasons that support the author's opinion?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 121 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If ***all or most students*** are able to identify the author's opinion and the reasons that support it, proceed with the lesson and continue on to Week 3.

(continues)

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CLASS ASSESSMENT NOTE *(continued)*

- If ***about half of the students*** are able to identify the author's opinion and the reasons that support it, proceed with the lesson and plan to check in with students who are not identifying the author's opinion and supporting reasons during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:
  - **Q** *How does the author feel about [California condors]? What is the author's opinion about them?*
  - **Q** *How does the author want the reader to feel about [condors]?*
  - **Q** *Why does the author think that we should [protect the condors]?*
- If ***only a few students*** are able to identify the author's opinion and the reasons that support it, you might give the class additional instruction by repeating Days 1 and 2 of this week using alternative texts before continuing on to Week 3. Resources for alternative texts are suggested in the "Grade 2 Alternative Texts" list. Visit the CCC Learning Hub (ccclearninghub.org) to view the list.

Teacher Note

Look for articles that investigate one side of an issue. You might look for articles that discuss issues such as whether school should be year-round or whether kids should help with chores around the house.

After the students have finished, signal for their attention. Display the "Zoos Are Not Good for Animals" chart (WA2) and ask:

Q *What did you underline as the author's opinion?*

Q *What did you underline as reasons that support the author's opinion?*

Use the students' suggestions to underline the author's opinion and supporting reasons on the chart.

5 Compare the Articles

Review that authors write opinion articles in order to persuade readers, or get readers to agree with them. Ask the students to think about the two opinion articles they have heard about zoos. Use "Think, Pair, Share" to discuss:

Q *Which opinion article do you agree with?* [pause] *Turn to your partner.*

Q *What did the author say that persuaded you?* [pause] *Turn to your partner.*

Invite several volunteers to share with the class.

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INDIVIDUALIZED DAILY READING

6 Write in Reading Journals About Important Ideas

Ask the students to think as they read about what ideas in their texts are important to remember. Tell the students that at the end of IDR they will write about their thinking in their reading journals. Have them read silently for up to 20 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Display the "Journal Entry" chart (WA3), and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA3

Journal Entry

Write a journal entry about the text you are reading. Please include:

- The title and the author's name
- What the text is about
- An idea in the text that you think is important to remember
- Why you think it is important to remember that idea

Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class. Have the students put away their materials.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

Teacher Note

Prior to having the students write, you might wish to model writing about an important idea in a text that the students have heard previously. For example, you might write: *My text is Spinning Spiders by Melvin Berger. This book is all about spiders. One thing in my book that is important to remember is that spiders are not insects—they are arachnids!*

ELL Note

Consider having students with limited English proficiency draw pictures of important ideas and then dictate sentences to you about the ideas.

Vocabulary Note

Next week you will revisit "Zoos Are Good for Animals" and "Zoos Are Not Good for Animals" to teach the Week 27 vocabulary lessons.

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WRITING ABOUT READING

Write Opinions About "Zoos Are Good for Animals" or "Zoos Are Not Good for Animals"

Have the students turn to *Student Response Book* page 30, where the article "Zoos Are Good for Animals" is reproduced. Remind them that they heard this opinion article earlier. Ask:

Q *What do you remember about this opinion article?*

Have a few volunteers share their thinking. After the students have shared, ask:

Q *Do you agree with the author's opinion? Why or why not?*

In the same way, review "Zoos Are Not Good for Animals" on *Student Response Book* page 31.

Tell the students that when they talk about which article they agree with, they are giving an opinion. Explain that people may have different opinions about the same thing and that this is fine, but it is important that they explain their thinking and give reasons for their opinions. Ask the students to watch as you think aloud and model writing an opinion about one of these articles.

> **You might say:**
>
> "After hearing both articles, I found myself agreeing with the opinion that zoos are good for animals. I'll write: *I agree that zoos are good for animals. I think that the author of 'Zoos Are Good for Animals' does a great job of telling how zoos help animals. For example, the author tells about a zoo that has a hospital for sick animals. Also, the author explains that zoos help animals whose habitats are in danger. Some of these animals might disappear if zoos didn't help them!* I'll finish my opinion by writing: *I have always liked zoos. Now, after reading this article, I like them even more. Zoos are definitely good places for animals to live.*"

Have each student write his own opinion about one of the articles. Remind the students to include the title of the article in their writing. If time permits, invite the students to share their opinions with the class.

Materials

- "Zoos Are Good for Animals" (see page 457)
- "Zoos Are Not Good for Animals" (see page 458)
- *Student Response Book* pages 30–31

TEKS 6.E.iii
Student/Teacher Narrative
Writing About Reading
("You might say" example)

TEKS 6.E.iii
Student/Teacher Activity
Writing About Reading
(second discussion question and last paragraph)

EXTENSION

Take a Zoo Field Trip and Write About Observations

Take the students on a field trip to a local zoo. Bring notebooks and pencils for each student. At the zoo, have the students write what they notice about the animals' living conditions. You might also take photos (or have the students take photos) to support the students' notes.

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After the field trip, have the students use their notes to write about what they observed. If photos were taken, make printed copies of the photos available to the students. Encourage the students to include photos that support their observations and to write captions for them. Invite volunteers to share their writing with the class.

TECHNOLOGY EXTENSION

Explore a Zoo Website

Remind the students that they heard opinion articles about zoos earlier. Ask and briefly discuss:

- **Q** *What important ideas about zoos do you remember from the articles?*
- **Q** *After hearing the articles, what is your opinion about animals in zoos?*
- **Q** *What else do you wonder about zoos? What would you like to find out about them?*

Briefly record the students' responses where everyone can see them. Tell the students that they will explore a website for a zoo and then discuss what they learned.

Display your browser page and then go to the website you chose to share with your students. Model navigating the website and read aloud any information that you think the students may find interesting or that answers the questions you recorded. Afterward, discuss questions such as:

- **Q** *What is something interesting you learned about [the San Diego Zoo]?*
- **Q** *Did you hear information that answers any of our questions? What did you hear?*
- **Q** *Did exploring this website change your opinion about animals in zoos? Why or why not?*
- **Q** *If you wanted to find another website about zoos, what keywords might you use to search online?*

Technology Tip

Prior to doing this activity, locate and preview websites for zoos and choose one to share with your students. You might search using the keywords "U.S. zoos." For more information, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

Teacher Note

As you navigate the website, you might point out and read aloud a few of the menus and point out and explain some of the common icons (for example, the home icon, the print icon, the audio and video icons, and the arrow icons for paging forward or backward).

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Zoos Are **Good** for Animals



Lions and tigers and bears—oh my! Just about everyone enjoys a trip to the zoo. But are zoos good for animals? Many people think that they are.

One way that zoos help animals is by caring for them and treating animals that are sick. For example, the Wildlife Health Center at the Bronx Zoo in New York provides care for more than 15,000 animals. The zookeepers at the Bronx Zoo also work with animals to keep their minds and their bodies healthy. For example, the zookeepers use toys and games to help tigers develop their natural instincts, such as the instincts needed for hunting.



Zoos protect animals, too. Animals in zoos are safe from hunters. Zoos are also safe places for animals whose habitats are being threatened. By protecting animals, zoos help endangered species survive. In the last 30 years, zoos working with other conservation groups have helped save black-footed ferrets, California condors, red wolves, and other endangered species.

Zoos are also places where scientists can study animals. Zoos often share information with other zoos and scientists, which helps everyone learn more about the animals. The more we understand our animal friends, the more we can help protect them.

The next time you visit the zoo, say thanks to the zookeepers for making life better for the animals that live there.

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Zoos Are NOT GOOD for Animals



Imagine that you are visiting a zoo. You notice a lion in its cage pacing back and forth, back and forth, back and forth. The lion seems restless and unhappy—and it probably is. Experts say that when a lion, tiger, or other animal paces in its cage like that, it often means that the animal is bored or upset. Does that make you feel bad? If so, you are not alone.

Many people believe that keeping animals in zoos is cruel and unnatural. For one thing, some of the enclosures in zoos are much too small for the animals. Many zoos try to make their enclosures look like the animals' natural habitats. But just because it looks right to us does not mean it is good for the animals. Take elephants, for example. In the wild, elephants walk as much as 30 miles every day, looking for food and stopping at watering holes. Not even the best zoos can build enclosures large enough for elephants to live as they do in their natural habitat.

In the wild, animals learn how to survive when they are very young. For example, a young leopard learns how and where to hunt by watching its mother. When they are raised in zoos, leopards and other young animals never learn these and other important skills. They do not have to because humans feed and protect them. This is not a good thing. Most animals raised in zoos can never go back to their natural homes.

Some people say that zoos teach people about animals. Others argue that we do not have to put animals in cages to learn about them and that they belong in their natural habitat.



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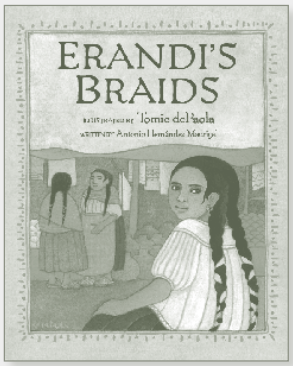
Week 3 OVERVIEW



Me First

by Helen Lester, illustrated by Lynn Munsinger

Pinkerton the pig always manages to be first, until he rushes for a sandwich and gets a surprise.



Erandi's Braids

by Antonio Hernández Madrigal, illustrated by Tomie dePaola

Erandi hopes for a new dress for her birthday. But when her mother finds holes in the family's fishing net, Erandi wonders how they will get the money for the things they need.*

** This book was also used in Unit 4, Week 2.*

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)

Reproducible

- (Optional) "Excerpt from *Erandi's Braids*" (BLM2)

Professional Development Media

- "Social Reflection" (AV14)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students explore important ideas in a fiction story
- Students make inferences to think about what is important in the story.
- Students visualize to make sense of the story.
- Students make text-to-self connections.
- Students read independently.

Social Development Focus

- Students act in fair and caring ways.
- Students develop the skill of sharing their partner time in a fair way.
- Students give reasons to support their thinking.

DO AHEAD

✓ Prior to Day 1, consider reading *Me First* with your English Language Learners before reading the book to the whole class. The play on the words *sandwich* and *Sandwitch* in the book may be challenging for English Language Learners to understand. When you get to the end of page 17, you might write *sandwich* and *Sandwitch* where everyone can see them and explain that "care for a *sandwich*" means "want to have a sandwich to eat" and that "care for a *Sandwitch*" means "do helpful things for a witch who lives in the sand."

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA3); see page 122 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 27 lessons this week.

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Day 1 Read-aloud

Materials

- *Me First*

In this lesson, the students:

- Hear and discuss a story
- Visualize to understand and enjoy the story
- Make text-to-self connections
- Read independently for up to 20 minutes and write in their reading journals
- Share their partner time in a fair way
- Give reasons to support their thinking

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Tell the students that today they will hear and talk about a story. In the next lesson, they will hear the story again and talk about the important ideas in it.

Remind the students that during the past two weeks, they worked on sharing partner time in a fair way. Ask:

Q *What is something you have been doing to share your partner time in a fair way?*

Tell the students that at the end of the lesson you will check in with them to see how they did during partner time and to share what you noticed.

2 Introduce *Me First*

Show the cover of *Me First* and read the title and the names of the author and the illustrator aloud. Ask:

Q *What do you think this story might be about? Turn to your partner.*

Have a few students share their thinking with the class. Ask for a show of hands in answer to the question:

Q *How many of you have ever wanted to be first?*

Tell the students that the story they are about to hear is about a pig named Pinkerton who wants to be first, until he meets with an unpleasant surprise.

3 Read Aloud

Read *Me First* aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 14 and 27.

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Suggested Vocabulary

plump: round or chubby (p. 3)
snouts: noses (p. 3)
trough-a-teria: (invented word) cafeteria (p. 5)
faint: not clear (p. 10)
far in the distance: far away (p. 10)
pricked up: raised (p. 11)
trot: run slowly (p. 11)
smear: thin layer (p. 12)
at a full gallop: running fast (p. 14)
concerning: about (p. 29)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

right smack in front of: as close as possible to (p. 4)
picnic basket: basket used to carry food for a meal outdoors (p. 9; refer to the illustration)
mayo: short for *mayonnaise* (p. 12)
jiggled: shook (p. 16)
taking no notice: paying no attention (p. 18)
a few bends: a few turns on a road or path (p. 18)
tuck me in: put me in bed (p. 23)
scooted: ran (p. 32)

Have the students close their eyes and ask them to visualize as you read pages 3–4 without showing the illustrations. Stop after:

p. 4 " 'Me first!' he cried at story time, settling on his round bottom with his big head right smack in front of the book."

Ask:

Q *How do you picture Pinkerton in your mind? Turn to your partner.*

Have a few volunteers share what they pictured with the class. Then reread from the beginning of the book, showing the illustrations this time. Stop after:

p. 17 " 'I am a Sandwitch, and I live in the sand, and you said you would care for a Sandwitch, so here I am. Care for me.' "

Remind the students to share their partner time fairly. Ask:

Q *What has happened so far in the story? What do you think will happen next? Turn to your partner.*

Without sharing as a class, reread the last two sentences on page 17 and continue reading to the end of the story.

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Facilitation Tip

Continue to practice **responding neutrally with interest** during class discussions by demonstrating genuine interest and curiosity in what the students say and by refraining from overtly praising or criticizing their responses.

Teacher Note

The reflection that appears at the end of many lessons is important to the students' growth as readers and to their social development. We encourage you to spend a few minutes at the end of these lessons helping the students reflect on their work and interactions. For more information, see "Focus on Social/Ethical Development" in the Introduction. To learn more, view "Social Reflection" (AV14).

4 Discuss the Story

Ask and discuss the questions that follow. Be ready to reread passages aloud and show illustrations again to help the students recall what they heard. Remind them to give reasons for their thinking.

Q *What happens in the story?*

Q *Would you want to be friends with Pinkerton? Why or why not?*

5 Reflect on Sharing During Partner Time

Tell the students that you would like them to think about how they have worked with their partners and classmates over the past few weeks. Ask questions such as the following, one at a time, giving the students time to think about each question. Then discuss the questions as a class.

Q *I've noticed that sometimes when I call you back from partner work, both partners have not had a chance to share. Why does that happen?*

Q *What are some things you can do to make sure you share your partner time in a fair way?*

Q *Why is it important to make sure that both partners have time to share?*

Encourage the students to try some of their ideas in the coming days. Plan to check in with them to see how they are doing.

Explain that in the next lesson the students will think about the important ideas in *Me First*.

INDIVIDUALIZED DAILY READING

6 Read Independently and Discuss Important Ideas as a Class

Ask each student to think about something the author really wants readers to remember about the text as she reads. Tell the students that at the end of IDR you will ask them to share their thinking with the class. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

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Signal to let the students know when it is time to stop reading. Have a few volunteers share what they read with the class. Ask each student to share the title of his text and the author's name, the topic of the text, and an idea that he thinks the author really wants readers to remember. Ask the students to explain their thinking and give reasons. Have the students return to their desks and put away their texts.

Strategy Lesson Day 2

In this lesson, the students:

- Hear a fiction story again to build comprehension
- Make inferences to explore the story's message
- Read independently for up to 20 minutes
- Give reasons to support their thinking

Materials

- *Me First*
- *The Three Little Pigs* from Unit 2
- *The Three Little Wolves and the Big Bad Pig* from Unit 2
- "Class Assessment Record" sheet (CA3)

1 Introduce Exploring Important Ideas in Fiction

Gather the class with partners sitting together, facing you. Tell the students that today they will hear *Me First* read aloud again so that they can think about the important ideas in the story.

Tell the students that fiction stories, like articles, contain important things that authors want readers to learn and remember. Show the covers of *The Three Little Pigs* and *The Three Little Wolves and the Big Bad Pig* and remind the students that they heard these stories earlier. Review that the students discussed the important lessons about life found in these stories. Explain that sometimes the author of a story does not tell the reader directly what the important idea or message is—the reader has to use clues in the story to figure it out. Point out that authors often use characters in a story to help readers think about important messages or lessons about life. Explain that in *Me First*, the character Pinkerton has an important lesson to learn.

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2 Reread and Discuss *Me First*

Tell the students that you will reread the story. Ask them to listen for the lesson that Pinkerton needs to learn. Show the cover of *Me First* and read the story aloud slowly and clearly, stopping as described below.

Read pages 3–15 aloud. Stop after:

p. 15 ". . . I guess you *really would* care for a sandwich."

Ask:

Q *What is Pinkerton like in this part of the story? What do you think he needs to learn?*

Explain that you will read the rest of the story. Remind the students to listen for the lesson Pinkerton needs to learn. Reread page 15 and then continue reading to the end of the story.

3 Discuss the Important Ideas in the Story

Remind the students to give reasons for their thinking. Ask:

Q *At the end of the story, what is Pinkerton like? What makes you think that?*

As volunteers share, read aloud passages from the story that support their thinking. Use "Think, Pair, Share" to discuss:



Q *What is an important lesson that Pinkerton learns? Why is this an important idea for everyone to remember?* [pause] *Turn to your partner.*

Invite volunteers to share their thinking with the class.

> **Students might say:**
>
> "Pinkerton learns that being first isn't always the best thing. It's important to remember this because nobody can be first all the time."
>
> "I think Pinkerton learns to be nicer to people. That's important for everyone to remember because the world is better when people are nice to each other."
>
> "Pinkerton learns to stop being pushy. Everyone should remember this because we all need to take turns and be fair."



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify the important lesson Pinkerton learns?
- Are they able to use the text to support their thinking?

(continues)

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CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 122 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If ***all or most students*** are able to identify the important lesson Pinkerton learns, proceed with the lesson and continue on to Day 3.
- If ***about half of the students*** are able to identify the important lesson Pinkerton learns, proceed with the lesson and plan to check in with students who are not identifying important lessons or messages during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:
  - Q *What is this character like at the beginning of the story? What is [he/she] like at the end? Why does [he/she] change?*
  - Q *What is something important this character learns in the story?*
  - Q *What message about [being kind] do you think the author is telling readers?*
- If ***only a few students*** are able to identify the important lesson Pinkerton learns, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative text before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

Briefly review that authors often write stories that have important messages or lessons about life. The reader understands the message or lesson through what the characters in the story say and do. Explain that often the beginning of a story introduces a character and shows what his or her problem is. The end of the story usually shows how the character learns an important lesson and solves the problem.

TEKS 8.C.v
TEKS 8.C.xi
Student/Teacher Narrative
Step 3
(first paragraph after Class Asssessment Note)

Tell the students that they will have more opportunities to think about important ideas, messages, and lessons in other stories.

INDIVIDUALIZED DAILY READING

4 Read Independently and Discuss Important Ideas as a Class

Ask the students to think as they read about the important ideas, messages, or lessons in their texts. Tell the students that at the end of IDR you will ask them to share their thinking with the class. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

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Teacher Note

You might wish to model thinking about an important message or lesson from a fiction story that the students have heard previously. For example, you might say: "*I read the book Sheila Rae, the Brave by Kevin Henkes. It's about Sheila Rae and her little sister, Louise. Sheila Rae calls Louise a scaredy-cat. But one day when Sheila Rae gets lost, Louise becomes the brave one and leads her big sister back home. I think an important lesson in this book is that people may surprise you with what they can do, just like Louise surprises Sheila Rae.*"

Technology Tip

Prior to doing this activity, locate and preview an online interview to share with your students. Search online using the keywords "Helen Lester author interview." An interview with Helen Lester is available on Center for the Collaborative Classroom's website (collaborativeclassroom.org/helen-lester). You might consider reading parts of this interview. For more information, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share what they read with the class. Ask each student to share the title of her text and the author's name, the topic of the text, and an important idea, message, or lesson in it. Have the students return to their desks and put away their texts.

TECHNOLOGY EXTENSION

Meet the Author: Helen Lester

Remind the students that they heard *Me First* by Helen Lester earlier. Ask and briefly discuss:

Q *What do you remember about the book* Me First *by Helen Lester?*

Q *What would you like to find out about Helen Lester?*

Quickly record the students' questions about Helen Lester where everyone can see them. Tell the students that they will hear an interview with this author.

Display your browser page and then go to the online interview you chose to share with your students. Model navigating the website and read aloud the interview. Afterward, discuss questions such as:

Q *What is something interesting you learned about Helen Lester?*

Q *Did you hear information that answers any of our questions? What did you hear?*

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Guided Strategy Practice

Day 3

In this lesson, the students:

- Review a fiction story they heard earlier
- Hear and discuss part of the story
- Make inferences to explore the story's message
- Read independently for up to 20 minutes
- Share their partner time in a fair way and give reasons to support their thinking

Materials

- *Erandi's Braids* from Unit 4
- *Student Response Book*, Reading Journal section

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Remind the students that over the past few weeks they have been focusing on sharing their partner time in a fair way. Ask:

Q *Why is it important for both partners to have time to share their thinking?*

Q *What have you done to make sure that both you and your partner have had time to talk?*

2 Revisit *Erandi's Braids* and Introduce the Excerpt

Explain that today the students will revisit a story they heard earlier in the year. Show the cover of *Erandi's Braids* and read the title and the names of the author and the illustrator aloud. Briefly page through the book, showing the illustrations. Tell the students that you will ask them a question and they will talk about the question in pairs. Explain that later you will ask them to share their partners' thinking with the class, so it is important for them to listen carefully. Then use "Think, Pair, Share" to discuss:

Q *What do you remember about this story?* [pause] *Turn to your partner.*

Have a few volunteers share what their partners said with the class.

> **Students might say:**
>
> "My partner said it's about a girl named Erandi. She has long, beautiful hair."
>
> "My partner said Erandi wants a birthday present, but she knows that her family really needs a new fishing net."
>
> "My partner remembered that Erandi's mom tries to sell her own hair to get money, but the mom's hair isn't long enough. The barber doesn't want it."
>
> "My partner remembered that Erandi decides to sell her own braids."

Teacher Note

In this lesson, the students work with an excerpt from a familiar story to explore important ideas. If necessary, summarize the story and show the illustrations to help the students recall the story.

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Tell the students that today you will read part of the story and that afterward they will discuss the important messages or lessons in it. Explain that in the part they will hear, Erandi has just had her long braids cut off at the barber shop.

3 Read the Excerpt Aloud

Ask the students to listen as you read pages 26–29 of *Erandi's Braids* aloud. Remind them to listen for important messages or lessons in the text.

Read pages 26–29 aloud slowly and clearly. Stop after:

p. 29 "She gave Erandi a big smile, and Erandi had never felt happier."

4 Discuss Important Ideas

Use "Think, Pair, Share" to discuss:

Q *What important message is the author telling us in this part of the story? What in the story makes you think the author is telling us that message?* [pause] *Turn to your partner.*

> **Students might say:**
>
> "I think the message is that it feels good to help. Erandi feels good that the money her mom got for her braids can pay for a new net and the doll she wants, too."
>
> "In addition to what [Jo] said, the book says that Erandi has never felt happier. That's because she knows she did a really good thing."
>
> "Sometimes you have to be brave to do the right thing. Erandi doesn't want to sell her braids, but she does it to help her family."

Invite volunteers to share with the class. Remind them to give reasons for their thinking.

5 Reflect on Working Together

Facilitate a brief discussion about how partners worked together. Ask:

Q *How did you do today sharing your partner time in a fair way?*

Explain that next week the students will continue talking in pairs about important messages and lessons in other stories.

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INDIVIDUALIZED DAILY READING

6 Read Independently and Discuss Important Ideas with Partners

Ask the students to think as they read about the important ideas, messages, or lessons in their texts. Tell the students that at the end of IDR you will ask them to share their thinking with a partner. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of his book or article, the author's name, the topic, and an important idea, message, or lesson in it. Have the students return to their desks and put away their texts.

WRITING ABOUT READING

Write About Important Ideas in *Erandi's Braids*

Show the cover of *Erandi's Braids* and read the title aloud. Remind the students that earlier they heard part of this story and thought about important messages or lessons in it. Explain that today they will each write about an important message or lesson from the story.

Distribute copies of "Excerpt from *Erandi's Braids*" (BLM2). Have the students follow along on their copies as you read the excerpt aloud slowly and clearly. Then ask the students to think again about the question they discussed earlier:

Q *What important message or lesson is the author telling us in this part of the story? What in the story makes you think the author is telling us that message?*

Have a few volunteers share their thinking.

Vocabulary Note

Next week you will revisit *Me First* to teach the Week 28 vocabulary lessons.

Materials

- *Erandi's Braids*
- Copy of "Excerpt from *Erandi's Braids*" (BLM2) for each student

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Excerpt from *Erandi's Braids*" (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself.

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Briefly review that authors often write stories that have important messages or lessons about life. Sometimes the author does not tell readers directly what the message or lesson is. Instead, readers understand the message or lesson in a story through what the characters in the story say and do. Ask the students to watch as you think aloud and model writing about an important message or lesson in this part of *Erandi's Braids*.

> **You might say:**
>
> "In this part of the story, Erandi has just cut off her hair. Now her mother has enough money to buy a new fishing net and a birthday present for Erandi, too. I think that Erandi is very brave to decide to have her hair cut off. That seems like an important lesson in this part of the story: sometimes you have to be brave to do a good thing. I'll write: *I think that one important lesson in Erandi's Braids is that sometimes you have to be brave to do a good thing. Erandi is scared to cut off her hair, but she is brave and does it anyway*. Now I'll explain my thinking: *Cutting off her hair helps her family. Now her mother has money to buy a new fishing net. She also has money to buy Erandi a birthday present*. I'll end with a sentence that tells how the lesson affected me: *The next time I have to be brave, I'll remember what Erandi does in this story.*"

Have the students each write about an important message or lesson in the part of the story you just read. Remind the students to include the title of the story in their writing. If time permits, invite the students to share their writing with the class.

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Week 4 OVERVIEW



Big Al

by Andrew Clements, illustrated by Yoshi

A big, scary-looking fish has trouble making friends because of his appearance, until the day he saves other fish from a fishing net.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA4

Assessment Forms

- "Class Assessment Record" sheet (CA4)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducible

- Unit 9 family letter (BLM1)

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Comprehension Focus

- Students explore important ideas in a fiction story.
- Students make inferences to think about what is important in the story.
- Students informally explore text structure in narrative texts, including character and plot.
- Students read independently.

Social Development Focus

- Students act in fair and caring ways.
- Students develop the skill of sharing their partner time in a fair way.
- Students give reasons to support their thinking.

DO AHEAD

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA4); see page 123 of the *Assessment Resource Book*.

✓ Prior to Day 3, collect fiction stories for the students to use during Independent Strategy Practice.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 28 lessons this week.

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Day 1 Read-aloud

Materials

- *Big Al*
- "Reading Comprehension Strategies" chart and a marker

In this lesson, the students:

- Hear and discuss a fiction story
- Explore how the story's ending concludes the action
- Read independently for up to 20 minutes
- Share their partner time in a fair way
- Give reasons to support their thinking

1 Add to the "Reading Comprehension Strategies" Chart

Gather the class with partners sitting together, facing you. Review that last week they listened to stories and discussed the important ideas, messages, or lessons in them. Remind them that in *Me First*, Pinkerton learns the important lesson that being first is not always the best thing. In *Erandi's Braids*, an important idea is that sometimes you have to be brave in order to do something good.

Refer to the "Reading Comprehension Strategies" chart. Write *determining important ideas* on the chart. Remind the students that stories contain important things that authors want readers to learn and remember. Sometimes the author doesn't tell the reader directly what the important idea or message is—the reader has to use clues in the story to figure it out.

Reading Comprehension Strategies

- making personal connections
- making connections between stories
- visualizing
- making inferences about characters
- wondering
- using text features
- making connections between nonfiction texts
- determining important ideas

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Explain that you will read another story today and the students will continue to think about important ideas. Remind them to think about using their partner time fairly. Tell the students that you will check in with them at the end of the lesson to see how they did working in pairs.

2 Introduce *Big Al*

Show the cover of *Big Al* and read the title and the names of the author and the illustrator aloud. Explain that this is a story about a fish named Al. Ask the students to think about what might happen to Al in the story.

3 Read Aloud

Read *Big Al* aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

seaweed: a kind of plant that grows in the sea (p. 9)
disguise: clothing or covering that hides who you are (p. 9)
darted: moved suddenly and quickly (p. 15)
plowed: kept going (p. 15)
bulged: swelled (p. 18)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:
steered clear: stayed away (p. 11)
in an instant: right away (p. 16)
captured: caught or trapped (p. 21)
fierce-looking: scary and dangerous looking (p. 25)

Read pages 2–15 aloud. Stop after:

p. 15 "Before he could even say 'Excuse me,' they were gone, and he was all alone again, sadder than ever."

Use "Think, Pair, Share" to discuss:

Q *What do you know about Big Al so far?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking with the class.

Students might say:

"He's a really nice fish. But he doesn't have any friends."

"He is very big and scary-looking, so all the other fish are afraid of him."

"He keeps trying to make friends with the other fish, but it isn't working."

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 7 and 21.

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Then ask:

Q *What do you think will happen next? Turn to your partner.*

Without pausing to share as a class, reread the last sentence on page 15. Then continue reading to the end of the story.

Facilitation Tip

Reflect on your experience over the past few weeks **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to try this practice and reflect on students' responses as you facilitate class discussions in the future.

4 Discuss the Story

Discuss the story as a class. Be ready to reread passages aloud and show illustrations again to help the students recall what they heard. Remind them to give reasons for their thinking. Ask questions such as:

Q *What is the problem in this story?*

Q *Why do you think Big Al has trouble making friends?*

Q *What are some things Big Al does to try to be friends with the little fish?*

Q *How is Big Al's problem solved at the end of the story?*

5 Reflect on Partner Work

Facilitate a brief discussion about how the students did sharing their partner time in a fair way. Share any observations you made.

Explain that in the next lesson the students will have a chance to think about the important ideas in *Big Al*.

INDIVIDUALIZED DAILY READING

6 Review Reading Comprehension Strategies and Read Independently

Refer to the "Reading Comprehension Strategies" chart and briefly review the strategies on it. Ask the students to notice which strategies they use during IDR today. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

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Signal to let the students know when it is time to stop reading. Have a few volunteers share what they read with the class. Have each volunteer tell the title of her book, the author's name, what the book is about, and what strategies she used while reading today. Have the students return to their desks and put away their texts.

Guided Strategy Practice Day 2

In this lesson, the students:

- Hear a fiction story read aloud again
- Make inferences to explore the story's message
- Read independently for up to 20 minutes
- Share their partner time in a fair way

1 Review *Big Al*

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Review that authors sometimes use characters' actions to give readers some important ideas to think about. In the previous lesson, the students listened to *Big Al* and thought about what happens in the story. Today, they will hear *Big Al* again and discuss the important ideas in the story. Ask and briefly discuss:

Q *What do you know about Big Al?*

Q *What do you know about the small fish?*

2 Reread and Discuss *Big Al*

Show the cover of *Big Al* and explain that you will reread the story, stopping several times so that the students can talk more about it. Remind the students to think about using their partner time fairly.

Read the story aloud without showing the illustrations, stopping as described below.

Stop after:

p. 12 "When the clouds of sand cleared away, all the other fish were gone."

Ask:

Q *What has happened in the story so far?*

Materials

- *Big Al*
- *Student Response Book* page 33
- "Class Assessment Record" sheet (CA4)

Teacher Note

During today's lesson, observe the students as they interact with one another and take note of responsible behaviors you see. You will share your observations with the students later in the lesson.

Teacher Note

At each stop, you might show the illustration on the page where you have stopped before starting the discussion.

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Have a few students share their thinking. Reread the last sentence on page 12 and continue reading. Stop after:

p. 15 "Before he could even say 'Excuse me,' they were gone, and he was all alone again, sadder than ever."

Use "Think, Pair, Share" to discuss:

Q *What are some words besides* sad *that you could use to describe how Big Al feels in this part of the story?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking with the class. Reread the last sentence and then continue reading. Stop after:

p. 21 "How great to be free, but what a shame that the big fellow had been captured."

Ask:

Q *How do the little fish feel in the part of the story I just read? Turn to your partner.*

Invite a few volunteers to share their thinking. Reread the last sentence on page 21 and then continue reading. Stop after:

p. 23 "Those fishermen took one look at him, and threw him right back into the ocean."

Tell the students that you will ask them a question and they will talk about it in pairs. Explain that later you will ask them to share their partners' thinking with the class, so it is important for them to listen carefully. Ask:

Q *Why do the fishermen throw Big Al back into the ocean? Turn to your partner.*

Have a few volunteers share their partners' thinking with the class. Reread the last sentence on page 23 and then continue reading to the end of the story.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

3 Write About and Share Important Ideas

Ask the students to think quietly to themselves about the following question:

Q *What is an important lesson we can learn from Big Al and the small fish?*

Without discussing as a class, have the students turn to *Student Response Book* page 33, "An Important Lesson in *Big Al*." Explain that each student will write one thing he thinks is an important lesson we can learn from this story. Then the students will share what they wrote with the class.

Circulate and observe, assisting students as needed.

After the students have finished writing, have them read aloud to the class the sentences they wrote in their *Student Response Books*.

Teacher Note

If you notice that a student is struggling, you might ask:

Q *What message about friendship do you think the author is telling readers?*

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CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify an important lesson in the story?

Record your observations on the "Class Assessment Record" sheet (CA4); see page 123 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If ***all or most students*** are able to identify an important lesson in *Big Al*, proceed with the instruction and continue on to Day 3.
- If ***about half of the students*** are able to identify an important lesson in *Big Al*, proceed with the instruction and plan to check in with students who are not identifying important lessons during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:
  - Q *What is this character like at the beginning of the story? What is [he/she] like at the end? Why does [he/she] change?*
  - Q *What message about [sharing] do you think the author is telling readers?*
- If ***only a few students*** are able to identify an important lesson in *Big Al*, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative text before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

4 Reflect on Using Partner Time Fairly

Briefly discuss how partners did using partner time fairly. Share your own observations and encourage the students to continue to think about working together in a fair way.

INDIVIDUALIZED DAILY READING

5 Read Independently and Discuss Important Ideas with Partners

Ask the students to think as they read about the important ideas, messages, or lessons in their texts. Tell the students that at the end of IDR you will ask them to share their thinking with a partner. Have the students get their texts and read silently for up to 20 minutes. After they have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of his book or article, the author's name, the topic, and an important idea, message, or lesson in it. Have the students return to their desks and put away their texts.

Day 3 Independent Strategy Practice

Materials

- Fiction texts for independent reading, collected ahead
- *Student Response Book*, Reading Journal section
- "Journal Entry" chart (WA4)
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Read independently
- Make inferences to explore a story's message
- Write in their reading journals
- Share their partner time in a fair way
- Give reasons to support their thinking

1 Review Thinking About Important Ideas

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind them that this week they thought about the important ideas or lessons in *Big Al* and that they also thought about important lessons in the books they are reading independently during IDR. Ask and briefly discuss:

Q *What important idea or lesson do you remember from* Big Al*?*

> **Students might say:**
>
> "Big Al looks scary, but he's actually nice. I think the lesson is not to judge people by how they look."
>
> "An important idea in the book is that you can be different like Big Al is, and that's OK."
>
> "I think another important idea is that you shouldn't give up. Big Al keeps trying to make friends, even though it's hard at first."

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Q *What are some important ideas or lessons in the books you have read during IDR recently?*

> **Students might say:**
>
> "I read a book about a boy who helps a new student at school. I think the lesson was about being nice and helping people."
>
> "I read a book about two frogs who get in some trouble. They learn how to work together."
>
> "I read a book about some kids who are bored. They have to find new ways to have fun. I think the lesson is that you can find fun things to do if you try."

Remind the students that during the past several weeks, they have also been sharing their partner time in a fair way and giving reasons to support their thinking. Tell them that at the end of the lesson they will discuss how partners worked together throughout this unit.

2 Prepare to Read Independently

Tell the students that they will continue to read fiction stories independently today. Explain that as they read, you will have them pause a few times to talk with their partners about what is happening in their stories.

Explain that at the end of independent reading, they will have an opportunity to share with their partners and with the class important ideas or lessons in their stories. Then they will write about those important ideas or lessons in their reading journals.

3 Read Independently and Pause to Share with Partners

Have the students read silently. Remind them that in a few minutes you will stop them to share what is happening in their stories with their partners. Circulate and observe.

Stop the students after 5 minutes. Ask:



Q *What is happening in the part of the story you just read? Turn to your partner.*

After partners have shared with each other, have the students continue reading silently. Stop them again after 5 minutes and ask:



Q *What is happening in your book now? Turn to your partner.*

After partners have shared with each other, have the students continue reading silently. As they read, ask each student to think about an important idea or lesson in her story. Circulate as the students work. Quietly check in with individual students to find out if they are able to think of important ideas or lessons.

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4 Discuss Important Ideas and Share with the Class

At the end of independent reading time, signal for the students' attention. Ask:

Q *What is an important idea or lesson in what you read today? Turn to your partner.*

After partners have shared with each other, invite volunteers to share with the class. Follow up by asking:

Q *What in the story makes you think that [being fair] is an important idea that the author wants readers to remember?*

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

5 Write in Reading Journals About Important Ideas

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Display the "Journal Entry" chart (WA4), and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA4

Journal Entry

Write a journal entry about the story you are reading. Please include:

- The title and the author's name
- What the story is about
- One or two sentences about an important message or lesson from the story

Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class. Have the students put away their materials.

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6 Reflect on Working Together

Tell the students that you would like them to think about how they have worked with their partners during the past four weeks. Ask the following questions, one at a time, giving the students time to think about each question. Then discuss these questions as a class:

Q *Why is it important to make sure that both partners have time to share?*

Q *What were some ways you shared partner time in a fair way?*



Give the students time to thank their partners.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 9. Partners will stay together for Unit 10.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 128 of the *Assessment Resource Book*.

Vocabulary Note

Next week you will revisit *Big Al* to teach the Week 29 vocabulary lessons.

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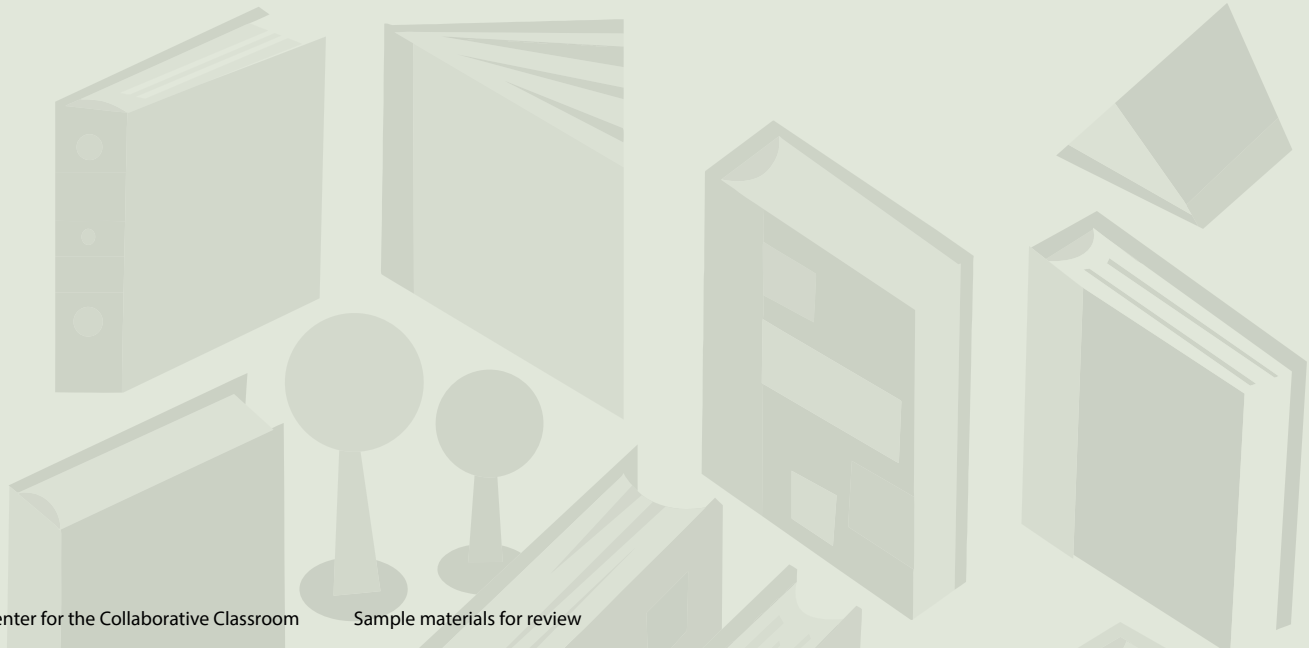
Unit 10

Revisiting
The Reading Community

During this unit, the students reflect on the books they like and want to read. They answer questions to understand key details in a story, think about the story's message, and review the comprehension strategies they have been using to understand their reading. During IDR, the students read books of their choice and reflect on their reading lives. Socially, they develop the skills of giving reasons to support their thinking and sharing their partner time in a fair way. They also discuss what they liked about working together in their reading community.



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Unit 10 Revisiting the Reading Community

RESOURCES

Read-aloud

- *little blue and little yellow*

Technology Extensions

- "Meet the Author and Illustrator: Leo Lionni"
- "Explore the Community Library Online"

Extensions

- "Revisit the Read-alouds"
- "Visit the Community Library"
- "Continue to Revisit the Read-alouds"
- "Have an End-of-year Book-sharing Party"

Assessment Resource Book

- Unit 10 assessments

Student Response Book

- "Thoughts About My Summer Reading"
- "What I Liked About Our Reading Community"

Vocabulary Teaching Guide

- Week 29 (*Big Al*)

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)
- "Social Skills Assessment Record" sheet (SS1)

Reproducible

- Unit 10 family letter (BLM1)

Professional Development Media

- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Read-aloud:** *little blue and little yellow* **Focus:** ▪ Hearing and discussing a story ▪ Reviewing comprehension strategies ▪ Answering questions about key details and important ideas ▪ Referring to the text to support their thinking ▪ Discussing the story's message	**Reflect on Reading Lives** **Focus:** ▪ Discussing books they like and want to read ▪ Writing about summer reading	**Reflect on the Reading Community** **Focus:** ▪ Discussing and writing about the reading community

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Week 1 OVERVIEW



little blue and little yellow

by Leo Lionni

This is the story of a blue dot and a yellow dot who are best friends and what happens to them when they hug each other.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)
- "Social Skills Assessment Record" sheet (SS1)

Reproducible

- Unit 10 family letter (BLM1)

Professional Development Media

- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students answer questions to understand a story.
- Students identify key details in the story.
- Students discuss the story's message.
- Students think about books they like and want to read over the summer.
- Students read independently.

Social Development Focus

- Students reflect on the reading community.
- Students reflect on their relationships with others.
- Students develop the skills of giving reasons to support their thinking and sharing their partner time in a fair way.

DO AHEAD

✓ Prior to Day 1, consider previewing this week's read-aloud selection with your English Language Learners before you read it to the whole class.

✓ If you used the "IDR Conference Notes" record sheet (CN1) from Unit 2 as a survey of the students' reading goals and interests, you might review the students' responses to those questions prior to beginning your IDR Conferences this week. For more information, see "IDR Conferences" in the Assessment Overview of the *Assessment Resource Book*.

✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 139 of the *Assessment Resource Book*.

✓ Prior to Day 2, select one book the students especially enjoyed from each unit in the *Making Meaning* program (see Step 1).

✓ Prior to Day 2, prepare a sheet of chart paper with the title "Books We Like."

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1); see page 138 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 29 lessons this week.

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Read-aloud Day 1

In this lesson, the students:

- Hear and discuss a story
- Review comprehension strategies
- Answer questions about key details and important ideas
- Discuss the story's message and refer to the text to support their thinking
- Read independently for up to 20 minutes

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Tell the students that during this week they will think about books they like and their reading community. They will also hear a new story and talk about it in pairs and with the class.

2 Review the "Reading Comprehension Strategies" Chart

Direct the students' attention to the "Reading Comprehension Strategies" chart and remind them that this year they practiced several strategies that helped them enjoy and understand what they read. The students practiced using these strategies with books they heard read aloud and books they read independently during IDR. Briefly review the strategies on chart.

Tell the students that you would like them to think about the comprehension strategies they are using as they listen to today's read-aloud.

3 Introduce *little blue and little yellow*

Show the cover of *little blue and little yellow* and read the title and name of the author aloud. Explain that this is a story about a friendship between two dots, a blue dot and a yellow dot.

Remind the students that as they listen to the story you want them to think about the strategies they are using to help them understand it.

4 Read Aloud

Read *little blue and little yellow* aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Materials

- *little blue and little yellow*
- "Reading Comprehension Strategies" chart
- Class set of "IDR Conference Notes" record sheets (CN1)

Teacher Note

You will not assign new partners this week. Have the students work with their Unit 9 partners or with other students sitting near them.

Teacher Note

As you mention each strategy, you might show the class a book and connect the book to the strategy. (For example, you might say, "When you listened to *The Paperboy*, you visualized to get an image in your mind of what was happening in the story.")

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Suggested Vocabulary

tunnel: passage built under the ground (p. 23)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

Hide-and-Seek: game in which players hide while one person ("it") looks for them (p. 8)

Ring-a-Ring-O' Roses: game in which players sing and walk in a circle (p. 9)

chased: ran after (p. 24)

pulled themselves together: stopped crying (p. 32)

Read pages 3–21 aloud and stop after:

p. 21 ". . . until they were green."

Ask:

Q *What has happened in the story so far? Turn to your partner.*

Have a few volunteers briefly share their thinking with the class. Reread pages 19–21; then continue reading to the end of the story.

5 Discuss the Story

Ask:

Q *What happens to little blue and little yellow? Turn to your partner.*

Have a few volunteers share their thinking with the class.

Remind the students that stories sometimes include important messages about life. Review that the author doesn't always tell the reader directly what the important idea or message is—the reader has to use clues in the story to figure it out. Remind the students that over the last few weeks they discussed the important messages in the stories *Me First*, *Erandi's Braids*, and *Big Al*. Ask and discuss the following question as a class. Remind the students to give reasons for their thinking.

Q *What do you think the message is in this story?*

Have a few volunteers share their ideas with the class.

> **Students might say:**
>
> "I think one message is that it's OK to have friends who are different from you. I think that because little blue and little yellow are different from each other, but they are friends."
>
> "Becoming friends is like mixing two colors to make a new color. Little blue and little yellow are each different colors. But together they make a new color, green. Green is like the color of their friendship."
>
> "I think an important message is that friends stick together. Little blue and little yellow stay friends, no matter what happens."

Facilitation Tip

Reflect on your experience over the past year using the Facilitation Tips included in the *Making Meaning* program. Did using the facilitation techniques feel natural to you? Have you integrated them into your class discussions throughout the school day? What effect did using the facilitation techniques have on your students? We encourage you to continue to use the facilitation techniques and reflect on the students' responses as you facilitate class discussions in the future.

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Ask:

Q *Which comprehension strategy did you use as you listened to the story? Turn to your partner.*

Have a few volunteers share their ideas with the class. Follow up by asking:

Q *When did you use [wondering]?*

6 Reflect on Working Together

Tell the students that you will ask them a question and they will talk in pairs about it. Explain that later you will ask them to share their partners' thinking with the class, so it is important to listen carefully. Then ask:

Q *What is one thing you liked about how you and your partner worked together today? Turn to your partner.*

Have a few students share their partners' ideas with the class.

INDIVIDUALIZED DAILY READING

7 Read Independently and Revisit the Students' Reading Lives

Tell the students that they can read fiction, nonfiction, poetry, or any other types of texts during IDR this week. Ask the students to think as they read about what they like about their books. Tell them that later they will share what they like about their books with partners. Give the students a few moments to choose their books and then have them read silently for up to 20 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

You may wish to confer a final time with individual students during this unit. For each conference, have the student select a book to discuss. Ask the student to tell you about the book and discuss how his reading habits have changed, how he feels about himself as a reader, and what he is interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Teacher Note

As you confer, you might compare the student's responses to the questions on the "IDR Conference Notes" record sheet (CN1) from Unit 2 with his responses to the questions in the "IDR Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask him what led to those changes.

Signal to let the students know when it is time to stop reading. Have the students share about their books with partners. Have each student tell his partner the title of his book and the author's name, what the book is about, and what he liked about his book.

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Teacher Note

You will discuss the students' reading lives again during IDR in the next two lessons. You might have some students share today and the remaining students share later.

Teacher Note

Provide time for the students to record the books they have completed in their reading logs.

Teacher Note

You might use the information you collected about your students' social skill development over the course of the year to help you plan for next year. Ask yourself questions such as:

- What was challenging for my students this year in terms of their social development?
- How might I help next year's students grow socially?
- What skills should I emphasize with the students next year to help them build a safe and caring reading community?

After partners have had a chance to share, facilitate a discussion about the students' reading lives by asking questions such as:

Q *What is one of your favorite books that you have read or heard this year? Why do you like that book?*

Q *What kinds of books do you like to read? Do you prefer fiction or nonfiction books? Why?*

Q *What do you like about reading?*

Have the students return to their desks and put away their books.



SOCIAL SKILLS ASSESSMENT NOTE

During this final week of the program, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1); see page 144 of the *Assessment Resource Book*. Compare your notes from the fall, winter, and spring, and evaluate each student's social skill development over the course of the year.

EXTENSIONS

Revisit the Read-alouds

Have the books you have read aloud during the year available for the students to browse and revisit. Give pairs time to sit with a book, read it or retell it to each other, and talk about it. Each day, allow time for a few pairs to share a book briefly with the class or with another pair.

Visit the Community Library

If possible, arrange a visit to the community library. Check with the librarian about the procedure for obtaining a library card. Help the students get familiar with the library, and encourage them to go to the library and borrow books to read during their summer break.

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TECHNOLOGY EXTENSION

Meet the Author and Illustrator: Leo Lionni

Have the students learn more about Leo Lionni, the author and illustrator of *little blue and little yellow*. Show the cover of *little blue and little yellow* and tell the students that Leo Lionni wrote and illustrated more than 40 books, including *Inch by Inch*, *Swimmy*, *An Extraordinary Egg*, and *It's Mine!* Explain that *little blue and little yellow* started as a story Leo Lionni made up to tell his grandchildren during a boring train ride. Ask:

Q *What else would you like to know about Leo Lionni?*

Have a few volunteers share their thinking. As they respond, record their ideas where everyone can see them. Display the sources you located that contain information about Leo Lionni and read aloud the sections you have identified. Ask:

Q *What is something you learned about Leo Lionni?*

Encourage interested students to check out other books by Leo Lionni from the classroom library, school library, or community library.

Technology Tip

Prior to doing this activity, locate a few age-appropriate online sources that provide information about Leo Lionni (you might look for interviews, examples of his illustrations, or biographies). Search for information online using the keywords "Leo Lionni." You might wish to view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

Reflect on Reading Lives — Day 2

In this lesson, the students:

- Discuss books they like and want to read
- Write about summer reading
- Read independently for up to 20 minutes
- Share partner time in a fair way

Materials

- *little blue and little yellow*
- One read-aloud book from each unit, selected ahead
- "Books We Like" chart, prepared ahead, and a marker
- "Class Assessment Record" sheet (CA1)
- *Student Response Book* page 34

1 Review Familiar Books

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Tell them that today they will think about the kinds of books they like and want to read over the summer.

Direct the students' attention to the read-aloud books you have selected. Tell the students that these are some of the books they heard or read this year. Remind them that some of these books are fiction (books

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about make-believe people and events) and some are nonfiction (books about real people, events, or things). Show examples of different types of fiction and nonfiction stories. If necessary, give a brief summary of each of the books you selected.

2 Discuss Favorite Kinds of Books

Explain that the students will use "Think, Pair, Share" to talk about the books you selected and the kinds of books they like. Remind them to focus on sharing their partner time in a fair way. Then ask:

Q *Which of these books did you enjoy the most? Why did you like that book?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking with the class. Then ask:

Q *What kinds of books do you like to read? Why do you like to read those kinds of books?* [pause] *Turn to your partner.*

> **Students might say:**
>
> "I like true books because you learn about real people, like baseball players."
>
> "I like funny stories like *Alexander and the Terrible, Horrible, No Good, Very Bad Day* because they make me laugh."
>
> "I like the books we read about bubbles and snails because I like reading about science."

As the students share their ideas, record the kinds of books they like on the "Books We Like" chart.

Teacher Note

If the students have difficulty categorizing the kinds of books they like, point out some of the different types of books they have heard or read this year; for example, folktales (*The Three Little Pigs*, *The Three Little Wolves and the Big Bad Pig*), fiction stories about animals (*McDuff Moves In*, *The Tale of Peter Rabbit*), true stories (*Girl Wonder*, *Beatrix Potter*), books about science (*Bend and Stretch*, *Snails*), funny stories (*Alexander and the Terrible, Horrible, No Good, Very Bad Day*), and stories that teach lessons (*Me First*, *little blue and little yellow*).

CLASS ASSESSMENT NOTE

Take this opportunity to reflect on your students' growth over the year by asking yourself questions such as:

- Are the students using the comprehension strategies successfully? Which strategies seem to be the most challenging for the students?
- Has the students' enjoyment of reading grown? What evidence do I notice?
- How might I help next year's students grow as readers?
- What was challenging for my students this year in terms of their social development?
- How might I help next year's students grow socially?

Record your observations on the "Class Assessment Record" sheet (CA1) on page 138 of the *Assessment Resource Book*.

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3 Write About Summer Reading

Ask the students to turn to *Student Response Book* page 34, "Thoughts About My Summer Reading." Read the title and explain that the students will write about the kinds of books and stories they want to read this summer and where they think they will do their summer reading. Later they will share their thoughts with their classmates.

Read the first question on *Student Response Book* page 34 and have each student individually write her answer to the question. Follow the same procedure for the second question.

As the students work, circulate among them. Probe the students' thinking with questions such as:

- Q *What kinds of stories do you like to read or listen to? Why do you like those kinds of stories?*
- Q *Do you like books about real things? What kinds of things do you want to learn about?*
- Q *I plan to [sit outside in my backyard] to do my summer reading. Where do you picture yourself reading this summer?*

4 Share Thoughts About Summer Reading

Explain that partners will talk about what they wrote on *Student Response Book* page 34. After pairs have had time to talk, facilitate a brief class discussion by asking questions such as:

- Q *What kinds of books and stories do you want to read this summer? Why?*
- Q *Where do you think you might want to read your books this summer?*
- Q *Who wants to read the same kinds of books as [Aiden] wants to read? Who wants to read different kinds of books from what [Aiden] wants to read?*

5 Discuss Partner Work

Briefly discuss how the students did sharing partner time in a fair way. Explain that in the next lesson the students will talk about what they liked about their reading community this year.

INDIVIDUALIZED DAILY READING

6 Read Independently and Revisit the Students' Reading Lives

Give the students a few moments to choose their books and then have them read silently for up to 20 minutes. Ask the students to think as they read about what they like about their books. Tell them that later they will share what they like about their books with partners. After the students have settled into their reading, confer with individual students.

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Teacher Note

As you confer, you might compare the student's responses to the questions on the "IDR Conference Notes" record sheet (CN1) from Unit 2 with her responses to the questions on the "IDR Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask her what led to those changes.



IDR CONFERENCE NOTE

Continue to confer with individual students. For each conference, use a book the student has chosen as the topic of the conference. Ask each student to tell you about the book she is reading and discuss how her reading habits have changed, how she feels about herself as a reader, and what she is interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 139 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share about their books with partners. Have each student tell his partner the title of his book and the author's name, what the book is about, and what he liked about his book.

After partners have had a chance to share, facilitate a discussion about the students' reading lives by asking questions such as:

- **Q** *What is one of your favorite books that you have read or heard this year? Why do you like that book?*
- **Q** *What kinds of books do you like to read? Do you prefer fiction or nonfiction books? Why?*
- **Q** *What do you like about reading?*

Have the students return to their desks and put away their books.

EXTENSIONS

Continue to Revisit the Read-alouds

Have the books you have read aloud during the year available for the students to browse and revisit. Ask pairs of students to sit with a book, retell each other the story, and talk about it. Make time each day for a few pairs to share their books briefly with the class or with another pair.

Have an End-of-year Book-sharing Party

Have each student share a favorite book from home or school with the class. Have the students talk about why they like their books or share their favorite parts or illustrations. Have the students display their books and give them an opportunity to walk around and look at the books. If possible, provide refreshments for the students to enjoy.

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Reflect on the Reading Community

Day 3

In this lesson, the students:

- Discuss and write about the reading community
- Reflect on their contributions to the reading community
- Thank one another for their work together this year
- Read independently for up to 20 minutes

Materials

- *little blue and little yellow*
- *Student Response Book* page 35
- Unit 10 family letter (BLM1)

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Remind the students that yesterday they talked about books they like and what kinds of books they want to read over the summer. Show the cover of *little blue and little yellow* and review that it is a story about two different-colored dots who become friends and help each other have fun. Point out that, like little blue and little yellow in the story, the students have become friends and have helped each other in their reading community. Explain that today they will think about their reading community and draw and write about what they liked about sharing books with partners and with the class.

2 Discuss the Reading Community

Remind the students that at the beginning of the year they talked about building a community of readers—a community in which everyone feels welcome and safe. Use "Think, Pair, Share" to discuss:

Q *What have you liked about being a part of the reading community?* [pause] *Turn to your partner.*

Have a few volunteers share what they discussed with the class.

> **Students might say:**
>
> "I liked working with different partners. I got to make a lot of new friends."
>
> "I liked asking people questions about the books they read. I got to learn about a lot of new books that way."
>
> "I liked talking about books as a class. People had a lot of good ideas."

In the same way, discuss:

Q *How has being a part of this community made you feel?* [pause] *Turn to your partner.*

Q *What did you like about working with a partner?* [pause] *Turn to your partner.*

Teacher Note

If you notice partners struggling to discuss the question, signal for the students' attention and ask questions such as:

Q *What did you like about talking about books as a class?*

Q *What did you like about talking about books with your partner?*

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Teacher Note

As the students work, circulate among them. If the students have difficulty thinking of ideas, probe their thinking with questions such as:

- Q *What did you like best about working with a partner?*
- Q *In what ways were other students kind and caring during independent reading time?*
- Q *What was fun about listening to books together?*
- Q *What was a class discussion you enjoyed?*

3 Draw and Write About the Reading Community

Ask the students to turn to *Student Response Book* page 35, "What I Liked About Our Reading Community." Explain that they will draw a picture and write a sentence or two about what they enjoyed about their reading community. Later they will have a chance to share their drawings and writing with partners and with the class.

Have the students complete the *Student Response Book* page.

4 Share Drawings and Writing



Have partners share their *Student Response Book* pages with each other. Remind them to take turns and treat each other in a caring way as they share.

After partners have talked, have a few volunteers share their drawing and writing with the class. Facilitate a discussion by asking questions such as:

- Q *Did you or your partner write something similar to what [Joslyn] wrote? Share it with us.*
- Q *Who drew and wrote an idea that is different from [Joslyn's]? Share it with us.*
- Q *What question do you want to ask [Joslyn] about her drawing?*

5 Reflect on the Students' Growth as Caring Community Members

Share some observations about ways your students have grown as members of the reading community over the year.

> **You might say:**
>
> "I remember how some of you only wanted to work with people you already knew at the beginning of the year. Now you seem more willing to work with people you don't know. When you first started working with partners, sometimes one partner did all the talking. Now I notice that both partners are talking about the books."

Ask and briefly discuss:

- Q *What else have you done to be a caring member of our reading community?*

Encourage the students to continue to read over the summer and to become caring members of their classroom reading communities next year. Have the students take a moment to thank each other for their work together during the *Making Meaning* lessons this year.

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INDIVIDUALIZED DAILY READING

6 Read Independently and Revisit the Students' Reading Lives

Give the students a few moments to choose their books and then have them read silently for up to 20 minutes. Ask the students to think as they read about what they like about their books. Tell them that later they will share what they like about their books with partners. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer with individual students. For each conference, use a book the student has chosen as the topic of the conference. Ask the student to tell you about the book he is reading and discuss how his reading habits have changed, how he feels about himself as a reader, and what he is interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have the students share about their books with partners. Have each student tell her partner the title of her book and the author's name, what the book is about, and what she likes about her book.

After partners have had a chance to share, facilitate a discussion about the students' reading lives by asking questions such as:

- Q *What is one of your favorite books that you have read or heard this year? Why do you like that book?*
- Q *What kinds of books do you like to read? Do you prefer fiction or nonfiction books? Why?*
- Q *What do you like about reading?*

Have the students return to their desks and put away their books.

TECHNOLOGY EXTENSION

Explore the Community Library Online

Take some time to explore the community library's website (you might search the site for topics like "children's services" and "children's e-books"). Many libraries offer access to collections of e-books, music,

Teacher Note

As you confer, you might compare the student's responses to the questions on the "IDR Conference Notes" record sheet (CN1) from Unit 2 with his responses to the questions on the "IDR Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask him what led to those changes.

Vocabulary Note

Next week you will revisit *little blue and little yellow* to teach the Week 30 vocabulary lessons.

Teacher Note

For information on wrapping up this unit, see "End-of-unit Considerations" on the next page.

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and audiobooks through downloads to personal computers, tablets, and other mobile devices. You might ask your school librarian or a librarian from the community library to come to your classroom and introduce your students to a few of the online services available to them.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 10 and the *Making Meaning* program. Send each student home with a copy of his or her *Student Response Book* and a copy of this unit's family letter (BLM1). Encourage the students to share their Reading Journals and their plans for summer reading with their families.

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Appendix A

IDR MINI-LESSONS

Mini-lesson 1 Selecting "Just-right" Books

DO AHEAD

- ✓ During this lesson, the students will sit in small groups as they browse through book bins and choose "just-right" books (see Step 4). Prior to beginning the lesson, decide how you will group the students. We recommend creating groups of three to four students.
- ✓ For each group, set up a book bin with 15–20 books. In every bin, be sure to include fiction and nonfiction books at a variety of levels. Determine where in your classroom you will place the bins (for example, on tables or at other locations around the room).
- ✓ Select three books to use to model selecting a "just-right" book: one "too-easy" book, one "too-hard" book, and one "just-right" book. Be ready to describe the front and back covers of each book and explain why each book interests you. Also be ready to read a few pages aloud from each book and point out and count any unfamiliar words in passages. Place the books in one of the book bins you have prepared.
- ✓ Prepare a sheet of chart paper with the title "Choosing a 'Just-right' Book" (see Step 3).

Materials

- Three books for modeling, selected ahead
- "Choosing a 'Just-right' Book" chart, prepared ahead, and a marker
- Book bins with fiction and nonfiction books, prepared ahead

In this lesson, the students:

- Review what they know about "just-right" books
- Discuss the importance of choosing "just-right" books for IDR
- Review a procedure for choosing "just-right" books
- Practice choosing "just-right" books
- Share their book choices and reflect

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ABOUT SELECTING "JUST-RIGHT" BOOKS

This lesson is intended for students who have mastered their letters and sounds and are ready to read leveled texts during Individualized Daily Reading (IDR). The lesson can be taught to the whole class or adapted for teaching to a small group of students. It supplements the core instruction in IDR by giving the students guidance as they identify and choose books that are just right for them. A "just-right" book is a book that the student finds interesting and one in which the student knows and understands most of the words.

1 Review and Discuss Choosing "Just-right" Books

Have the students get their book bags and gather with partners sitting together, facing you. Remind the students that during IDR they are choosing books that are just right for them to read independently. Ask and briefly discuss:

Q *What do you think about when you are choosing a "just-right" book?*

> **Students might say:**
>
> "I look at the front and back covers to see if I think I'll like it."
>
> "I look at a few pictures in the book."
>
> "I look to see if I've read other books about the same characters."
>
> "I read a little bit to see if I know most of the words."
>
> "I check to make sure I understand what I read."

Review that a book is just right for reading during IDR if the student likes it, is interested in it, and if he can read and understand most of the words. Explain that today the students will talk about why it is important to read "just-right" books during IDR.

Ask and briefly discuss:

Q *How do you know if a book is too easy? Turn to your partner.*

Q *How do you know if a book is too hard? Turn to your partner.*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "A book that's too easy might have only pictures, or pictures and only a few words."
>
> "If a book is too easy, it could mean that I know every single word and can read it really fast."
>
> "A too-hard book could be a book with lots of words I don't know."
>
> "If a book is too hard, it could mean that I won't understand what it's about."

Teacher Note

During other times throughout the day, you might provide the students with opportunities to read books that are above or below their independent reading levels.

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If necessary, explain that reading books that are too easy will not help the students become stronger readers—they might not be able to practice reading new words or think about new ideas. If they read books that are too hard, they might skip important parts of the book and might not understand what they read. Then ask:

Q *Why is it important to read "just-right" books during IDR?*

> **Students might say:**
>
> "When you read a book that's just right for you, it's more fun to read."
>
> "It's important because if a book is just right, you'll understand it better."
>
> "When you read a just-right book, you learn more."
>
> "It's important because just-right books help us get better at reading."

Explain that choosing interesting books that are just right for reading during IDR will make reading more fun and will help the students grow as readers.

Tell the students that today you will model choosing a "just-right" book for IDR by checking to see if you know most of the words in the book. Explain that later in the lesson they will each have a chance to practice choosing their "just-right" books.

2 Model Selecting a "Just-right" Book

Tell the students to watch and listen as you model choosing a "just-right" book. Ask the students to notice what you do and think about when you choose a book.

Take the "too-easy" book you selected (see "Do Ahead") out of the book bin. Briefly model looking through the book, reading a few pages aloud, and thinking aloud about whether it is just right for you.

> **You might say:**
>
> "First I'll look at the front and back covers of the book. The title is *Little Tiger* and the author is L. Rigo. This book looks interesting to me. I like the topic, tiger cubs, and the picture on the front is very cute. Next I'll read a few pages to see if this book is 'just right' for me to read during IDR. As I read, I'll count any words I don't know, using my fingers. [Read aloud.] I know all of the words on these pages, and they're easy words that I've known for a long time. I also notice that there are only a few words on each page. This book seems a little easy for me, so I'll put it back in the bin and pick another book."

Put back the first book and take the "too-hard" book you selected earlier out of the bin. Briefly model looking through this book, reading a few pages aloud, and thinking aloud about whether it is just right for you.

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You might say:

"The title of this book is *Fish is Fish* and the author is Leo Lionni. I like the picture on the front, and I always love hearing books by Leo Lionni! I'll open the book and read a few pages to see if I can read this book by myself. Just as I did with the first book, I'll pay attention to how many words I don't know, and I'll count those words using my fingers. [Read aloud.] I counted five words on this page that I don't know. If I skip them, I won't really understand what is happening in the story. I might put this book back for now and try reading it again a little later, or maybe I'll ask someone to read it with me."

Put back the "too-hard" book and take the "just-right" book you selected earlier out of the book bin. Model looking through this book, reading a few pages aloud, and thinking aloud about whether it is just right for you.

You might say:

"This book is *Lazy Lion* by Mwenye Hadithi. The picture on the front shows a big golden lion. I like how it looks. I think I might be interested in this book. I'll read a few pages to see if I can read this book by myself. As I read, I'll count any words I don't know, using my fingers. [Read aloud.] I see a long word in the first sentence: *appeared*. But I know what that means—*appear* is 'when something shows up so you can see it.' Here's a word farther down the page: *turrets*. I don't know what that means, so I'll count that as one word I don't know. Here's a second word I don't know: *spires*. I'll count that, too. I've reached the end of the page, and there are only two words I don't know. That means this is probably a 'just-right' book for me."

Ask and briefly discuss:

Q *What did you see me do when I was choosing a "just-right" book? Turn to your partner.*

Have a few volunteers share their thinking with the class.

Students might say:

"I saw you look at the cover and the pictures."

"You also opened the book and read some parts."

"You read a page and counted all the words you didn't know."

"You thought about what you read."

3 Introduce the "Choosing a 'Just-right' Book" Chart

After a few volunteers have shared, direct the students' attention to the "Choosing a 'Just-right' Book" chart and read the title aloud. Record the students' responses on the chart. Be ready to paraphrase them so that your chart is similar to the example in the diagram on the next page.

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Choosing a "Just-right" Book

1. Look at the cover.
2. Look at the pictures.
3. Read a few pages.
4. Count words you do not know.
5. Check to see if you understand what you read.

After recording the students' responses, read the chart aloud and explain that these are things the students can do when they are choosing "just-right" books for IDR. Tell the students that you will post the "Choosing a 'Just-right' Book" chart in the classroom library. Explain that they can refer to it any time they need help choosing a "just-right" book to read during IDR.

4 Practice Choosing "Just-right" Books

Organize the students into small groups. Have them bring their book bags and sit with their groups. Tell the students that they will now have a few minutes to look through the books in their book bags and think about whether these books are just right for them. Explain that if they decide any books are not just right, they should put them aside. In a few minutes, they will have a chance to return these books and choose new "just-right" books.

Give the students a few minutes to look through the books in their book bags and decide if they are just right. Circulate and provide assistance as needed.

When the students have finished looking through their books, signal for their attention. Distribute one book bin to each group. Have the students return any books they set aside to the bins. Explain that now each student will browse quietly through the bins to choose two or three new "just-right" books. Remind the students to handle and share the books in a responsible way.

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Ask and briefly discuss:

Q *What can you do to give each person in your group a chance to choose "just-right" books from the bin?*

> **Students might say:**
>
> "I can take just one book at a time to look at."
>
> "After I take a book, I'll move so that someone else can look in the bin."
>
> "I can put any book I'm not interested in reading back where I found it."

Q *What will you do if someone else in your group is looking at a book that you want to look at?*

> **Students might say:**
>
> "I can wait to see if the person puts the book down. Then I can look at it."
>
> "I can look at a different book."
>
> "I can say, 'It's OK. I'll look at that book another time.'"

Have each student browse through the bins and choose two or three "just-right" books.

Explain that once each student has chosen her "just-right" books, she should begin reading one of them independently. Circulate and observe, helping students as needed.

Teacher Note

If the students in a particular group have difficulty sharing the book bin, you might work with the group to come up with ideas for sharing the books in a fair and caring way (for example, the students might take the books out of the bin and lay them out on the table, or they might divide the books into several piles so that everyone has a number of books to browse through).

5 Share Books and Reflect

Signal to let the students know when it is time to stop reading. Describe some responsible behaviors you noticed as the students were choosing and reading their books. Tell the students that they will have many opportunities to practice choosing and reading books that are just right for them to read during IDR.

Ask and briefly discuss:

Q *Which "just-right" book did you choose? Why is it just right for you?*

Invite several volunteers to share their "just-right" books with the class. Encourage them to say more about how they decided that their books were just right for them.

Remind the students that reading "just-right" books during IDR will help them grow as readers. Tell them that they can look at the "Choosing a 'Just-right' Book" chart when they need help deciding if a book is just right.

ELL Note

You might provide the prompt "I chose this book because . . ." to your English Language Learners to help them verbalize their answers to this question.

Teacher Note

You might post the "Choosing a 'Just-right' Book" chart in your classroom library for the students to refer to when choosing books during IDR.

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Mini-lesson 2 Introducing IDR Conferences

DO AHEAD

- ✓ During this lesson, you will model conferring with a student about a book he or she is reading independently as the rest of the class observes (see Step 4). Think in advance about the questions you will ask.
- ✓ Make two copies of the "IDR Conference Notes" record sheet for the unit you are currently teaching.

Materials

- Two copies of the "IDR Conference Notes" record sheet for your unit
- "Resource Sheet for IDR Conferences" for your unit, *Assessment Resource Book*

In this lesson, the students:

- Review the purpose of IDR
- Discuss the importance of IDR conferences
- Learn what happens during an IDR conference
- Practice reading independently
- Reflect about acting responsibly during IDR

ABOUT IDR CONFERENCES

IDR conferences provide you with opportunities to get to know each student as a reader, talk with individual students about their reading, identify areas of strength, and note areas in which a student needs support. To learn more, see "IDR Conferences" in the Assessment Overview of the *Assessment Resource Book* or view "Setting Up IDR Conferences" (AV28).

1 Gather and Review the Purpose of IDR

Gather the class with partners sitting together, facing you. Remind the students that this year they are reading books independently during IDR to help them grow as readers.

Review that while the students are reading independently, you will meet with one student at a time to talk about the book that he or she is reading. Explain that these meetings are called *conferences* and that today they will learn more about what happens during a conference.

2 Discuss the Importance of IDR Conferences

Explain that during IDR conferences, the students will talk about their books and share whatever thoughts or feelings they have about them.

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Point out that IDR conferences are also times when the students can share how they feel about themselves as readers. Explain that you might also share things that you notice about them as readers. Tell the students that by talking with them about their reading, you can help them grow even more as readers.

3 Describe an IDR Conference

Tell the students that you will explain what happens during most IDR conferences, and afterward you will model conferring with a student volunteer. Briefly explain what happens during an IDR conference.

> **You might say:**
>
> "After all of you have chosen books and have begun reading independently, I will ask one student to bring his or her IDR book and confer with me. Let's say that I ask [Nicole] to confer with me. She and I will go to a table where we can talk quietly by ourselves. I'll start the conference by asking her to tell me about her book so far. I might also ask why she chose the book and whether she likes it. Then I might ask her to read a passage from the book aloud, I might read a passage aloud as she listens, or she and I might take turns reading aloud from her book. Finally [Nicole] and I will talk about the passage and anything else she would like to share about her book."

Tell the students that during an IDR conference, you will write notes to help you remember which book the student is reading and what you discussed.

4 Model an IDR Conference and Discuss

Tell the students that now you will model an IDR conference. Choose a volunteer and ask her to get her IDR book and sit next to you. Ask the rest of the class to listen respectfully and notice what happens during the conference.

Confer with the student in front of the class. As you confer, take notes using an "IDR Conference Notes" record sheet from the unit you are currently teaching (see "Do Ahead"), and refer to the "Resource Sheet for IDR Conferences" as necessary.

After the conference, thank the student. Ask and briefly discuss:

Q *What did you notice when [Nicole] and I were conferring about her book?*

Q *What questions do you have about IDR conferences?*

5 Discuss Expectations During IDR Conferences

Remind the students that while you are conferring with individual students, the rest of the class will be reading their books independently. Briefly review your expectations for the students during this time.

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You might say:

"While I am conferring with a student, I expect you to read silently to yourself until I signal for you to stop reading. I also expect you to stay seated and not to walk around the classroom. Finally, please try not to interrupt me while I'm conferring with another student."

Ask:

Q *What might you do if you have a question while I am conferring with another student?*

Students might say:

"I can ask my partner."

"I can write down my question."

"I can ask you later."

Q *What might you do if you are having problems with the book you're reading or if you need a new book?*

Students might say:

"If I'm having problems with my book, I can quietly ask my partner for help."

"I can reread the part of the book that is giving me problems."

"I can choose another book to read."

Tell the students that they will practice reading independently while you confer with another student. Ask them to keep these expectations in mind as they read.

6 Practice Reading Independently and Reflect

Have the students collect their IDR books and begin reading independently. After the students have settled into their reading, select a student to confer with.

After you have completed the conference, signal for the students' attention. Facilitate a brief discussion about how the students acted in responsible ways while you were conferring. Ask questions such as:

Q *What did you do well when you read independently?*

Q *What can we do to make sure independent reading and IDR conferences go more smoothly?*

Teacher Note

Record your observations on an "IDR Conference Notes" record sheet, and refer to the "Resource Sheet for IDR Conferences" as necessary.

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Self-monitoring

Mini-lesson 3

DO AHEAD

- ✓ In this lesson, you will model self-monitoring before, during, and after reading. Select a "just-right" book to use for your modeling and think in advance about what you will say.
- ✓ Prepare one sheet of chart paper with the title "Questions Before I Read" (see Step 2). Prepare a second sheet of chart paper with the title "Questions After I Read" (see Step 4).
- ✓ Post the "Questions Before I Read" chart, the "Thinking About My Reading" chart (from Unit 2), and the "Questions After I Read" chart in a row, so that all of the students can see them.

In this lesson, the students:

- Discuss the importance of self-monitoring during independent reading
- Learn a procedure for self-monitoring before, during, and after reading
- Practice self-monitoring with IDR books
- Reflect about self-monitoring

ABOUT SELF-MONITORING

In Unit 2, the students learn questions they can ask themselves to monitor their comprehension as they read. Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading the words but not thinking about and comprehending the text. In this lesson, the students learn that strong readers also ask themselves questions before and after reading.

1 Review Self-monitoring

Gather the class with partners sitting together, facing you. Review that the students are reading books that are just right for them during IDR, and that reading "just-right" books will help them grow as readers.

Direct the students' attention to the "Thinking About My Reading" chart. Remind the students that these are questions they can ask themselves as they read to make sure they understand what they are reading and to help them know if a book is just right for them. Point to each question on the chart as you read it aloud.

Materials

- "Thinking About My Reading" chart from Unit 2
- One book for modeling, selected ahead
- "Questions Before I Read" chart, prepared ahead, and a marker
- "Questions After I Read" chart, prepared ahead

Teacher Note

You might teach this lesson in multiple sessions. During the first session, model self-monitoring before reading and allow the students to practice it. Then repeat the procedure at another time to teach self-monitoring during and after reading.

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Thinking About My Reading

What is happening in my book?

Do I understand what I am reading?

Can I read most of the words?

Explain that strong readers also ask themselves questions *before* and *after* reading and that today they will learn about those questions.

2 Model Self-monitoring Before Reading

Show the front and back covers of the book you have chosen. Ask the students to watch and listen as you model asking yourself questions *before* you read.

> **You might say:**
>
> "The title of my book is *All Pigs Are Beautiful*, and the author is Dick King-Smith. Before I start reading, I'll look at the front and back covers of the book and ask myself some questions. First I'll ask myself, 'Why I am reading this book?' I chose it because I think the title is funny—pigs aren't usually called beautiful—and also because I like the illustration on the front cover. Next I'll ask myself, 'What might this book be about?' Looking at the back cover, I see that this book tells all about pigs and what they are like. Finally I'll ask myself, 'What do I already know about pigs, the topic of this book?' I've seen some pigs at the county fair, and I know they can grow to be really, really big! But I don't know much else about them."

Direct the students' attention to the "Questions Before I Read" chart and read the title aloud. Ask and briefly discuss:

Q *What questions did you notice me asking before I read my book?*

> **Students might say:**
>
> "I noticed you asked why you are reading this book."
>
> "You asked yourself what the book might be about."
>
> "You asked yourself what you already know about pigs."

As the students share, record their responses on the chart. Be ready to rephrase the questions so that your chart is similar to the example in the diagram on the next page.

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Questions Before I Read

Why am I reading this book?

What might this book be about?

What do I already know about this book?

Read the chart aloud, pointing to each question as you read it. Tell the students that they can look at the front and back covers of their books and ask themselves the questions from this chart before they start reading.

3 Model Self-monitoring During Reading

Next direct the students' attention to the "Thinking About My Reading" chart and remind them that they have been asking themselves these questions as they read. Ask the students to watch and listen as you model reading a few pages of the book aloud and asking yourself the questions from the chart. Explain that normally we read silently to ourselves when we read independently but that you will read the book aloud so that the students can hear what is happening in the book.

Read a few pages aloud and then model asking yourself the questions on the "Thinking About My Reading" chart.

> **You might say:**
>
> "Now that I've read a few pages of the book, I'll stop to ask myself the first question on the chart: 'What's happening in my book?' I'll try retelling what I read. The author writes that he really loves pigs. In fact, he loves all pigs. He writes that he loves pigs of all different sizes and colors and shapes. I understand what I'm reading here, so that's a good sign that this book is right for me. Next I'll ask myself, 'Can I read most of the words on the page?' There's one word I don't totally understand: the author says he doesn't care if pigs are 'black or white or ginger or spotted.' I'm not sure what the word *ginger* means, but looking at the rest of the sentence, I'm guessing that *ginger* is a color like black or white. I do understand all the other words on the page, and so I think this book is probably just right for me."

Ask and briefly discuss:

Q *What did you notice about what I did while I was reading?*

> **Students might say:**
>
> "You read a page and asked yourself questions about what you read."
>
> "You asked yourself, 'What's happening in my book?'"
>
> "You asked yourself if you understood what you read."
>
> "You made sure you understood most of the words."

Teacher Note

If your students are consistently self-monitoring their comprehension during reading, you might direct their attention to the "Thinking About My Reading" chart, review the questions, and then go on to Step 4.

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4 Model Self-monitoring After Reading

Tell the students that you will read a few more pages aloud so that they can hear what is happening in the book. Read a few more pages aloud. Then ask the students to watch and listen as you model asking yourself questions *after* reading.

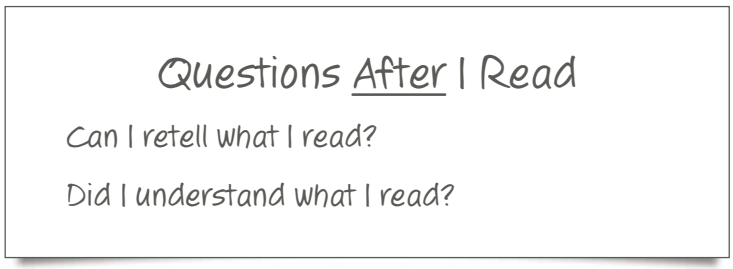
> **You might say:**
>
> "Now I'll think about what I read. I'll ask myself, 'Can I retell what I read?' Let's see if I can. I learned that the author loves every kind of pig: big pigs, little pigs, and pigs of every color, shape, and size. The author has owned a lot of pigs and his favorite is a large white boar named Monty. Now I'll ask myself, 'Did I understand what I read?' I understood most of what I read, but I'm confused about the word *boar*. I'll go back and reread the part where the author uses that word. [Reread the part aloud.] When I reread that part carefully, I see that the author explains that a *boar* is a male pig."

Direct the students' attention to the "Questions After I Read" chart and read the title aloud. Ask and briefly discuss:

Q *What questions did you notice me asking after I read my book?*

> **Students might say:**
>
> "You asked yourself if you could retell what you read."
>
> "You asked yourself if you understood what you read."

As the students share, record their responses on the chart. Be ready to rephrase the questions so that your chart is similar to the example in the diagram below.



Read the chart aloud, pointing to each question as you read it. Review that these are questions that the students can ask themselves after they read to check whether they understood what they read. Tell them that if they read anything they did not understand, they can reread that part of the book.

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5 Practice Self-monitoring Before, During, and After Reading

Ask the students to get their IDR books and find places to sit. Explain that they will read their books silently for a few minutes and practice asking themselves questions before, during, and after reading. Encourage the students to use the three charts to help them think about their books and what they are reading. Explain that later they will have a chance to share their thinking with the class.

Give the students a minute to look at the front and back covers of their books and think about them before they start reading. Then have them read their books silently for a few minutes, asking themselves questions to make sure they understand what they are reading. Circulate and observe, assisting students as needed. After a few minutes, signal for the students' attention and have them think about what they read.

6 Reflect on Self-monitoring

Signal for the students' attention. Ask and briefly discuss:

- **Q** *What [did you think about/questions did you ask yourself] before reading your book?*
- **Q** *What [did you think about/questions did you ask yourself] while you were reading?*
- **Q** *What [did you think about/questions did you ask yourself] after you read?*

Remind the students that strong readers ask themselves questions before, during, and after reading. Tell the students that they can use the questions on the three charts during IDR or any time they are reading.

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Mini-lesson 4 Reading with Expression

DO AHEAD

- ✓ Consider pairing your English Language Learners with native English speakers during this lesson, and think in advance about which students to pair.
- ✓ During this lesson, you will model reading aloud an excerpt from *Sheila Rae, the Brave* by Kevin Henkes. Practice reading the excerpt both with and without expression and attention to the characters' emotions (see Step 3).
- ✓ Collect a variety of fiction books at various levels that the students can use to practice reading with expression (see Step 6).

Materials

- *Sheila Rae, the Brave* from Unit 1
- "Excerpt from *Sheila Rae, the Brave*" chart (WA1)

In this lesson, the students:

- Hear part of a familiar book read aloud fluently
- Discuss how paying attention to characters' emotions helps them read fluently
- Echo read part of a story fluently
- Practice reading aloud with expression and attention to characters' emotions
- Work responsibly in pairs
- Reflect on the importance of reading fluently

ABOUT READING FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction in strategies for building fluency such as automatic word-recognition, meaningful phrasing, pausing for punctuation, and reading with expression can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at an appropriate reading level. Echo and choral reading, partner reading, and presentation/performance experiences (such as Readers' Theater and dramatic reading) offer meaningful ways for the students to interact with texts and develop fluency.

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1 Review *Sheila Rae, the Brave*

Gather the class with partners sitting together, facing you. Show the cover of *Sheila Rae, the Brave* and read the title and the name of the author aloud. Remind the students that they heard this book earlier. Page through the book and show the illustrations to help the students recall the story. Ask:

Q *What do you remember about the book* Sheila Rae, the Brave?

> **Students might say:**
>
> "It's about a little girl mouse named Sheila Rae. She isn't scared of anything."
>
> "Sheila Rae has a little sister named Louise. Sheila Rae calls Louise a scaredy-cat."
>
> "One day Sheila Rae walks home from school a different way and gets lost. Suddenly she isn't feeling brave."
>
> "Sheila Rae is scared but Louise isn't. She helps her big sister get home."

If necessary, review that Sheila Rae believes that she is very brave and teases her little sister Louise for always being scared. One day, Sheila Rae gets lost while walking home from school and becomes frightened. Louise appears and leads her sister back home, which makes Sheila Rae realize that Louise is brave, too.

Tell the students that today you will read part of *Sheila Rae, the Brave* aloud and that you would like them to listen carefully to how you read the words in the story.

2 Introduce the Excerpt

Show pages 20–25 of the book and explain that this is the part of the story in which Sheila Rae is lost and frightened and then Louise appears. Display the "Excerpt from *Sheila Rae, the Brave*" chart (WA1), and tell the students that this is the passage from the story you just showed them.

Explain that you will read the passage aloud in two different ways. Ask the students to listen carefully as you read and to think about what they notice during your first reading and what they notice during your second reading.

3 Read the Excerpt With and Without Expression and Discuss

TEKS 4.A.iii
Student/Teacher Narrative
Step 3

Read the excerpt aloud twice. The first time you read, read expressively and let your voice reflect the characters' emotions. The second time you read, do not read expressively or attend to the characters' emotions.

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After you have read the excerpt aloud twice, ask:

Q *What did you notice about the two ways I read the passage?*

> **Students might say:**
>
> "The first time you read, it was more interesting."
>
> "The first time, you made your voice sound scared when Sheila Rae was scared."
>
> "Also, I noticed that you made Louise sound different from Sheila Rae the first time you read."
>
> "The second time, I noticed that you read all the words the same way. It wasn't as interesting because Sheila Rae didn't sound scared when you were reading."

Tell the students that the first time you read you paid attention to how Sheila Rae and Louise are feeling in this part of the story. Explain that Sheila Rae is feeling scared, so you read her words in a frightened voice. Louise is feeling confident and brave when she arrives, so you read her words in a brave, confident voice. Tell the students that when you read in a way that pays attention to how characters are feeling, we say you are reading with *expression*, or feeling.

Explain that paying attention to how characters are feeling helps you read fluently. When you read *fluently*, you read in a way that makes a story interesting and easy for listeners to understand. Tell the students that fluent readers use their voices to show whether the characters are feeling happy, sad, scared, angry, or confused.

Point out that during your second reading of the passage, you did not pay attention to the characters' feelings, which made the passage less interesting and not as easy to understand.

4 Reread the Excerpt and Discuss

Direct the students' attention to the "Excerpt from *Sheila Rae, the Brave*" chart. Tell the students that you will reread the excerpt. Ask them to follow along as they listen and to think about how Sheila Rae and Louise are feeling. Read aloud expressively and with attention to the characters' emotions, pointing to each word as you read.

Ask and briefly discuss:

Q *How is Sheila Rae feeling in this part of the story? How did the way I read the words help you know that?*

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Students might say:

"Sheila Rae starts feeling scared because she's lost. Then she gets even more scared. She hears horrible sounds and thinks scary thoughts."

"You read the words in a scared voice, which helped me know how Sheila Rae is feeling."

"Then you made your voice sound even more scared because that's how Sheila Rae is feeling."

"I think that Sheila Rae misses her parents and Louise. You made your voice sound like Sheila Rae wishes they were there with her."

Q *How is Louise feeling? How did the way I read the words help you know that?*

Students might say:

"Louise isn't scared or worried like Sheila Rae. She knows the way home."

"I think Louise is glad that she can help her big sister. You read the words in a calm, glad voice, which helped me know that."

"When Louise says, 'Follow me!' you read the words like Louise is feeling really sure that she can get them home. That helped me know that Louise can do it."

Explain that when you reread the passage, you read with expression, paying attention to the characters' feelings.

Review that fluent readers use their voices to show how the characters are feeling when they read aloud to others or when they read to themselves. Tell the students that reading fluently is important because it helps readers better understand and enjoy books.

Teacher Note

You may want to explain that readers can use punctuation marks to help them know how characters are feeling. Point out the sentences "Mother! Father! Louise!" and "Follow me!" in the excerpt. Explain that readers put feelings such as surprise, excitement, worry, or fear into their voices when they read a sentence that ends with an exclamation point, and that they read sentences that end with a question mark as though they are actually asking a question.

5 Have the Students Echo Read the Excerpt

Direct the students' attention to the "Excerpt from *Sheila Rae, the Brave*" chart. Explain that now the students will echo read the excerpt. Tell them that in echo reading, you will read two sentences aloud as they listen and follow along, and then they will read the same two sentences aloud together.

Encourage the students to notice how you change your voice as you read to show how the characters are feeling and to do the same with their voices.

Tell the students that in echo reading, it is important for them to listen carefully to the sentences you read and to stay together when it is their turn to read. It is also important for them to use voices that are not too loud or too soft. Have the students echo read the passage.

If time permits, have the students echo read the excerpt a second time.

Teacher Note

If the students struggle to echo read fluently, stop and review that it is important for them to read the sentences the same way you do. Have the students listen as you reread the sentences and then have them try again. If the students continue to struggle, or if the sentences are particularly long, have them echo read one sentence at a time, rather than two.

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Teacher Note

If a student does not have a fiction IDR book, allow him to choose one from the fiction books you collected in advance.

6 Read IDR Books with Expression and Discuss

Have the students get their IDR books and sit with their partners. Ask each student to take a few minutes to look through her book and find one or two pages in which a character is feeling happy, sad, angry, curious, confused, or any other emotion. Then have the students read their chosen pages silently, paying attention to the characters' feelings. Circulate and assist students as needed.

After a few minutes, signal for the students' attention. Have partners take turns reading their pages aloud to each other, with expression. Ask the students to read in voices that are loud enough for them and their partners to hear but not so loud that their classmates cannot hear themselves read. Tell partners to listen carefully to each other because you will ask them to share what they noticed with the class.

After partners read their pages aloud to each other, ask and briefly discuss:

Q *What did you notice about your reading when you read from your book with expression?*

> **Students might say:**
>
> "I changed my voice to make the character sound very happy when I was reading."
>
> "I noticed that I used different voices for each character's words."
>
> "My reading sounded more interesting because I was paying attention to how the character feels in this part of the book."

Q *What did you notice about how your partner read?*

> **Students might say:**
>
> "I noticed that my partner used a friendly voice to read the words because the character in her book is very nice."
>
> "It was easy for me to understand what my partner was reading about. I could tell the characters apart."

Remind the students that reading with expression and paying attention to characters' feelings when they read are part of becoming a fluent reader. Review that reading fluently is important because it helps readers better understand and enjoy books.

Tell the students that they can practice reading with expression and paying attention to characters' feelings when they read during IDR or any time they are reading.

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Reading Punctuation

Mini-lesson 5

DO AHEAD

✓ Consider pairing your English Language Learners with native English speakers during this lesson, and think in advance about which students to pair.

✓ During this lesson, you will model reading aloud an excerpt from *Erandi's Braids* by Antonio Hernández Madrigal. Practice reading the excerpt both with and without attention to punctuation (see Step 3).

In this lesson, the students:

- Hear part of a familiar book read aloud fluently
- Discuss how paying attention to punctuation helps them read fluently
- Echo read part of a story fluently
- Practice paying attention to punctuation and reading fluently during IDR
- Work responsibly in pairs
- Reflect on the importance of reading fluently

Materials

- *Erandi's Braids* from Unit 4
- "Excerpt from *Erandi's Braids*" chart (WA2)

ABOUT READING FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction in strategies for building fluency such as automatic word-recognition, meaningful phrasing, pausing for punctuation, and reading with expression can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at an appropriate reading level. Echo and choral reading, partner reading, and presentation/performance experiences (such as Readers' Theater and dramatic reading) offer meaningful ways for the students to interact with texts and develop fluency.

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ELL Note

You might consider partnering ELL students with native English speakers during this lesson.

1 Review *Erandi's Braids*

Gather the class with partners sitting together, facing you. Show the cover of *Erandi's Braids* and read the title and the name of the author aloud. Remind the students that they heard this book earlier. Page through the book and show the illustrations to help the students recall the story. Ask:

Q *What do you remember about the book* Erandi's Braids?

> **Students might say:**
>
> "It's about a girl named Erandi. She has long, beautiful hair."
>
> "It's almost Erandi's birthday. She wants a present, but she knows that her mother doesn't have much money."
>
> "Her mother really needs a new fishing net. Their old net has a lot of holes in it."
>
> "Erandi's mother tries to sell her hair to get money, but the barber doesn't want it. So Erandi decides to sell her beautiful hair."

If necessary, review that Erandi bravely decides to sell her hair so that her mother will have money to buy the new fishing net they need.

Tell the students that today you will read part of *Erandi's Braids* aloud and that you would like them to listen carefully to how you read the words in the story.

2 Introduce the Excerpt

Show pages 4–6 of the book and tell the students that in this passage from the story Erandi learns about the hair buyers who come to her village to buy hair for wigs. Display the "Excerpt from *Erandi's Braids*" chart (WA2), and explain that this is the passage from the story you just showed them. Tell the students that you will read the passage aloud in two different ways. Ask the students to listen carefully as you read and to think about what they notice during your first reading and what they notice during your second reading.

Teacher Note

You might explain that an *excerpt* is a "short piece of writing that is taken from a longer piece of writing, such as a book."

3 Read the Excerpt With and Without Attention to Punctuation and Discuss

Read the excerpt aloud twice. The first time you read, let your voice reflect the commas, periods, exclamation points, and question marks in the text. The second time you read, do not attend to the punctuation marks.

After you have read the excerpt aloud twice, ask:

Q *What did you notice about the two ways I read the passage?*

TEKS 4.A.ii
Student/Teacher Narrative Steps 3 and 4

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Students might say:

"I noticed it was easier to understand what was happening the first time you read."

"The second time, you didn't stop at the ends of sentences. You just kept on reading. That made it hard for me to understand who was talking."

"When you read the first time, I could tell when a character was asking a question."

Tell the students that the first time you read you paid attention to the punctuation marks. Explain that punctuation marks, such as periods, commas, question marks, and exclamation points, help the reader know how sentences should be read.

Tell the students that during your first reading, paying attention to punctuation also helped you read fluently. Explain that when you read *fluently*, you read smoothly and in a way that makes it easy for listeners to understand.

Point out that during your second reading of the passage, you did not read fluently because you did not pay attention to punctuation marks. Your reading was less smooth and more difficult to understand.

4 Reread the Excerpt and Discuss

Direct the students' attention to the "Excerpt from *Erandi's Braids*" chart. Point to a period and ask the students to listen as you read aloud for what you do when you come to a period in the passage.

Reread the first four sentences of the passage aloud, paying attention to punctuation and pointing to each word as you read. Point to a period, and then ask and briefly discuss:

Q *What did I do when I came to a period?*

If necessary, point out that you stopped when you came to a period. Invite a volunteer to come to the whiteboard and circle a few of the periods in the first four sentences.

Point to a comma and ask the students to listen as you read aloud for what you do when you come to a comma in the passage.

Read the first four sentences again, paying attention to punctuation and pointing to each word as you read. Point to a comma, and then ask and briefly discuss:

Q *What did I do when I came to a comma?*

If necessary, point out that you *paused*, or stopped for just a little while, when you came to a comma. Invite a volunteer to come to the whiteboard and circle a few of the commas in the first four sentences of the excerpt.

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Point to a question mark and an exclamation point, and ask the students to listen as you read aloud for what you do when you come to a question mark or an exclamation point in the passage.

Reread the rest of the excerpt aloud, paying attention to punctuation and pointing to each word as you read. Point to the question mark, and then ask and briefly discuss:

Q *What did I do when I came to the question mark?*

If necessary, point out that your voice went higher when you came to a question mark. Invite a volunteer to come to the whiteboard and circle the question mark in the excerpt.

Use the same procedure to discuss exclamation points. If necessary, point out that your voice got louder and stronger when you came to an exclamation point.

Remind the students that punctuation marks help readers know how the sentences should be read—when to stop, when to pause, and when to change their voices in some way. Review that paying attention to punctuation also helps readers read fluently when they read aloud to others or read to themselves. Tell the students that reading fluently is important because it helps readers better understand and enjoy books.

Teacher Note

You might also point out the quotation marks in the excerpt. Explain that these punctuation marks are called *quotation marks*, and that quotation marks tell readers what words are being spoken aloud by the characters. Explain that one set of quotation marks goes at the beginning of what a character says, and a second set of quotation marks goes at the end of what the character says.

5 Have the Students Echo Read the Excerpt

Direct the students' attention to the "Excerpt from *Erandi's Braids*" chart. Explain that now the students will echo read the excerpt. Tell them that in echo reading, you will read two sentences aloud as they listen and follow along, and then they will read the same two sentences aloud together.

Encourage the students to notice how you stop, pause, and change your voice as you read and to do the same with their voices.

Tell the students that in echo reading, it is important for them to listen carefully to the sentences you read and to stay together when it is their turn to read. It is also important for them to use voices that are not too loud or too soft. Have the students echo read the passage.

If time permits, have the students echo read the excerpt a second time.

Teacher Note

If the students struggle to echo read fluently, stop and review that it is important for them to read the sentences the same way you do. Have the students listen as you reread the sentences, and then have them try again. If the students continue to struggle, or if the sentences are particularly long, have them echo read one sentence at a time, rather than two.

6 Read IDR Books with Attention to Punctuation and Discuss

Have the students get their IDR books and sit with their partners. Ask the students to take a few minutes to look through their books and find one or two pages that have punctuation, such as periods, commas, question marks, and exclamation points. Then have them read the pages to themselves, using quiet voices and paying attention to the punctuation. Circulate and assist students as needed.

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After a few minutes, signal for the students' attention. Have partners take turns reading their pages aloud to each other, paying attention to the punctuation as they read. Ask the students to read in voices that are loud enough for them and their partners to hear, but not so loud that their classmates cannot hear themselves read. Tell partners to listen carefully to each other's reading because you will ask them to share what they noticed with the class.

After partners have taken turns reading their pages aloud to each other, ask and briefly discuss:

Q *What did you notice when you were reading and paying attention to punctuation?*

> **Students might say:**
>
> "I slowed down because I was paying more attention to the periods and the commas."
>
> "I noticed that I didn't run the sentences together."
>
> "My reading sounded more exciting because I was paying attention to the exclamation points."

Q *What did you notice about how your partner read?*

> **Students might say:**
>
> "I noticed that my partner stopped at the periods."
>
> "I noticed that her voice got higher when she got to a question mark."
>
> "It was easy for me to understand what my partner was reading about."

Remind the students that paying attention to punctuation when they read is part of becoming a fluent reader. Review that reading fluently is important because it helps readers better understand and enjoy books.

Tell the students that they can practice paying attention to punctuation when they read during IDR or any time they are reading.

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Mini-lesson 6 Reading Typography

DO AHEAD

- ✓ Consider pairing your English Language Learners with native English speakers during this lesson, and think in advance about which students to pair.
- ✓ During this lesson, you will model reading aloud an excerpt from *Me First* by Helen Lester. Practice reading the excerpt both with and without attention to typography (see Step 3).
- ✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print a class set of "Excerpt from *Me First*" (BLM1).

Materials

- *Me First* from Unit 9
- "Excerpt from *Me First*" chart (WA3)
- Class set of "Excerpt from *Me First*" (BLM1)

In this lesson, the students:

- Hear part of a familiar book read aloud fluently
- Discuss how paying attention to typography helps them read fluently
- Echo read part of a story fluently
- Practice reading fluently in pairs
- Reflect on the importance of reading fluently

ABOUT READING FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction in strategies for building fluency such as automatic word-recognition, meaningful phrasing, pausing for punctuation, and reading with expression can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at an appropriate reading level. Echo and choral reading, partner reading, and presentation/performance experiences (such as Readers' Theater and dramatic reading) offer meaningful ways for the students to interact with texts and develop fluency.

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1 Review *Me First*

Gather the class with partners sitting together, facing you. Show the cover of *Me First* and read the title and the name of the author aloud. Remind the students that they heard this book earlier. Page through the book and show the illustrations to help the students recall the story. Ask:

Q *What do you remember about the book* Me First?

> **Students might say:**
>
> "I remember that it's about a pig. His name is Pinkerton."
>
> "He always wants to be first. He's very pushy."
>
> "In addition to what [Kira] said, I remember that Pinkerton meets a sandwitch."
>
> "The sandwitch teaches Pinkerton that being first isn't always best."

If necessary, review that Pinkerton is a pushy young pig who always wants to be first. One day he meets a witch who teaches him that being first is not always best.

Tell the students that today you will read part of *Me First* aloud and that you would like them to listen carefully to how you read the words in the story. Explain that they will learn about reading in a way that will help them better understand and enjoy books.

2 Introduce the Excerpt

Show pages 14–15 of the book and tell the students that this is the part of the story in which Pinkerton meets the sandwitch. Display the "Excerpt from *Me First*" chart (WA3), and explain that this is the passage from the story you just showed them. Direct the students' attention to the charted excerpt and ask:

Q *What do you notice about the way some of the words in this passage are written?*

> **Students might say:**
>
> "Some words have all capital letters. Some of them also look bigger and darker."
>
> "Some words look like they're written using different kinds of letters."
>
> "I see some words that look a little bit sideways."

If necessary, point out that some words in the passage are written in different or unusual ways. Tell the students that you will read the passage aloud twice. Ask the students to listen carefully as you read and to think about what they notice during your first reading and what they notice during your second reading.

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Teacher Note

Typography refers to the special treatment of a typeface (such as italics, bold type, and words that appear in capital letters) to suggest to readers how a piece should be read.

3 Read the Excerpt With and Without Attention to Typography and Discuss

Read the passage aloud twice, pointing to each word as you read it. The first time, read the passage fluently and with particular attention to typography, letting your voice reflect the italicized words, the bold words, and the words written in all capital letters. Also pay attention to punctuation marks as you read. The second time you read the poem, do not attend to typography or punctuation.

After you have read the passage aloud twice, ask:

Q *What did you notice about the two different ways I read the passage?*

> **Students might say:**
>
> "Listening to the passage the first time was more fun."
>
> "I agree with [Juan]. The first time you read, I made a picture in my mind of Pinkerton running as fast as he could."
>
> "I noticed that you said the words *me first* really loudly the first time you read."
>
> "The second time you read, all the words sounded the same. It wasn't as interesting."

Direct the students' attention to the "Excerpt from *Me First*" chart. Point out the words "**ME FIRST**" in the second line. Tell the students that this is an example of words written in all capital letters and in bold type. Point out that the words in *bold type* are darker than other words on the page. Explain that authors sometimes write words using all capital letters or bold type to suggest to readers that they should read those words loudly or with more energy and more feeling. Point out that Pinkerton is extremely eager and excited to get a delicious sandwich, and then reread lines 1 and 2 of the passage, reading the words "**ME FIRST**" in a way that makes clear Pinkerton's feelings.

Point out the word "*Kerplop*" in line 4. Tell the students that this is an example of a word written in *italics*. Explain that authors sometimes use italics to suggest to readers that they should read a word in a way that makes it stand out from the surrounding words. Reread lines 3 and 4 of the passage, saying "*Kerplop*" in a way that differs from how you read the surrounding words, emphasizing Pinkerton's action.

Tell the students that the first time you read the passage, you paid attention to the ways that the author wrote the words on the page. Explain that paying attention to these things helped you read the passage more fluently. Explain that when you read *fluently*, you read the words in a way that makes them interesting to hear and easy to understand.

Point out that your second reading of the passage was less fluent because you did not pay attention to how the words look on the page, so your reading was not as interesting or as fun to hear.

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4 Reread the Excerpt and Discuss

Direct the students' attention to the "Excerpt from *Me First*" chart. Tell them that you will read the passage again and ask them to think about how the words look and how you read them.

Reread the passage fluently, attending to typography and pointing to each word as you read. Ask and briefly discuss:

Q *What did you notice about how the words in the passage look? What did you notice about how I read them?*

> **Students might say:**
>
> "I noticed that toward the end you read the words *me first* in a louder and louder voice until you were almost shouting."
>
> "In addition to what [Dalia] said, sometimes the words *me first* look normal. In other places, they are in all capital letters, and they look bigger and darker."
>
> "In addition to what [Ravi and Dalia] said, I noticed that you read the last sentence so that the words *really would* sounded different from the rest."
>
> "I noticed that the words *really would* are written in italics."

If necessary, point out the lines "'Me first. ME FIRST! **ME FIRST!**'" and "'I guess you *really would* care for a sandwich,'" and note the use of capital letters, bold type, and italics.

Invite a few volunteers to circle the words that they noticed on the whiteboard. If necessary, read parts of the passage aloud again.

Remind the students that paying attention to how words look on the page helps readers know how the words should be read—for example, loudly, softly, slowly, quickly, or with more feeling. Review that paying attention to how words look also helps readers read fluently when they read aloud to others or when they read to themselves.

Tell the students that reading fluently is important because it helps readers better understand and enjoy books.

Teacher Note

You might briefly point out the punctuation marks in the passage and explain that paying attention to punctuation is another way to read more fluently. Tell the students that when you saw a comma, you *paused*, or stopped briefly. Explain that you stopped for a longer amount of time when you came to periods and that your voice got louder and more energetic when you came to exclamation points. You might also point out the ellipsis and explain that these dots that look like three periods in a row are called an *ellipsis*. Explain that an ellipsis tells readers to pause a bit longer and that more of the sentence is coming.

5 Have the Students Echo Read the Excerpt

Direct the students' attention to the "Excerpt from *Me First*" chart. Explain that now the students will echo read the passage. Tell them that in echo reading, you will read a sentence aloud as they listen and follow along, and then they will read the same sentence aloud together.

Encourage the students to notice how your voice changes as you read different words in the passage and to do the same with their voices.

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Teacher Note

If the students struggle to echo read fluently, stop and review that it is important for them to read the sentences the same way you do. Have the students listen as you reread a sentence, and then have them try again. If the students continue to struggle, have them echo read one phrase of a sentence at a time.

Tell the students that in echo reading, it is important for them to listen carefully to the words you read and to stay together when it is their turn to read. Have the students echo read the passage.

If time permits, have the students echo read the passage a second time.

6 Model Partner Reading and Have the Students Read Fluently in Pairs

Distribute a copy of "Excerpt from *Me First*" (BLM1) to each student. Explain that the students will take turns reading the passage aloud to each other in pairs.

Ask the students to watch and listen as you model partner reading. Select a volunteer to be your partner. Read the passage aloud as your partner listens carefully and follows along on a copy of "Excerpt from *Me First*." Then ask your partner to read the passage aloud as you listen carefully and follow along.

Point out that you and your partner read aloud slowly and clearly, followed the words in the passage, and listened carefully. Have partners take turns reading the passage aloud to each other. Remind them to pay attention to how the words look on the page to help them read fluently. Tell them to listen carefully to each other's reading because you will ask them to share what they noticed with the class. Circulate and assist students as needed.

7 Reflect on Reading Fluently

After partners have taken turns reading the passage aloud to each other, ask and briefly discuss:

Q *What did you notice when you were reading and paying attention to how the words look on the page?*

> **Students might say:**
>
> "I slowed down because I was paying more attention to how the words look."
>
> "I made my voice get louder when I read words in all capital letters."
>
> "My reading sounded more interesting because I was paying attention to how the words look."

Q *What did you notice about how your partner read?*

> **Students might say:**
>
> "I noticed that my partner read the words in bold type with lots of energy."
>
> "I noticed that her reading was fun to listen to. I liked it."

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Remind the students that paying attention to how words look on the page when they read is part of becoming a fluent reader. Review that reading fluently is important because it helps readers better understand and enjoy books.

Tell the students that they can practice paying attention to bold words and words written in all capital letters when they read during IDR or any time they are reading.

Using Word-analysis Strategies

Mini-lesson 7

DO AHEAD

✓ Prepare a sheet of chart paper with the title "Things to Do When You Don't Know a Word" (see Step 3).

In this lesson, the students:

- Discuss encountering longer unfamiliar words during independent reading
- Learn word-analysis strategies for reading unfamiliar, polysyllabic words
- Practice word-analysis strategies during IDR
- Reflect on using word-analysis strategies

Materials

- "A Trip to the Zoo" chart (WA4)
- "Things to Do When You Don't Know a Word" chart, prepared ahead, and a marker

ABOUT WORD-ANALYSIS STRATEGIES

During this lesson, the students are introduced to strategies they might use to help them read unfamiliar, polysyllabic words when reading independently. At grade 2, the lesson focuses on strategies such as recognizing affixes and compound words; breaking a word into syllables, reading each syllable, and then putting the syllables together; and using context clues and picture clues to verify that what the students read makes sense. If you have introduced your students to word-analysis strategies during phonics/decoding or small-group reading instruction that are different from those suggested here, you can adapt this lesson to reflect your earlier instruction.

1 Introduce Using Word-analysis Strategies

Gather the class with partners sitting together, facing you. Remind the students that this year they are reading books independently during IDR to help them grow as readers.

Tell the students that while they are reading independently, they might come across *unfamiliar* words, or words they are not sure how to read. Point out that if the word is short, they can try to read the word by

Teacher Note

You might teach this lesson in multiple sessions, modeling the first strategy and allowing the students to practice it during the first session, and then repeating the procedure to teach the remaining strategies at another time.

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thinking about the sound of each of the letters and blending the sounds together, but sometimes the word might be longer and more difficult to sound out. Tell them that today they will learn what they can do when they are reading and come across longer words they are not sure how to read.

2 Model Identifying Base Words and Affixes

Display the "A Trip to the Zoo" chart (WA4). Read the title aloud and explain that this passage is about a boy who visits the zoo with his mother. Tell the students that you will read the passage aloud. Ask them to pay attention to what you do when you come to words in the passage that you are not sure how to read.

WA4

A Trip to the Zoo



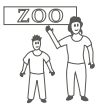
My mom and I took a trip to the zoo. First we decided to visit the big cats. We saw the lions. They're my favorite animals because they are strong, powerful, and unafraid!



Then we visited the cheetahs. They are the fastest of all the big cats.



Later on, we saw a crocodile. It was snoozing on a rock in the sunshine.



Mom and I had a wonderful time. I really hope we can visit the zoo again soon—maybe next weekend!

Read the first paragraph aloud slowly and clearly, pointing to each word as you read it. Pause when you come to the words *powerful* and *unafraid*. Point to the words and tell the students that these are words that you are not sure how to read. Model figuring out how to read the words by identifying the affixes and the base words.

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You might say:

"I'll start reading: *My mom and I took a trip to the zoo. First we decided to visit the big cats. We saw the lions. They're my favorite animals because they are strong,* [pause], *and* [pause]! Here are two words I'm not sure how to read. I wonder what I might do to figure out how to read them. I'll begin by looking at the letters in the first word I'm not sure how to read: *p*, *o*, *w*, *e*, *r*, *f*, *u*, *l*. When I look at all the letters, I notice something. This word has a special ending I recognize: *-ful*. This is a suffix, a letter or group of letters that's added to the end of a word to make another word. I know that the suffix *-ful* means 'full of.' Now I'll look at the part before the suffix. I recognize that this part is the word *power*. Does that help me figure out how to read this word? Yes, now I can see that this unfamiliar word is actually the word *power* with the suffix *-ful*, or *powerful*. Does that make sense in the sentence? Yes, I think so because lions are definitely strong, powerful animals.

Now I'll look at the letters in the second word I'm not sure how to read: *u*, *n*, *a*, *f*, *r*, *a*, *i*, *d*. What do I notice? This word has a special group of letters, *un-*, added to the beginning. This is a prefix, a letter or group of letters added to the beginning of a word to make another word. I know the prefix *un-* can mean 'not.' Looking at the rest of the word—*a*, *f*, *r*, *a*, *i*, *d*—I recognize a word I already know: *afraid*. *Afraid* means 'scared,' so I think that *unafraid* means 'not scared.' Does that make sense in a sentence about lions? Yes, it does: *They're my favorite animals because they are strong, powerful, and unafraid.* I also see a picture of a strong, powerful lion. It definitely doesn't look afraid."

3 Discuss Base Words and Affixes and Introduce the "Things to Do When You Don't Know a Word" Chart

Ask and briefly discuss:

Q *What did you notice I did to figure out how to read the words* powerful *and* unafraid*? Turn to your partner.*

After partners have discussed the question, direct the students' attention to the "Things to Do When You Don't Know a Word" chart and read the title aloud. Have a few volunteers share their thinking with the class.

Students might say:

"First you looked at all the letters in *powerful* and noticed the suffix *-ful*. Then you looked at the part before the suffix and read *power* and put it together with *-ful*."

"When you looked at the letters in *unafraid*, that helped you see the prefix *un-*. Then you recognized the rest of the word."

"After you figured out the words, you asked yourself if they made sense in the sentence. Then you looked at the picture to see if it matched what you read."

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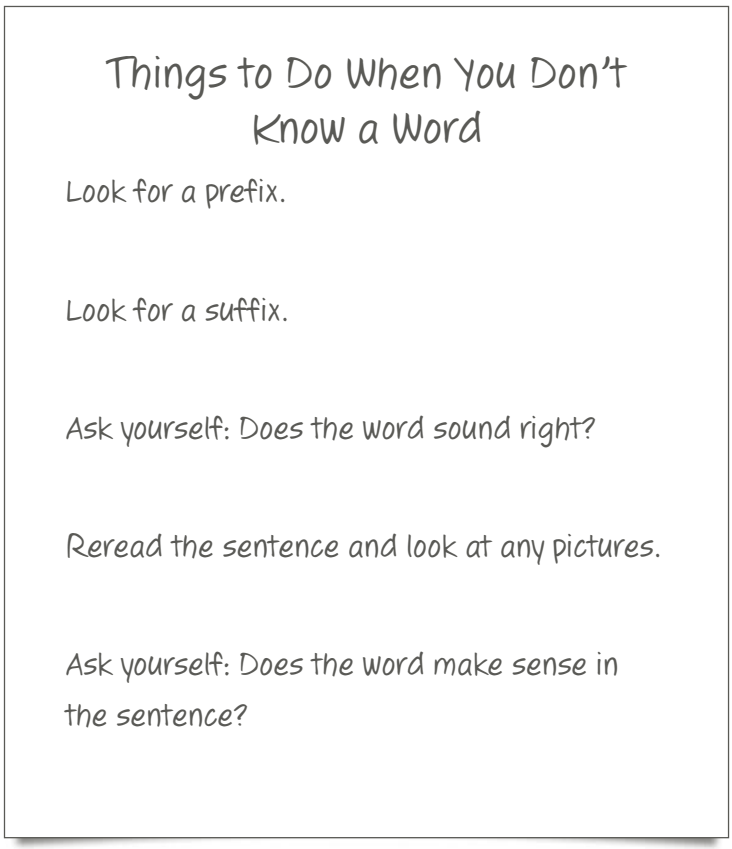
Teacher Note

You will add additional strategies to the chart in Steps 4 and 5. Leave space in your chart to do this, as shown in the sample diagram.

As the students share, record their responses on the chart. Be ready to paraphrase them so that your chart is similar to the example in the diagram below. If necessary, review the strategies you used to figure out how to read the words.



Teacher Note

If you are teaching the vocabulary lessons, you might remind the students of other prefixes and suffixes they have learned.

Read the chart aloud, pointing to each strategy as you read it. Review that these are some things the students can do to figure out words they do not know when they are reading independently.

4 Model Decoding and Add to the Chart

Tell the students that you will continue reading the passage. Remind them to pay attention to what you do when you come to words you are not sure how to read.

Begin reading the second paragraph of the "A Trip to the Zoo" chart (WA4) aloud, pointing to each word as you read it. Pause when you come to the word *cheetahs*. Point to the word and tell the students that this is a word you are not sure how to read.

Model figuring out how to read the word by decoding it using letter–sound relationships that the students have learned during their phonics instruction.

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You might say:

"I'll read the second paragraph: *Then we visited the* [pause]. Here is a word I'm not sure how to read. What can I do to read it? I'll start by looking at all the letters in the word: *c, h, e, e, t, a, h, s.* I don't see any prefixes or suffixes, so I'll try something different to figure it out. I'll break the word into smaller parts and sound them out: *chee-tahs.* Now I'll ask myself if the word sounds right. *Cheetahs* sounds right to me; I know that cheetahs are a type of animal you might see in a zoo. Now I'll read the paragraph again: *Then we visited the cheetahs. They are the fastest of all the big cats.* Does the word *cheetahs* make sense in the passage? I think it does because I know that cheetahs are a kind of big cat, and they are very fast runners. There is also a picture of a cheetah."

Ask and briefly discuss:

Q *What did you notice I did to figure out how to read the word* cheetahs*? Turn to your partner.*

After partners have discussed the question, direct the students' attention to the "Things to Do When You Don't Know a Word" chart. Have a few volunteers share their thinking with the class.

Students might say:

"First you looked at all the letters in the word. Then you broke the word into parts."

"You sounded out each small part of the word. Then you put the parts together to read the word."

"After you read the word, you asked yourself if the word sounded right."

"You read the sentence again and asked yourself if the word *cheetahs* made sense."

"You used the picture to check if it showed what you read."

As the students share, record their responses on the chart. Be ready to paraphrase them so that your chart is similar to the example in the diagram below.

Things to Do When You Don't Know a Word

Look for a prefix.

Look for a suffix.

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(continued)

Look at all the letters in the word. Break the word into parts. Read each smaller part. Then put the parts together to read the word.

Ask yourself: Does the word sound right?

Reread the sentence and look at any pictures.

Ask yourself: Does the word make sense in the sentence?

5 Model Identifying Compound Words and Add to the Chart

Continue reading the passage. Read the third paragraph on the chart aloud, pointing to each word as you read it. Pause when you come to the word *sunshine*. Model figuring out how to read the word by identifying it as a compound word.

> **You might say:**
>
> "I'll read the next paragraph: *Later on, we saw a crocodile. It was snoozing on a rock in the* [pause]. I'm not sure how to read that word. I'll start by looking at all the letters in the word: *s, u, n, s, h, i, n, e*. When I look at the letters, I notice that the first three letters spell a word I know, *sun*. Then when I look at the letters *s, h, i, n, e*, I see another word I know, *shine*. This is a *compound word*, a word that's made up of two smaller words: *sun* and *shine*. I'll put them together: *sunshine*. Now I'll read the sentence again: *It was snoozing on a rock in the sunshine*. That makes sense to me, and it matches what's in the picture."

Ask and briefly discuss:

Q *What did you notice I did to figure out how to read the word* sunshine? *Turn to your partner.*

After partners have discussed the question, direct the students' attention to the "Things to Do When You Don't Know a Word" chart. Have a few volunteers share their thinking with the class.

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Students might say:

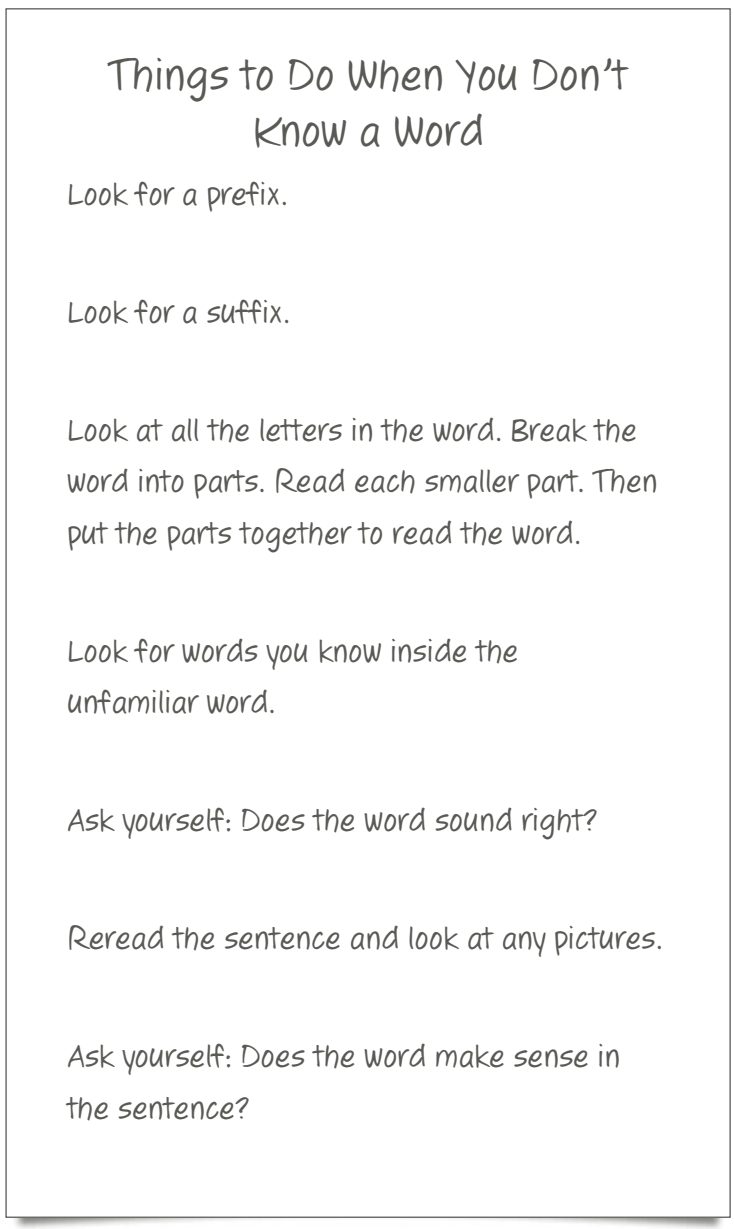
"First you looked at all the letters in the word."

"When you looked at the letters, you noticed that the word was made up of two smaller words."

"When you put *sun* and *shine* together, you figured out that the word was *sunshine*."

"After you figured out the word, you asked yourself if it made sense in the sentence and if it matched the picture."

As the students share, record their responses on the chart. Be ready to paraphrase them so that your chart is similar to the example in the diagram below.



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Teacher Note

If you are teaching the vocabulary lessons, you might remind the students of other compound words they have learned.

Teacher Note

If the student struggles to read a word in the passage, refer back to the "Things to Do When You Don't Know a Word" chart, and have the student and her partner try using one or more of the strategies on the chart to read the word.

Teacher Note

If the students do not identify any words they had difficulty reading, point to the word *wonderful* in the paragraph and ask, "What might you do if you come to the word *wonderful* and you do not know how to read the word?" In the same way, discuss the word *weekend*.

Briefly review the chart aloud, pointing to each strategy as you read it. Remind the students that these are some things they can do to figure out words they do not know when they are reading independently.

6 Have Partners Practice the Strategies



Tell the students that now they will work with their partners to read the last paragraph of the passage. Give partners a few minutes to work together to read the last paragraph.

Remind the students that if they do not know how to read the words, they can use the ideas on the "Things to Do When You Don't Know a Word" chart to help figure them out. Circulate and observe, assisting students as needed.

After a few minutes, signal for the students' attention. Have a volunteer read the last paragraph aloud. Then discuss as a class:

Q *Was there a word in the paragraph that you and your partner did not know how to read? If so, which word?*

Q *What did you do to figure out the word?*

> **Students might say:**
>
> "We looked at all the letters in the word."
>
> "We tried breaking the word into parts and reading the smaller parts."
>
> "We noticed that the word had the suffix *-ful*. That helped us figure out that the word is *wonderful*."
>
> "We saw that the word was made of two smaller words, *week* and *end*. That helped us figure it out."

As volunteers share, point out the strategies they used on the "Things to Do When You Don't Know a Word" chart.

7 Practice Using Word-analysis Strategies During IDR

Ask the students to get their IDR books and find places to sit. Explain that they will read silently for a few minutes. Encourage the students to use the ideas on the chart to help them figure out words they are not sure how to read in their books. Explain that later, they will have a chance to share any ideas they used from the chart with the class.

Have the students read their IDR books silently for a few minutes. Circulate and assist students as needed.

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8 Reflect on Using Word-analysis Strategies

Signal for the students' attention. Ask and briefly discuss:

Q *Were there any words in your book that you didn't know how to read? What did you do to figure them out?*

Remind the students that figuring out how to read unfamiliar words is part of growing as a reader and that it will help them better understand and enjoy books.

Tell the students that they can use the ideas on the "Things To Do When You Don't Know a Word" chart when they read during IDR or any time they are reading.

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Appendix B

GRADE 2 READ-ALOUD TEXTS

Unit	Lesson	Title	Author/Source	Format	Genre/Type
1	Week 1	*McDuff Moves In*	Rosemary Wells	picture book	fiction
1	Week 1	"The Library" from *Poppleton*	Cynthia Rylant	picture book	fiction
1	Week 2	*Sheila Rae, the Brave*	Kevin Henkes	picture book	fiction
1	Week 3	*Girl Wonder: A Baseball Story in Nine Innings*	Deborah Hopkinson	picture book	narrative nonfiction
2	Week 1	*Jamaica Tag-Along*	Juanita Havill	picture book	realistic fiction
2	Week 2	*Alexander and the Terrible, Horrible, No Good, Very Bad Day*	Judith Viorst	picture book	realistic fiction
2	Week 3	*The Three Little Pigs*	James Marshall	picture book	folktale
2	Week 4	*The Three Little Wolves and the Big Bad Pig*	Eugene Trivizas	picture book	fiction
3	Week 1	*A Tree Is Nice*	Janice May Udry	picture book	expository nonfiction
3	Week 1	"My Baby Brother"	Mary Ann Hoberman	poem	poetry
3	Week 2	"Bees, Bothered by Bold Bears, Behave Badly"	Walter R. Brooks	poem	poetry
3	Week 2	"Raccoon"	Mary Ann Hoberman	poem	poetry
3	Week 3	*POP! A Book About Bubbles*	Kimberly Brubaker Bradley	picture book	expository nonfiction
3	Week 4	*The Paperboy*	Dav Pilkey	picture book	realistic fiction
4	Week 1	*Babu's Song*	Stephanie Stuve-Bodeen	picture book	realistic fiction
4	Week 2	*Erandi's Braids*	Antonio Hernández Madrigal	picture book	realistic fiction
4	Week 3	*Chester's Way*	Kevin Henkes	picture book	fiction
5	Week 1	*The Incredible Painting of Felix Clousseau*	Jon Agee	picture book	fiction
5	Week 2	*Galimoto*	Karen Lynn Williams	picture book	realistic fiction
5	Week 3	*The Paper Crane*	Molly Bang	picture book	fiction
6	Week 1	*The Tale of Peter Rabbit*	Beatrix Potter	picture book	fiction
6	Week 1	*Beatrix Potter*	Alexandra Wallner	picture book	narrative nonfiction

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(continued)

Unit	Lesson	Title	Author/Source	Format	Genre/Type
6	Week 2	*The Art Lesson*	Tomie dePaola	picture book	narrative nonfiction
6	Week 2	"Draw, Draw, Draw: A Short Biography of Tomie dePaola"	Center for the Collaborative Classroom	article	narrative nonfiction
7	Week 1	*Insect Detective*	Steve Voake	picture book	expository nonfiction
7	Week 2	*Butterflies*	Teresa Wimmer	picture book	expository nonfiction
7	Week 3	*Spinning Spiders*	Melvin Berger	picture book	expository nonfiction
8	Week 1	*Snails*	Monica Hughes	picture book	expository nonfiction
8	Week 1	"Snail Food"	Center for the Collaborative Classroom	article	expository nonfiction
8	Week 2	*Bend and Stretch: Learning About Your Bones and Muscles*	Pamela Hill Nettleton	picture book	expository nonfiction
8	Week 3	"Ice Cream Mania!"	Center for the Collaborative Classroom	article	expository nonfiction
8	Week 3	"Giant Pandas"	Center for the Collaborative Classroom	article	expository nonfiction
8	Week 3	"Classic Smoothie"	Center for the Collaborative Classroom	functional text	expository nonfiction
8	Week 3	"The City Zoo"	Center for the Collaborative Classroom	functional text	expository nonfiction
9	Week 1	"The Friendship-fostering Buddy Bench"	Gogonews.com	article	expository nonfiction
9	Week 1	"Hey Joe, How's It Going?"	Jennifer Marino Walters	article	expository nonfiction
9	Week 1	"Giant Jellyfish Invasion"	Ruth A. Musgrave	article	expository nonfiction
9	Week 2	"Zoos Are Good for Animals"	Center for the Collaborative Classroom	article	expository nonfiction
9	Week 2	"Zoos Are Not Good for Animals"	Center for the Collaborative Classroom	article	expository nonfiction
9	Week 3	*Me First*	Helen Lester	picture book	fiction
9	Week 3	*Erandi's Braids*	Antonio Hernández Madrigal	picture book	fiction
9	Week 4	*Big Al*	Andrew Clements	picture book	fiction
10	Week 1	*little blue and little yellow*	Leo Lionni	picture book	fiction

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Appendix C

READ-ALOUD TEXTS ACROSS THE GRADES

Kindergarten

Title	Author/Source
A Baby Duck Story	Martha E. H. Rustad
A Baby Penguin Story	Martha E. H. Rustad
Brave Bear	Kathy Mallat
Brave Norman: A True Story	Andrew Clements
Cat's Colors	Jane Cabrera
"Cats"	Eleanor Farjeon
"Charlie Needs a Cloak"	Tomie dePaola
Cookie's Week	Cindy Ward
A Day in the Life of a Zookeeper	Nate LeBoutillier
Doctors Help	Dee Ready
Dolphins	Kate Riggs
Flower Garden	Eve Bunting
Friends at School	Rochelle Bunnett
Getting Around By Plane	Cassie Mayer
A Harbor Seal Pup Grows Up	Joan Hewett
I Was So Mad	Mercer Mayer
If You Give a Mouse a Cookie	Laura Joffe Numeroff
A Letter to Amy	Ezra Jack Keats
Maisy's Pool	Lucy Cousins
The Moon	Martha E. H. Rustad
My Friends	Taro Gomi
On the Go	Ann Morris
A Porcupine Named Fluffy	Helen Lester
Pumpkin Pumpkin	Jeanne Titherington
A Tiger Cub Grows Up	Joan Hewett

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Kindergarten *(continued)*

Title	Author/Source
Tools	Ann Morris
Trains	Matt Doeden
The Sun	Charlotte Guillain
Say Hello	Jack Foreman
"Umbrellas"	Lilian Moore
Whistle for Willie	Ezra Jack Keats
When Sophie Gets Angry—Really, Really Angry . . .	Molly Bang

Grade 1

Title	Author/Source
Angelina and Henry	Katharine Holabird
"The Balloon Man"	Dorothy Aldis
Big Blue Whale	Nicola Davies
Birds: Winged and Feathered Animals	Suzanne Slade
The Bumblebee Queen	April Pulley Sayre
Chameleons Are Cool	Martin Jenkins
Chrysanthemum	Kevin Henkes
Curious George Goes Camping	Margret Rey and H. A. Rey
A Day in the Life of a Garbage Collector	Nate LeBoutillier
Dinosaur Babies	Lucille Recht Penner
Down the Road	Alice Schertle
An Elephant Grows Up	Anastasia Suen
An Extraordinary Egg	Leo Lionni
George Washington and the General's Dog	Frank Murphy
"How to Catch Your ZZZs"	KidsHealth.org
In the Tall, Tall Grass	Denise Fleming
It's Mine!	Leo Lionni
Julius	Angela Johnson
Matthew and Tilly	Rebecca C. Jones
McDuff and the Baby	Rosemary Wells

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Grade 1 *(continued)*

Title	Author/Source
An Ocean of Animals	Janine Scott
People in My Neighborhood	Shelly Lyons
Peter's Chair	Ezra Jack Keats
Places in My Neighborhood	Shelly Lyons
Quick as a Cricket	Audrey Wood
"School Bus" from *Did You See What I Saw? Poems about School*	Kay Winters
Sheep Out to Eat	Nancy Shaw
Sleep Well: Why You Need to Rest	Kathy Feeney
"Sliding Board" from *Did You See What I Saw? Poems about School*	Kay Winters
The Snowy Day	Ezra Jack Keats
Throw Your Tooth on the Roof	Selby B. Beeler
Using Your Senses	Rebecca Rissman
Velociraptor	Kate Riggs
When I Was Little: A Four-Year-Old's Memoir of Her Youth	Jamie Lee Curtis

Grade 2

Title	Author/Source
Alexander and the Terrible, Horrible, No Good, Very Bad Day	Judith Viorst
The Art Lesson	Tomie dePaola
Babu's Song	Stephanie Stuve-Bodeen
Beatrix Potter	Alexandra Wallner
"Bees, Bothered by Bold Bears, Behave Badly"	Walter R. Brooks
Bend and Stretch: Learning About Your Bones and Muscles	Pamela Hill Nettleton
Big Al	Andrew Clements
Butterflies	Teresa Wimmer
Chester's Way	Kevin Henkes
"The City Zoo"	Center for the Collaborative Classroom
"Classic Smoothie"	Center for the Collaborative Classroom
"Draw, Draw, Draw: A Short Biography of Tomie dePaola"	Center for the Collaborative Classroom

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Grade 2 *(continued)*

Title	Author/Source
Erandi's Braids	Antonio Hernández Madrigal
"The Friendship-fostering Buddy Bench"	Gogonews.com
Galimoto	Karen Lynn Williams
"Giant Jellyfish Invasion"	Ruth A. Musgrave
"Giant Pandas"	Center for the Collaborative Classroom
Girl Wonder: A Baseball Story in Nine Innings	Deborah Hopkinson
"Hey Joe, How's It Going?"	Jennifer Marino Walters
"Ice Cream Mania!"	Center for the Collaborative Classroom
The Incredible Painting of Felix Clousseau	Jon Agee
Insect Detective	Steve Voake
Jamaica Tag-Along	Juanita Havill
"The Library" from *Poppleton*	Cynthia Rylant
little blue and little yellow	Leo Lionni
McDuff Moves In	Rosemary Wells
Me First	Helen Lester
"My Baby Brother"	Mary Ann Hoberman
The Paper Crane	Molly Bang
The Paperboy	Dav Pilkey
POP! A Book About Bubbles	Kimberly Brubaker Bradley
"Raccoon"	Mary Ann Hoberman
Sheila Rae, the Brave	Kevin Henkes
Snails	Monica Hughes
"Snail Food"	Center for the Collaborative Classroom
Spinning Spiders	Melvin Berger
The Tale of Peter Rabbit	Beatrix Potter
The Three Little Pigs	James Marshall
The Three Little Wolves and the Big Bad Pig	Eugene Trivizas
A Tree Is Nice	Janice May Udry
"Zoos Are Good for Animals"	Center for the Collaborative Classroom
"Zoos Are Not Good for Animals"	Center for the Collaborative Classroom

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Grade 3

Title	Author/Source
Alexander, Who's Not (Do you hear me? I mean it!) *Going to Move*	Judith Viorst
Amazing Grace	Mary Hoffman
Aunt Flossie's Hats (and Crab Cakes Later)	Elizabeth Fitzgerald Howard
"Banning Tag"	Center for the Collaborative Classroom
Boundless Grace	Mary Hoffman
Brave Harriet	Marissa Moss
Brave Irene	William Steig
Cherries and Cherry Pits	Vera B. Williams
A Day's Work	Eve Bunting
The Emperor and the Kite	Jane Yolen
Explore the Desert	Kay Jackson
Fables	Arnold Lobel
Flashy Fantastic Rain Forest Frogs	Dorothy Hinshaw Patent
The Girl Who Loved Wild Horses	Paul Goble
Homes	Chris Oxlade
"Homework—Who Needs It?"	Center for the Collaborative Classroom
"Hop to It: Fancy Footwork"	Center for the Collaborative Classroom
"How to Make a Paper Airplane"	Center for the Collaborative Classroom
Julius, the Baby of the World	Kevin Henkes
"Jump Rope: Then and Now"	Center for the Collaborative Classroom
Keepers	Jeri Hanel Watts
Lifetimes	David L. Rice
"Lincoln School Lunch Calendar"	Center for the Collaborative Classroom
Mailing May	Michael O. Tunnell
Miss Nelson Has a Field Day	Harry Allard
Miss Nelson Is Missing!	Harry Allard
Morning Meals Around the World	Maryellen Gregoire
"Origami: The Art of Japanese Paper Folding"	Center for the Collaborative Classroom
The Paper Bag Princess	Robert Munsch

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Grade 3 *(continued)*

Title	Author/Source
Polar Bears	Mark Newman
"Polar Bears in Peril"	Elizabeth Winchester
Possum's Tail from *Pushing Up the Sky: Seven Native American Plays for Children*	Joseph Bruchac
The Raft	Jim LaMarche
"Seal"	William Jay Smith
"Smile—You've Got Homework!"	Center for the Collaborative Classroom
Sonia Sotomayor: A Judge Grows in the Bronx	Jonah Winter
The Spooky Tail of Prewitt Peacock	Bill Peet
Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival	Kirby Larson and Mary Nethery
Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman	Kathleen Krull
"You Can Make Mexican Breakfast Quesadillas" from *Morning Meals Around the World*	Maryellen Gregoire
"You Can Make Tea with Milk" from *Morning Meals Around the World*	Maryellen Gregoire

Grade 4

Title	Author/Source
Amelia's Road	Linda Jacobs Altman
Animal Senses: How Animals See, Hear, Taste, Smell and Feel	Pamela Hickman
A Bad Case of Stripes	David Shannon
The Bat Boy & His Violin	Gavin Curtis
Chicken Sunday	Patricia Polacco
"City of Lawrence Street Map"	Center for the Collaborative Classroom
"Co-chin and the Spirits"	Center for the Collaborative Classroom
Coming to America: The Story of Immigration	Betsy Maestro
"Demeter and Persephone"	Center for the Collaborative Classroom
"Excerpt from *Rosa Parks: My Story*"	Rosa Parks with Jim Haskins
Farm Workers Unite: The Great Grape Boycott	Center for the Collaborative Classroom
Flight	Robert Burleigh

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Grade 4 *(continued)*

Title	Author/Source
"Food for Thought: Cafeteria Menus Shape Up"	Center for the Collaborative Classroom
Gluskabe and Old Man Winter from *Pushing Up the Sky: Seven Native American Plays for Children*	Joseph Bruchac
"Grounded" from *My Man Blue*	Nikki Grimes
Hurricane	David Wiesner
"How to Make Oobleck"	Center for the Collaborative Classroom
In My Own Backyard	Judi Kurjian
"My Man Blue" from *My Man Blue*	Nikki Grimes
Nineteenth-Century Migration to America	John Bliss
The Old Woman Who Named Things	Cynthia Rylant
Peppe the Lamplighter	Elisa Bartone
A Picture Book of Amelia Earhart	David A. Adler
A Picture Book of Harriet Tubman	David A. Adler
A Picture Book of Rosa Parks	David A. Adler
The Princess and the Pizza	Mary Jane and Herm Auch
"School Uniforms: No Way!"	Center for the Collaborative Classroom
"School Uniforms: The Way to Go"	Center for the Collaborative Classroom
"Second Son" from *My Man Blue*	Nikki Grimes
Shattering Earthquakes	Louise and Richard Spilsbury
Song and Dance Man	Karen Ackerman
"Simon's Sandwich Shop"	Center for the Collaborative Classroom
Slinky Scaly Slithery Snakes	Dorothy Hinshaw Patent
Teammates	Peter Golenbock
Thunder Cake	Patricia Polacco
"Tying the Score: Men, Women, and Basketball"	Center for the Collaborative Classroom
"Virtual Worlds: Community in a Computer"	Center for the Collaborative Classroom
"The Watcher" from *My Man Blue*	Nikki Grimes
"When We First Met" from *My Man Blue*	Nikki Grimes

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Grade 5

Title	Author/Source
"12 seconds from death"	Paul Dowswell
"Ashton Hammerheads Schedule for September 2015"	Center for the Collaborative Classroom
"All-girls and All-boys Schools: Better for Kids"	Center for the Collaborative Classroom
"All Work and No Play: Trends in School Recess"	Center for the Collaborative Classroom
"back yard"	Valerie Worth
Big Cats	Seymour Simon
"Blue Line Train Schedule"	Center for the Collaborative Classroom
"Copycats: Why Clone?"	Center for the Collaborative Classroom
"The Debate on Banning Junk Food Ads"	Center for the Collaborative Classroom
"Do Kids Really Need Cell Phones?"	Center for the Collaborative Classroom
"Eraser and School Clock"	Gary Soto
Everybody Cooks Rice	Norah Dooley
"Follow That Ball! Soccer Catching On in the U.S."	Center for the Collaborative Classroom
"Frontier Fun Park"	Center for the Collaborative Classroom
Global Warming	Seymour Simon
Great Women of the American Revolution	Brianna Hall
Harry Houdini: Master of Magic	Robert Kraske
"How to Make an Origami Cup"	Center for the Collaborative Classroom
Hurricanes	Seymour Simon
The Lotus Seed	Sherry Garland
"Mrs. Buell" from *Hey World, Here I Am!*	Jean Little
"October Saturday"	Bobbi Katz
"The Pros and Cons of Year-round Schools"	Center for the Collaborative Classroom
Rainforests	James Harrison
"Review of 'Mrs. Buell' "	Center for the Collaborative Classroom
"Review of *The Ballad of Lucy Whipple*"	Center for the Collaborative Classroom
"Review of *The Legend of Sleepy Hollow*"	Jennifer B. (age 12)
Richard Wright and the Library Card	William Miller
A River Ran Wild	Lynne Cherry

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Grade 5 *(continued)*

Title	Author/Source
Something to Remember Me By	Susan V. Bosak
"Speech Class"	Jim Daniels
Survival and Loss: Native American Boarding Schools	Center for the Collaborative Classroom
Tuck Everlasting	Natalie Babbitt
Uncle Jed's Barbershop	Margaree King Mitchell
"The Cafe," "The Possum," and "Lightning Strikes" from *The Van Gogh Cafe*	Cynthia Rylant
"Year-round School: I'm Against It"	Anonymous
"Year-round School: I'm for It"	Chance T.
"Zoo"	Edward D. Hoch

Grade 6

Title	Author/Source
"Always Moving: Julisa Velarde" from *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories*	S. Beth Atkin
"As I Grew Older"	Langston Hughes
The Bad Room from *Acting Out*	Patricia MacLachlan
"The Bermuda Triangle"	Phyllis Raybin Emert
"The Boy, the Dog, and the Spaceship"	Nicholas Fisk
"Campus Map"	Center for the Collaborative Classroom
Chato's Kitchen	Gary Soto
"Children and Electronic Games: Good or Bad?"	Erica Roth
An Elephant in the Garden	Michael Morpurgo
Encounter	Jane Yolen
"Excerpt from 'Abdul, Age 17, Afghan' in *New Kids in Town*"	Janet Bode
"Excerpt from *Long Walk to Freedom*"	Nelson Mandela
"Excerpt from *Slacks and Calluses: Our Summer in a Bomber Factory*"	Constance Bowman Reid
"Extreme Sports: From the X Games to the Olympics"	Center for the Collaborative Classroom
Feathers and Fools	Mem Fox

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Grade 6 *(continued)*

Title	Author/Source
"Finding the Balance with After-school Activities: Helping Kids Choose Extracurriculars That Work for Them, Without the Stress"	Harry Kimball
"Genetically Modified Food"	Center for the Collaborative Classroom
"How to Make a Papier-mâché Mask"	Center for the Collaborative Classroom
Let's Think About the Power of Advertising	Elizabeth Raum
"Meltdown: Is Global Warming Caused by Humans?"	Center for the Collaborative Classroom
"Mother to Son"	Langston Hughes
"Multiplex Movie Theater Schedule"	Center for the Collaborative Classroom
Nelson Mandela	Kadir Nelson
"Plugged In . . . and Checked Out"	Center for the Collaborative Classroom
"Report Slams Child Labor in Tobacco Fields"	Mariano Castillo
"Review of *Harris and Me*"	Kyle H. (age 12)
"Review of 'Thank You, M'am' "	Center for the Collaborative Classroom
"Review of *Where the Red Fern Grows*"	Center for the Collaborative Classroom
Rosie the Riveter: Women in a Time of War	Center for the Collaborative Classroom
"Seventh-grade Schedule"	Center for the Collaborative Classroom
"A Tea"	Angela Johnson
"Thank You, Ma'am" from *America Street: A Multicultural Anthology of Stories*	Langston Hughes
Twenty-two Cents: Muhammad Yunus and the Village Bank	Paula Yoo
Volcano Rising	Elizabeth Rusch
Whales	Seymour Simon
Why Mosquitoes Buzz in People's Ears	Verna Aardema
"Wolves: The Effects of Reintroduction on Ranchers"	Center for the Collaborative Classroom

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1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
800.666.7270
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2

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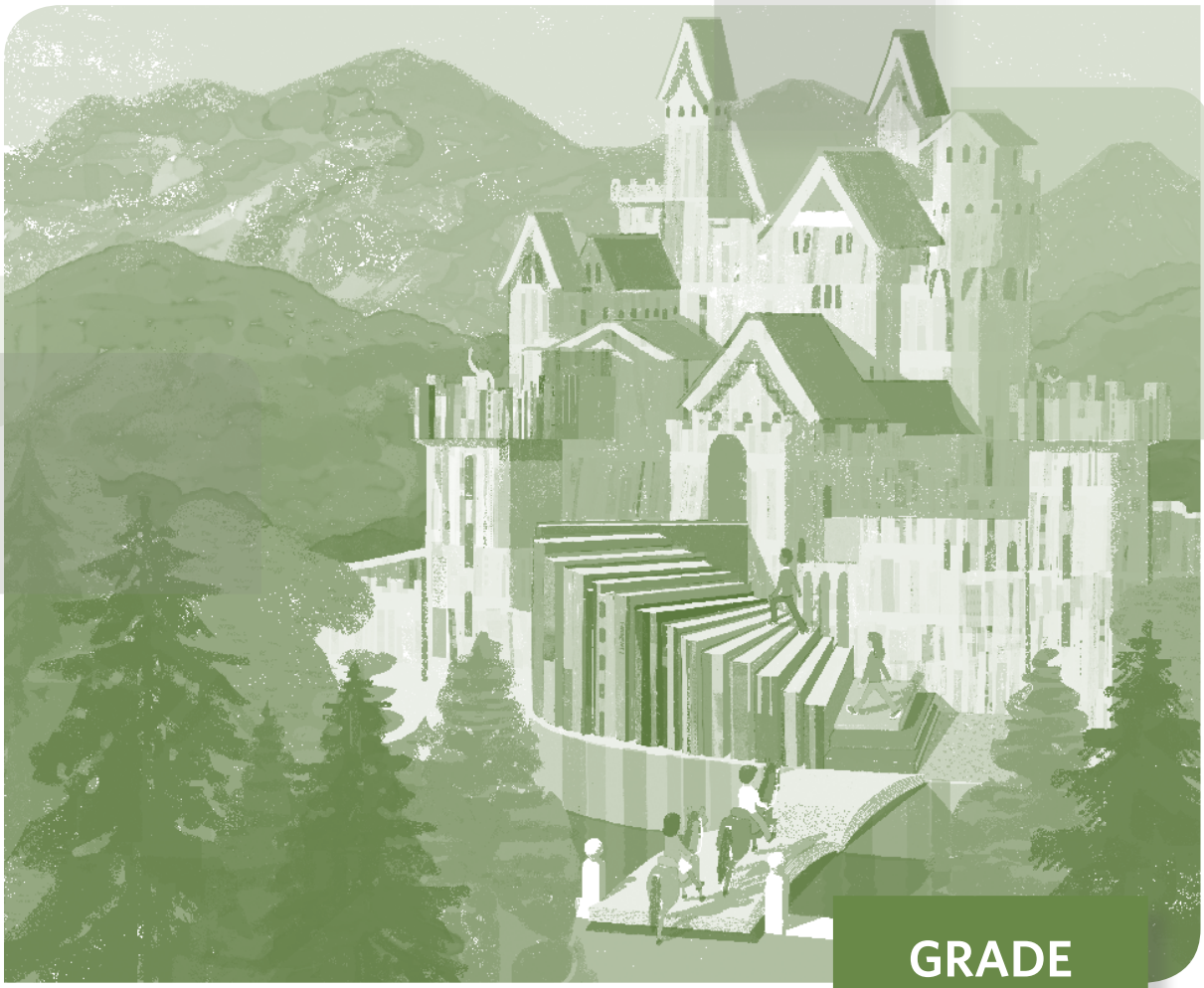

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1001 Marina Village Parkway, Suite 110
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Introduction



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Overview of the Vocabulary Lessons

Vocabulary plays a critical role in children's growth as readers. If they do not understand the words they are reading, children cannot make sense of the text. It follows, then, that expanding students' vocabularies is vital to their reading success. The *Vocabulary Teaching Guide* provides 30 weeks of vocabulary instruction that build students' word knowledge, supplementing and supporting the reading comprehension lessons in the *Making Meaning® Teacher's Manual*. This vocabulary instruction incorporates the latest research to give you the tools you need to boost your students' word power.

Like the *Making Meaning* lessons, the vocabulary lessons are unique in their blend of academic instruction and support for students' social and ethical development. The lessons teach high-utility words found in or relating to the read-aloud texts. The students learn four to six words each week in lessons designed to take 15–20 minutes each. The lessons combine direct instruction in word meanings with activities that require the students to think deeply about the words and use them as they talk with their partners and the class. The activities are designed to be both challenging and fun, and to help instill in your students a love of words and an appreciation for learning new words.

New to the Vocabulary Lessons

In this revision of the *Vocabulary Teaching Guide*, we have added content, assessment, and technology features designed to support your teaching and your students' vocabulary knowledge and social development. These include:

- Additional weeks of instruction at every grade
- New read-aloud texts and new vocabulary words
- Enhanced lesson support for vocabulary instruction, including digital word and picture cards at grades K–1 and digital word cards at grades K–6
- Online, interactive whiteboard activities for displaying picture cards at grades K–1, word cards at grades K–6, and prompts at grades K–6 used during the instruction
- Print and digital teaching guides with links to professional development media and lesson resources

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- An online assessment tool, the CCC ClassView™ assessment app, for capturing and synthesizing assessment data
- Additional support for incorporating technology through tips and tutorials

Unique Pedagogy

The vocabulary lessons' unique pedagogy grows out of years of research on vocabulary and child development. It focuses on character education and social and ethical development and supports teachers in expanding their students' vocabularies and building a word-rich classroom environment.

RESEARCH BASED/CLASSROOM TESTED

Children learn words in many different ways, such as by talking with teachers, friends, and family members, listening to stories, and reading independently; but this incidental word-learning is not enough. For students to develop the rich and varied vocabulary they need to communicate effectively and succeed academically, direct instruction in specific words is needed (Stahl 1999). Researchers and leaders in the field of vocabulary instruction, including Bauman and Kame´enui, McKeown and Beck, and Stahl,* have identified instructional practices that best help children build their vocabularies—practices we have incorporated into the *Vocabulary Teaching Guide*:

- Provide explicit instruction in a set of carefully chosen, high-utility words.
- Begin instruction by introducing a word in context.
- Provide a student-friendly definition of the word and examples of the way it is used.
- Give students opportunities to engage actively with the word in meaningful ways when they first encounter it, such as by applying it to their own experiences.
- Have students practice using the word through engaging activities.
- Provide multiple exposures to the word over an extended period of time.
- Teach strategies that students can use to learn words independently, such as recognizing synonyms, antonyms, and words with multiple meanings, and using context to determine word meanings.

We developed the *Vocabulary Teaching Guide* in consultation with classroom teachers who piloted the lessons and gave us extensive feedback to ensure that the program addresses the needs of all students and is easily implemented.

*To read more about the theoretical and research basis for these vocabulary lessons, please refer to the Bibliography on page 545.

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Lessons at a Glance

The following sections describe the lesson resources, the process of selecting vocabulary words, the approach to meaningful discussion of the words, the strategies that support vocabulary acquisition, and the social development objectives of the program and how they are achieved.

LESSON RESOURCES

At grade 2, vocabulary instruction includes:

- A teaching guide
- A set of print word cards, one for each word
- A pocket chart for displaying the print word cards
- Access to online resources via the CCC Learning Hub (ccclearninghub.org) developed for the vocabulary lessons, including interactive whiteboard activities, assessment forms, reproducibles, and professional development media

In addition to the lesson resources above, the instruction in the *Vocabulary Teaching Guide* is also supported by a variety of print and digital components that accompany the *Making Meaning* program, including children's trade books, the *Assessment Resource Book*, the *Digital Teacher's Set*, and access to the CCC Learning Hub (ccclearninghub.org) and the CCC ClassView app (classview.org). For more information about these program components, see "Program at a Glance" in the Introduction of the *Teacher's Manual*.

For more information about the CCC Learning Hub, CCC ClassView, and the interactive whiteboard activities, see "Using the Technology Features" on page xxv.

THE WORDS

The vocabulary words were selected from the read-aloud texts used in grade 2 of the *Making Meaning* lessons. To develop an initial word list, we asked this critical question: *Which words in the* Making Meaning *texts are most useful for the students to know?* In answering this question, we were guided by the work of Isabel Beck and her colleagues at the University of Pittsburgh. Beck states that the best candidates for instruction are words that students are not likely to use frequently but that educated adults regularly use in their speech and writing and that appear in a wide range of texts students might encounter. She refers to these words as Tier Two* words. The words we selected as candidates for instruction were those we

*Tier One words are high-frequency words that typically do not require instruction. Tier Three words are less frequently used words often associated with science, social studies, and other content areas. For more information, see *Bringing Words to Life: Robust Vocabulary Instruction*, 2nd ed. by Isabel L. Beck, Margaret McKeown, and Linda Kucan (The Guilford Press, 2013).

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believed met Beck's Tier Two criteria. In addition, we looked for words that would be interesting and fun for the students to learn and use.

In some instances, a *Making Meaning* text did not yield four words that met our criteria. To provide words for instruction, we included words that do not appear in the text but that represent concepts or ideas that are important to the story and worthwhile for the students to know. These "concept words" appear in italics in word lists in the week they are introduced.

To check the validity of our word choices, we asked our grade 2 pilot teachers to review the list, and we made changes based on their recommendations. For a complete list of the grade 2 words and their meanings, see Appendix B.

INTRODUCING THE WORDS

Vocabulary instruction becomes meaningful for students when the words they are learning are tied to a familiar and relevant context. The *Making Meaning* read-aloud texts provide that context. During a vocabulary lesson, the students reencounter words that they heard earlier during a *Making Meaning* lesson. Each word is introduced by rereading the text that includes the word. The students then hear the word defined in student-friendly language.

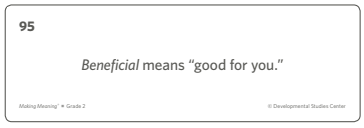
WORD CARDS

A word card is provided for each word in the grade 2 program. The back of each card shows the card number and the word and its definition.

The program provides two options for displaying the word cards: The words may be projected on an interactive whiteboard using the whiteboard activities provided with each lesson, or the print cards may be posted where everyone can see them.

The word cards are also used during ongoing review activities. A pocket chart is provided for displaying the cards. For more information about Ongoing Review, see "Retaining the Words" on page xxv.





QUESTIONS AND ACTIVITIES

After the students have been introduced to a word, they practice using it by answering questions that require them to think about the word in other contexts. Many questions have them relate the word to their own experiences, and follow-up questions ask them to explain their thinking, encouraging them to think more deeply about the word. (*When have you done something beneficial? Why was it beneficial?*)

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The students also use the words in a variety of activities:

- **Act Out the Words.** The students act out a word or guess which word you or a classmate is acting out.
- **Find Another Word**. They identify the vocabulary word that can replace an underlined word or words in a sentence. (*If you pump air into a tire, the tire will grow bigger*. [expand])
- **Finish the Story.** They choose the word that best completes a story they hear.
- **Which Word Am I?** They use clues you provide to figure out which word you are thinking of.
- **Imagine That!** They visualize a situation and then use the vocabulary word to discuss their mind pictures.
- **Make a Choice.** They use their knowledge of a word to make a choice about the word. (*Which event would cause a racket: paddling a canoe across a lake or using a chainsaw to cut down a tree? Why?*)
- **What Do You Think About?** They tell what they picture in their minds when they hear a word.
- **What Might You Say or Do?** They use a vocabulary word to tell what they might say or do in an imagined situation.
- **Which Word Goes With?** They tell how a vocabulary word relates to a word they all know, such as *school* or *cat*.

INDEPENDENT WORD-LEARNING STRATEGIES

Research shows that students benefit from both learning individual words and learning strategies for determining the meanings of unknown words they hear or encounter in their independent reading. In grade 2, the students learn the following strategies:

- Recognizing synonyms
- Recognizing antonyms
- Using knowledge of compound words to determine word meanings
- Using the prefixes *un-*, *mis-*, *dis-*, and *pre-* to determine word meanings
- Using the suffixes *-less*, *-ful*, *-er*, *-ion*, *-tion*, and *-ly* to determine word meanings
- Using context to determine word meanings
- Recognizing shades of meaning
- Recognizing words with multiple meanings
- Using a print dictionary to determine word meanings

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- Using an online dictionary to determine word meanings
- Using a glossary to determine word meanings

Each strategy is introduced through the discussion of a vocabulary word. (For example, recognizing shades of meaning is introduced through the word *terrible* in Week 5.) For additional practice in using the strategies, more strategy practice activities are provided periodically. Although these activities are optional, we encourage you to do them with your students. We believe the students will benefit from the additional exposure to the strategies. For tables of the strategies and the weeks in which they are introduced and reviewed, see Appendix C.

The table below provides a snapshot of how independent word-learning strategies are developed across grades K–6.

Independent Word-learning Strategy	K	1	2	3	4	5	6
Recognizing synonyms	■	■	■	■	■	■	■
Recognizing antonyms	■	■	■	■	■	■	■
Using context to determine word meanings		■	■	■	■	■	■
Recognizing shades of meaning	■	■	■	■	■	■	■
Recognizing words with multiple meanings	■	■	■	■	■	■	■
Using inflectional endings	■	■					
Using knowledge of compound words to determine meanings			■	□			
Using prefixes to determine meanings	□	□	■	■	■	■	■
Using suffixes to determine meanings	□	□	■	■	■	■	■
Using Greek and Latin roots to determine word meanings				■	■	■	■
Recognizing idioms				■	■	■	■
Recognizing adages and proverbs					■	■	
Using a dictionary, glossary, or thesaurus			■	■	■	■	■
Analyzing word relationships to better understand words							■

■ formally taught □ informally explored or reviewed

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ALIGNMENT WITH STANDARDS

Lessons in the *Vocabulary Teaching Guide* have been carefully designed to focus on standards aimed at vocabulary acquisition and use.

- Words taught include both grade-appropriate general academic and domain-specific words.
- Students practice using the words they are learning in both partner and whole-class conversations. Questions require the students to make real-life connections between the words and their own experiences. (The program's focus on conversations about words, together with the teaching of social skills such as speaking clearly and listening carefully to others, also brings the program into alignment with standards for speaking and listening.)
- In lessons and review activities, the students explore the nuances of word meanings and relationships among words, including synonyms, antonyms, and shades of meaning.
- Students are formally taught grade-appropriate strategies they can use to figure out word meanings when reading independently. These include using context, identifying multiple meanings, recognizing idioms, and using prefixes, suffixes, and roots.

For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).

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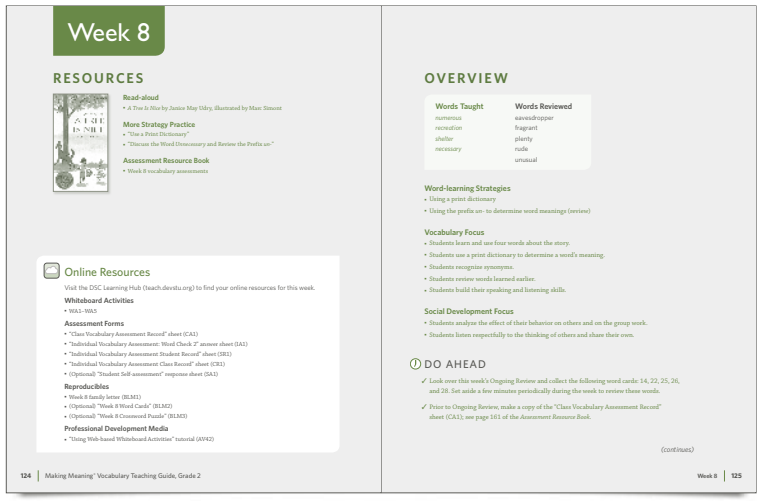
Teaching the Vocabulary Lessons

The grade 2 program consists of 30 weeks of lessons numbered consecutively throughout the year. Each week has three days of instruction. Beginning in Week 2, an Ongoing Review activity in which the students review previously taught words is included.

How a Week Is Organized

Each week begins with a Resources list, which specifies the physical materials and the supplemental activities for the entire week, while the Online Resources list indicates all the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Resources list is followed by the week's Overview, which includes lists of the four vocabulary words taught that week, the five words reviewed during Ongoing Review, the word-learning strategies taught or reviewed during the week, and the vocabulary and social development focuses. A "Do Ahead" section contains suggestions for preparing for the week.



Week 8

RESOURCES

Read-aloud
• *A Tree Is Nice* by Janice May Udry, illustrated by Marc Simont

More Strategy Practice
• "Use a Print Dictionary"
• "Discuss the Word Unnecessary and Review the Prefix *un-*"

Assessment Resource Book
• Week 8 vocabulary assessments

Online Resources
Visit the DSC Learning Hub (teach.devstu.org) to find your online resources for this week.

Whiteboard Activities
• WA1–WA5

Assessment Forms
• "Class Vocabulary Assessment Record" sheet (CA1)
• "Individual Vocabulary Assessment: Word Check-2" answer sheet (IA1)
• "Individual Vocabulary Assessment Student Record" sheet (SR1)
• "Individual Vocabulary Assessment Class Record" sheet (CR1)
• (Optional) "Student Self-assessment" response sheet (SA1)

Reproducibles
• Week 8 family letter (RLM1)
• (Optional) "Week 8 Word Cards" (RLM2)
• (Optional) "Week 8 Crossword Puzzle" (RLM3)

Professional Development Media
• "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
numerous	eavesdropper
recreation	fragrant
shelter	plenty
necessary	rude
	unusual

Word-learning Strategies
• Using a print dictionary
• Using the prefix *un-* to determine word meanings (review)

Vocabulary Focus
• Students learn and use four words about the story.
• Students use a print dictionary to determine a word's meaning.
• Students recognize synonyms.
• Students review words learned earlier.
• Students build their speaking and listening skills.

Social Development Focus
• Students analyze the effect of their behavior on others and on the group work.
• Students listen respectfully to the thinking of others and share their own.

DO AHEAD
✓ Look over this week's Ongoing Review and collect the following word cards: 14, 22, 25, 26, and 28. Set aside a few minutes periodically during the week to review these words.
✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 103 of the *Assessment Resource Book*.

(continues)

Week 8 | 125

The Overview is followed by the ongoing review activity (except in Week 1) and then the lessons. The ongoing review activity is in addition to the weekly lessons and is designed to be done in 15–20 minutes on any day of the week. We suggest either of the two days when no vocabulary lesson is taught to ensure that the current week's words will be taught on uninterrupted days.

On the next page are sample calendars that show how ongoing review activities might be integrated into three, four, or five days of vocabulary instruction. During a three-day vocabulary week, Ongoing Review might immediately follow the day's vocabulary lesson

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or be done later in the day. During a four-day week, it might be done on one of the two days on which no vocabulary lesson is taught. During a five-day vocabulary week, Ongoing Review might be stretched across the two days on which no formal vocabulary instruction is scheduled.

Three-day *Vocabulary Teaching Guide* Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1 Lesson	Day 2 Lesson	Day 3 Lesson		
Ongoing Review	Ongoing Review	Ongoing Review		

Four-day *Vocabulary Teaching Guide* Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1 Lesson	Day 2 Lesson	Day 3 Lesson	Ongoing Review	

Five-day *Vocabulary Teaching Guide* Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1 Lesson	Day 2 Lesson	Day 3 Lesson	Ongoing Review	Ongoing Review

Teaching the Vocabulary Lessons with the *Making Meaning* Lessons

We suggest you teach the week's lessons from the *Vocabulary Teaching Guide* the week after you teach the read-aloud text from the *Making Meaning* lessons in the *Teacher's Manual*. (For example, teach Week 1 in the *Vocabulary Teaching Guide* a week after you have taught Unit 1, Week 1 in the *Teacher's Manual*.) Waiting a week helps to ensure that the students have thoroughly discussed the read-aloud text before revisiting it during the vocabulary lessons. (If you prefer to teach the vocabulary lessons in the same week as you teach the read-aloud text in the *Making Meaning* lessons, be sure to completely finish the reading of the text, which may extend across two or more days, before you introduce the words. Otherwise, you run the risk of teaching words that the students have not encountered in the reading.)

In the *Teacher's Manual*, a Vocabulary Note appears at the end of each week identifying the vocabulary week and read-aloud text you will teach in the week that follows. A Vocabulary Note also appears at the beginning of each week, in the "Do Ahead," and reminds you which vocabulary week you should be teaching that week.

The calendars below show two ways you might organize a week of *Making Meaning* lessons and vocabulary lessons.

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Three-day Calendar (Three Days of Reading Comprehension)

Monday	Tuesday	Wednesday
Reading comprehension lesson	Reading comprehension lesson	Reading comprehension lesson
Vocabulary lesson Vocabulary Ongoing Review	Vocabulary lesson Vocabulary Ongoing Review	Vocabulary lesson Vocabulary Ongoing Review

Five-day Calendar (Three Days of Reading Comprehension)

Monday	Tuesday	Wednesday	Thursday	Friday
Reading comprehension lesson	Reading comprehension lesson	Reading comprehension lesson		
		Vocabulary lesson Vocabulary Ongoing Review	Vocabulary lesson Vocabulary Ongoing Review	Vocabulary lesson Vocabulary Ongoing Review

For a table that shows each week of the vocabulary lessons, the read-aloud text you will use during that week, and the week in which that text was taught in the *Making Meaning Teacher's Manual*, see Appendix A.

SOCIAL DEVELOPMENT AND COOPERATIVE STRUCTURES

Like the *Making Meaning* lessons in the *Teacher's Manual*, the lessons in the *Vocabulary Teaching Guide* help students develop socially and ethically as well as academically. During the lessons, the students frequently discuss words with their partners through the cooperative structures "Turn to Your Partner" and "Think, Pair, Share." The cooperative structures increase the students' engagement and accountability and ensure that all the students have opportunities to practice using the words.

We recommend that you use the same partners for the vocabulary lessons that you have assigned for the *Making Meaning* lessons. We also recommend that you incorporate the social focuses of the *Making Meaning* lessons into the vocabulary lessons. Social development focuses are provided with each vocabulary lesson. Reinforcing social skills as the students work together will help them develop caring and respectful relationships and create a safe and supportive classroom environment conducive to sharing their thinking.

Planning and Teaching the Lessons

To prepare to teach a week from the *Vocabulary Teaching Guide*, begin by reading the week's introductory pages. The Resources list identifies the *Making Meaning* read-aloud text or

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texts, supplementary activities, and online resources for the week. The week's Overview acquaints you with the vocabulary words and independent word-learning strategies to be taught and reviewed during the week, as well as the academic and social focuses of the week. In particular, review the "Do Ahead" section. It alerts you to any materials you need to gather or prepare for the week.

PREPARING FOR A LESSON

- Read the entire lesson. Pay particular attention to the questions and prompts and anticipate how your students will respond. Teacher Notes provide suggestions to support struggling students.
- Prepare or collect any necessary materials, including the appropriate *Making Meaning* read-aloud text.
- Practice reading aloud the part of the text that introduces each word. You might use self-stick notes to mark the starting and stopping points of the read-aloud. Focus on emphasizing the vocabulary word where it appears in the text.
- Review the definition of each word. You might write each definition on a self-stick note and place the note on the page where the word is introduced.
- Review the word cards and how they are introduced in the lesson. (See "Using the Technology Features" on page xxiv.)
- Plan any teacher examples or modeling required in the lesson.
- Review any More Strategy Practice, More ELL Support, or Extension activities in a lesson, and decide if and when you will do them. Collect any necessary materials.
- Plan how you will pace the lesson to keep it moving. A lesson is designed to take, on average, 15–20 minutes.

TIPS FOR TEACHING THE LESSONS

We offer the following tips to help you teach the lessons:

- **Anticipate room arrangement needs.** We recommend a classroom arrangement that allows for whole-class gatherings, discussions, and space for movement. A rug or library area is ideal. If this is not possible, arrange the students so that they can hear you clearly, see the read-aloud text, and participate in partner and whole-class discussions.
- **Use the lesson definition.** It is important to define each word as it is defined in the lesson. Each definition has been carefully written in simple, student-friendly language, and the activities have been developed based on the definitions.
- **Correct ungrammatical responses by modeling standard language.** During a discussion, a student may use a word in a way that shows he understands its meaning but that is incorrect grammatically (for example, "I touristed in Puerto Rico last winter"). We suggest you point out that the student's response demonstrates that he

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knows what the word means and then restate his response using correct grammar (for example, "What you said shows that you know what *tourist* means, but we usually say, 'I was a tourist in Puerto Rico last winter' ").

LESSON LENGTH AND PACING

The lessons take, on average, 15–20 minutes. Lessons in the first few weeks of the program may take longer as you practice the cooperative structures ("Turn to Your Partner" and "Think, Pair, Share") and the students become accustomed to using the prompts. (See "Using the Prompts to Discuss the Words" below.)

It is important to monitor the pace of the lessons, not only to complete them in a reasonable amount of time but also to help the students stay focused and engaged. To maintain the pace of the lessons, we suggest the following:

- Keep partner conversations brief.
- After partners have shared, have only one or two volunteers share their thinking with the class, even if other students have their hands up.
- During whole-class discussions, have only two or three volunteers share their thinking. If many students want to contribute to the discussion, use "Turn to Your Partner" to give partners an opportunity to share with each other. Then have only one or two volunteers share with the class.

USING THE PROMPTS TO DISCUSS THE WORDS

To learn a new word well, it is critical that the students use the word often and, whenever possible, in sentences. To facilitate this practice, we frequently ask the students to reply to questions with prompted responses. The prompts are a critical component of the program. They provide the students with the language they need to use a new word confidently and successfully. The prompts also ensure that the students will actually *say* the vocabulary word as they discuss it during partner and whole-class sharing, which is important if they are to learn and remember the word. In addition, the prompts support the students' oral language development and are especially helpful to English Language Learners.

To encourage the students to use the prompts, you might display them using the whiteboard activities provided with each lesson, or print and display the prompts where everyone can see them using the printable prompts you will find on the CCC Learning Hub. Once the students have become accustomed to using the prompts, they might choose to use a word in a sentence of their own. That is fine. What is important is that the students say the word as they discuss it and use that word correctly.

FULL AND ABBREVIATED LESSONS

In Weeks 1–5 of the program, all the procedures for introducing words and conducting activities have been fully written out to support you as you become familiar with the program. We refer to these lessons as "full lessons." By Week 6 you will be familiar with most

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of the procedures. For this reason, the language of the procedures has been abbreviated. In the first two weeks of these "abbreviated lessons," a Teacher Note will direct you to the full version of a procedure in Weeks 1–5 should you wish to review it.

HELPFUL LESSON FEATURES

The lessons include a number of features that help you navigate the instruction and that provide background information, tips, and supplemental activities to extend or support word learning. These lesson features are listed in the table below.

Helpful Lesson Features

- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson structure, purpose, pedagogy, and approach.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to a variety of things, including the purposes of various activities, hints for reviewing previously taught words, and ways to support struggling students. The notes also provide additional information about the words themselves.
- **Cooperative Structure Icons.** These icons indicate where in a lesson a cooperative structure, "Turn to Your Partner" or "Think, Pair, Share," is used.
- **Whiteboard Activity Icons.** These icons show where in a lesson a whiteboard activity is used.
- **"You might say."** This feature provides sample language you can draw on when you model how a word is used. If the students struggle to understand or use a word, you might use "You might say " suggestions to provide support.
- **ELL Notes.** These notes suggest ideas for supporting your English Language Learners. Spanish cognates are provided for some words. (See "Support for English Language Learners (ELLs) on page xxix.)
- **More ELL Support Activities.** These supplemental activities focus on building English Language Learners' vocabulary and oral language skills.
- **Prompt Cues.** The word *PROMPT* identifies language you can use to prompt the students' responses to a question or activity. Each prompt relates to the vocabulary word being discussed.
- **Class Vocabulary Assessment Notes.** These notes help you observe and assess the whole class during ongoing review activities. (See "Assessments" on page xxvi.)
- **Technology Tips.** These tips suggest ways you might use an interactive whiteboard or other technology during a lesson.
- **More Strategy Practice Activities.** These optional activities provide the students with further instruction and practice in independent word-learning strategies, such as recognizing synonyms and antonyms and using context to determine word meanings.
- **Extension Activities.** These supplemental activities extend student learning by exploring independent word-learning strategies not formally taught in the program, figurative language, and other interesting ways that authors use words.

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Using the Technology Features

The *Making Meaning* program incorporates digital technology to enhance your students' learning experience and streamline your preparation, instruction, and assessment processes. For information on the *Digital Teacher's Set*, the CCC Learning Hub, and the CCC ClassView app, see "Digital Teacher Resources" in the Introduction of the *Teacher's Manual*.

For teaching the vocabulary lessons, a variety of online resources have been developed to directly support the vocabulary instruction for each week and are available on the CCC Learning Hub. For more information, see the "Using CCC's Learning Hub" tutorial (AV39).

- **Whiteboard activities.** These interactive activities allow you to display the words as they are taught during the week, display the prompts as they are used in a day's lesson, and, on occasion, guide students seamlessly through games used to review the words in Day 3. For more information, see the "Using the CCC Whiteboard Activities" tutorial (AV40).
- **Printable reproducibles.** These resources, including weekly family letters, word cards, and crossword puzzles, provide additional lesson support for students and their families. For more information on how these can be used, see "Additional Ways to Review the Words" on page xxv.
- **Assessment forms.** These online forms allow you to record the progress of class vocabulary assessment. You can print these forms from the CCC Learning Hub or use the CCC ClassView app to electronically record data for the class. For more information about the CCC ClassView app, view the "Using the CCC ClassView App" tutorial (AV41).
- **Professional development media and technology tutorials.** These brief videos help you with effective implementation of the lessons. Technology Tips, located in the margins of the lessons, alert you to these videos and also suggest ways to incorporate technology into the instruction.

Retaining the Words

Research shows that students need multiple encounters with a word to make it a permanent part of their vocabulary. The *Vocabulary Teaching Guide* provides opportunities for the students to frequently hear and practice using the words they are learning.

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ONGOING REVIEW ACTIVITIES

Beginning in Week 2, the students review previously learned words through ongoing review activities. (The students review four words in Week 2 and five words in subsequent weeks.) Ongoing review activities are similar to the activities used in the lessons. For each week's Ongoing Review, we suggest that you display the word cards of the review words in the pocket chart provided with the program.

INTEGRATING PREVIOUSLY TAUGHT WORDS INTO LESSONS

To further support the students' word retention, words that have been taught in the program are sometimes reused in the introduction of a new word or in an activity. In these cases, a Teacher Note provides the word's definition so you can review it with the students.

ADDITIONAL WAYS TO REVIEW THE WORDS

We encourage you to look for opportunities outside of vocabulary time to review the words and help the students retain their meanings. You might:

- Use the words when you talk with the students.
- Encourage the students to use the words with their classmates. When you hear a word used, call attention to it.
- Encourage the students to use the words in their writing.
- Invite the students to listen and look for the words outside of the classroom. Track the words they hear and see by writing them on a classroom chart. If you hear a word used outside of class, discuss the use of the word with the students.
- Reproducible word cards in a small size are available for each week on the CCC Learning Hub (ccclearninghub.org). Make copies of the appropriate cards each week, one set for each student. Have the students keep the cards to review in class, or have them take the cards home to practice the words with their families.
- Each week send a family letter home with the students that includes a list of the words and definitions they are learning. (You will find weekly family letters, in both English and Spanish, on the CCC Learning Hub.) Ask the students to review and practice the words with family members.
- Keep copies of word cards in a learning center. The students can use the cards for word sorts and games such as "Concentration" and "Go Fish." Encourage the students to invent their own games using the cards and to play vocabulary games such as "Which Word Am I?"

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- Make crossword puzzles and word searches using the words. Reproducible crossword puzzles are also available on the CCC Learning Hub.
- If you are teaching CCC's *Being a Reader* program, consider adding copies of the word cards and crossword puzzles to your independent word work rotation. Students might work individually or in pairs to review the words, complete the crossword puzzles, and explore ways to sort the words. They can also practice using the words by playing games learned during Word Study or Vocabulary lessons, or by inventing their own games.

Creating a Word-rich Classroom

Creating a classroom in which words are valued and enjoyed is an important step in helping your students develop an appreciation for words and word learning. Here are some suggestions for building a word-rich classroom:

- Exhibit your own curiosity about words. Talk about interesting words you see and hear and invite the students to share their own interesting words.
- Apply sophisticated words to everyday classroom situations.
- Encourage the students to suggest words for the class to learn. Collect the words in a suggestion box or list them on a chart. Choose some words to explore as a class.
- Make word resources available, including various dictionaries, a thesaurus, books of puns and riddles, stories and poems that use wordplay, and books of word games such as crossword puzzles and word searches.
- Play language games such as "Hangman" and "Telephone," sing songs, chant rhymes, and introduce the students to puns and riddles.
- Notice playful or creative uses of language in and outside of class, including made-up words, interesting proper names, idioms, and figures of speech such as metaphors, similes, and personification. Discuss these words with your students, model thinking of additional examples, and invite the students to give examples.

Assessments

The assessment tools in the *Vocabulary Teaching Guide* are designed to help you evaluate your students' knowledge of the words they are learning and make informed instructional decisions as you progress through the program. Both formative and summative assessment tools are provided.

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You will find record sheets for all assessments, as well as instructions and student response sheets for individual assessments, in the *Assessment Resource Book*. You may choose to record your students' progress using printed copies of the forms from the *Assessment Resource Book* or through the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record, sort, synthesize, and report assessment data for each student and the whole class. For more information, see "CCC ClassView App" in the Introduction of the *Teacher's Manual*.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' vocabulary growth over time through class observation and support you in differentiating instruction as necessary.

Class Vocabulary Assessment

Class Vocabulary Assessment Notes occur every two weeks (in Weeks 2, 4, 6, etc.) during the Ongoing Review activity. They are designed to help you evaluate the performance and needs of the whole class. During this assessment, we suggest that you walk around and observe the students. Ask yourself the questions in the Class Vocabulary Assessment Note and follow up as appropriate with the suggested interventions. You can record your observations on the corresponding "Class Vocabulary Assessment Record" sheet (CA). Additional suggestions for reviewing and practicing words can be found in "Retaining the Words" on page xxiv.

SUMMATIVE ASSESSMENTS

Individual Vocabulary Assessment

At grades 2–6, the Individual Vocabulary Assessment is designed to help you assess individual students' knowledge of the words. The assessment occurs after Weeks 4, 8, 12, 16, 20, 24, and 30. These multiple-choice assessments use activity formats familiar to the students from the weekly lessons. The students record their answers on the corresponding "Individual Vocabulary Assessment: Word Check" answer sheet (IA). You will find teacher instruction sheets and reproducible answer sheets in the *Assessment Resource Book* and on the CCC Learning Hub (ccclearninghub.org).

Student Self-assessment

At grades 2–6, the Student Self-assessment gives the students an opportunity to take responsibility for their learning by reflecting on their knowledge of the words using the "Student Self-assessment" response sheet (SA). Analysis of the response sheets alerts you to words in need of further review and practice.

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We recommend that you administer the Student Self-assessment in place of or in addition to the Individual Vocabulary Assessment, with the students evaluating their knowledge of words you select. Suggestions for using the results of the assessment are included on the instruction sheet.

Other Ways to Assess Individual Progress

The Individual Vocabulary Assessment and Student Self-assessment are two useful tools for measuring an individual student's word knowledge. We encourage you to consider using one or more of the following tasks periodically to provide you with additional information about a student's understanding of the words:

- Ask the student what he or she knows about a word.
- Have the student use words he or she chooses to write or tell a story.
- Have the student act out a word.
- Have the student make a picture card that illustrates what the word means.

For more information about the assessments in the vocabulary lessons, see "About Vocabulary Assessment" in the Assessment Overview of the *Assessment Resource Book*.

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Special Considerations

Support for English Language Learners (ELLs)

Learning new vocabulary can be especially challenging for ELLs. Strategies identified by researchers as "best practice" in ELL vocabulary instruction are inherent in the design of the vocabulary lessons. They are summarized in the table below.

ELL Vocabulary Instruction Strategies in the *Vocabulary Teaching Guide*

ELL Strategies	Use in the Vocabulary Lessons
Introduce a word in a meaningful context.	Each word is introduced through a familiar read-aloud text.
Define the word in clear, simple language.	Lessons provide classroom-tested, student-friendly definitions.
Use visual aids to support word learning.	When appropriate, lessons use text, photographs, and illustrations or real objects to make word meanings concrete. Teachers or student volunteers frequently act out words.
Model the way words are used.	Lessons include language teachers can use to model or explain how a word is used. Prompts model for students how to use a word correctly.
Help students connect words to personal experience.	Teacher questions "personalize" a word by having students use the word to talk about themselves and their experiences.
Provide many opportunities to discuss and use a word in a variety of contexts.	Students practice using a word in various ways and review the word frequently.
Invite students to respond to words physically by associating a word with an action, gesture, or expression.	Students act out words and use gestures and expressions to convey meaning during role-playing activities.
Review words frequently.	Ongoing review activities give students a chance to review words each week.

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ADDITIONAL ELL SUPPORT

The program also includes these features to provide further support to ELLs:

- **ELL Notes.** These notes provide specific suggestions for modifying or enhancing instruction during a lesson to support ELLs. Suggestions include using realia (real objects) to introduce words, defining unfamiliar words in the activities, or simplifying activities and questions.
- **Spanish cognates.** An ELL Note will alert you when a Spanish cognate (a Spanish word that has a pronunciation, meaning, and spelling similar to an English word—for example, *perfect*/*perfecto*) is provided for a word taught in the program. During a lesson, you might write the Spanish cognate underneath the English word and briefly point out letters and sounds that are the same or similar in both words. Research shows that teaching cognate awareness accelerates the English language vocabulary development of Spanish-speaking ELLs. For help in pronouncing the Spanish cognates, see Appendix E.
- **More ELL Support activities**. More ELL Support activities are provided in some weeks and give ELLs additional opportunities to build vocabulary and oral language skills.
- **Spanish family letters**. Weekly family letters provided on the CCC Learning Hub (ccclearninghub.org) are available in Spanish and include the vocabulary words and definitions.

For more information about English Language Learners and how to support them, see "Support for English Language Learners (ELLs)" in the Introduction of the *Making Meaning Teacher's Manual*.

Building the Home-School Connection

Keeping families informed about their children's participation in the vocabulary program helps family members understand and appreciate how their children are building their vocabulary and how they can support that development.



FAMILY LETTERS

We provide a letter to send home with the students at the end of each week, available in both English and Spanish. Each letter includes the week's words and meanings and suggestions for helping the students review the words and build their word-learning skills. The family letters are included in the Online Resources list for each week and can be accessed via the CCC Learning Hub (ccclearninghub.org).

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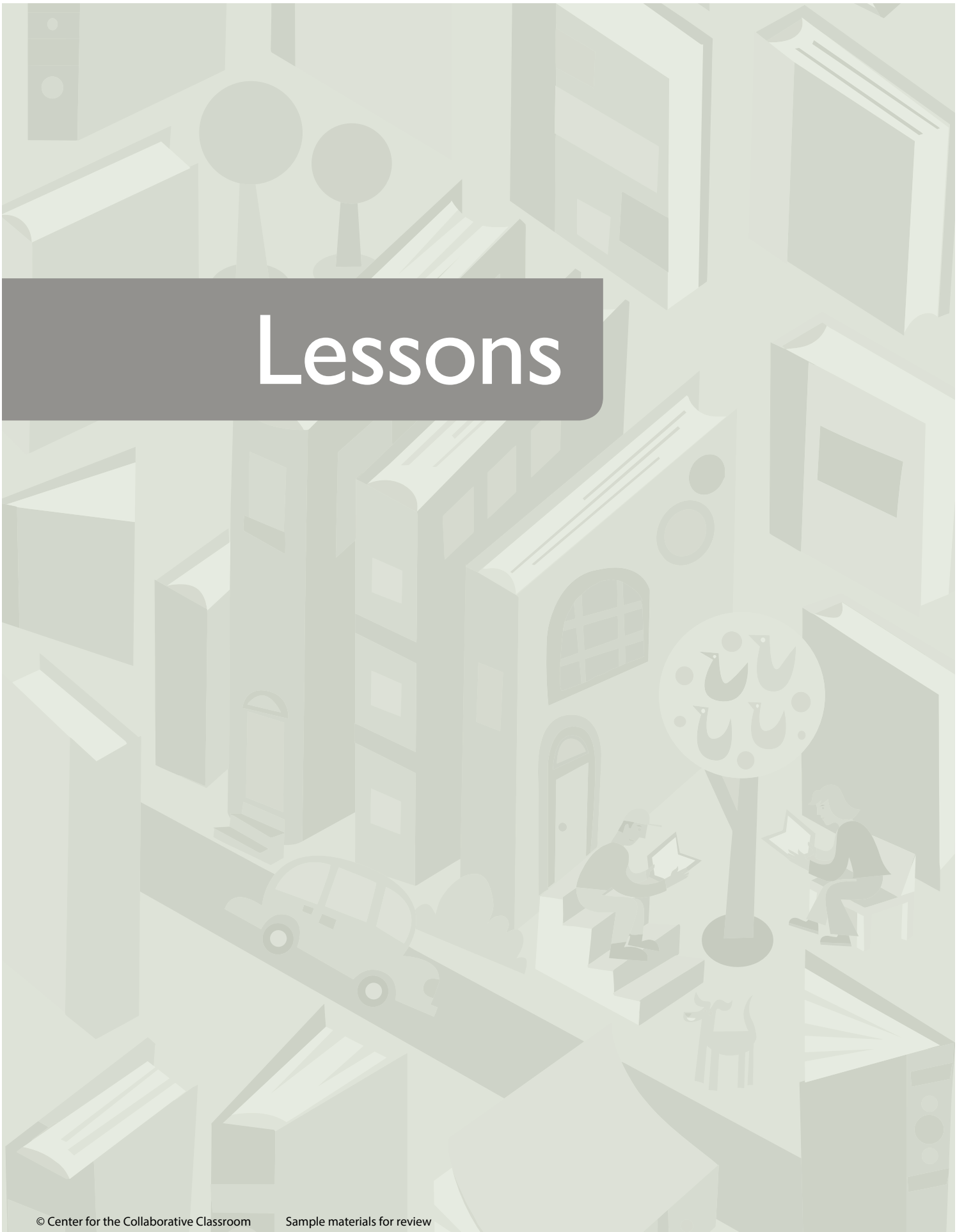
Lessons



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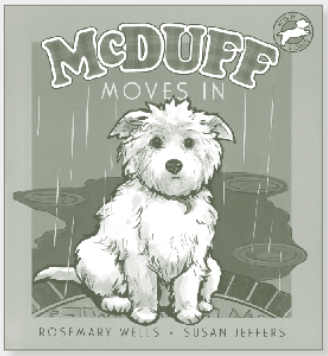
Week 1

RESOURCES



Read-aloud

- *McDuff Moves In* by Rosemary Wells, illustrated by Susan Jeffers

Extension

- "Use the Vocabulary Words Throughout the Day"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Reproducibles

- Introductory family letter (BLM1)
- Week 1 family letter (BLM2)
- (Optional) "Week 1 Word Cards" (BLM3)

Professional Development Media

- "Using 'Turn to Your Partner'" (AV5)
- "Using the CCC Learning Hub" tutorial (AV39)
- "Using CCC's Whiteboard Activities" tutorial (AV40)

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OVERVIEW

Words Taught

tumble
swirl
*compassionate**
content

*Concept words are italicized in word lists the week they are introduced. For more information about concept words, see "The Words" in the Introduction.

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students build their speaking and listening skills.

Social Development Focus

- Teacher and students build the reading community.
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Familiarize yourself with the CCC Learning Hub (ccclearninghub.org), where the online resources for each lesson are located. For more information, view the "Using the CCC Learning Hub" tutorial (AV39).



✓ This week the students use "Turn to Your Partner" to discuss their thinking in pairs. You may wish to introduce or review the procedure for "Turn to Your Partner" prior to Day 1 (see Step 1 in Unit 1, Week 2, Day 1 of the *Teacher's Manual*). To see an example of how to use this strategy with your students, view "Using 'Turn to Your Partner'" (AV5).



✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print the introductory family letter (BLM1). Make enough copies to send one letter home with each student.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM2). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Week 1 Word Cards" (BLM3). These cards can be used to provide your students with more opportunities to review the words. For more information, see "Additional Ways to Review the Words" in the Introduction.

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Introduce *Tumble* and *Swirl*

Day 1

In this lesson, the students:

- Learn and use the words *tumble* and *swirl*
- Build their speaking and listening skills
- Listen to one another

Words Taught

tumble (p. 4)
Tumble means "fall and roll over and over."

swirl (p. 10)
Swirl means "move in a circle."

ABOUT PROMPTED RESPONSES

To learn a new word well, it is critical that the students use the word often and, whenever possible, in sentences. To facilitate this practice, we frequently ask the students to reply to questions with prompted responses. These structured responses may seem awkward or stilted initially, but the students will soon become comfortable using them.

We recommend that you project each day's prompts on an interactive whiteboard. Alternatively, you might display them using a document camera or write them on chart paper. For more information about the prompts, see "Using the Prompts to Discuss the Words" in the Introduction.

GET READY TO LEARN NEW WORDS

1 Introduce the Vocabulary Lessons

Gather the class with partners sitting together, facing you. If necessary, review the procedure for gathering on the rug. Remind the students of your expectations for how they should move and sit.

Introduce the vocabulary lessons by telling the students that this year they will learn many new and interesting words that they can use when they talk with one another and write stories. Tell them how much you enjoy learning and using words, and share some of your favorite words.

> **You might say:**
>
> "One of my favorite words is *family* because it reminds me of the people I love and the wonderful times we have together. I also like the word *tickle* because I like to tickle my daughter and hear her laugh, and because *tickle* is a fun word to say."

Materials

- *McDuff Moves In*
- Word cards (WA1)
- Day 1 prompts (WA2)
- Copy of introductory family letter (BLM1) for each student

Teacher Note

Incorporate this week's social development focuses into the lessons by encouraging the students to listen respectfully to one another and to take responsibility for their learning and behavior. At the end of a lesson, you might ask the students what they did to be good listeners. For more about social development in the vocabulary lessons, see "Social Development and Cooperative Structures" in the Introduction.

Teacher Note

The students can work within partnerships already established during the *Making Meaning* lessons, or you may assign new partners for the vocabulary lessons. (For more information on assigning partners randomly, see "Social Development and Cooperative Structures" in the Introduction.)

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Briefly discuss as a class:

Q *What is one of your favorite words? Why?*

Q *What is a fun word to say? Why?*

Have a few volunteers share their thinking with the class.

Teacher Note

If the students have difficulty thinking of words, share more of your own. For example, say "One of my favorite food words is *pizza* because I love the way pizza smells and tastes. I always laugh when I say the word *rhinoceros* because it sounds so funny and it is fun to say."

INTRODUCE AND USE *TUMBLE*

2 Introduce and Define *Tumble*

Explain that the words the students will learn this year are from or about the read-aloud books in the *Making Meaning* lessons. Show the cover of *McDuff Moves In* and read the title and the name of the author aloud. Remind the students that they heard the story earlier, and explain that the words for this week are from this book.

Show pages 2–3 and review that at the beginning of the story the little dog falls out of a dogcatcher's truck. Turn to page 4 and read it aloud, emphasizing the word *tumbled*.

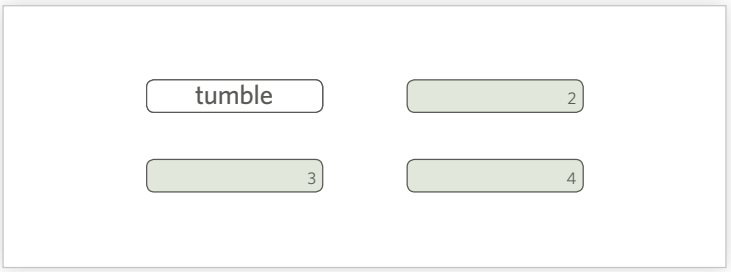
Tell the students that the first word they will learn is *tumble*, and explain that *tumble* means "fall and roll over and over." Explain that when the little dog suddenly tumbles out of the truck, he rolls over and over into the tulip bed.

Display this week's word cards (WA1) and reveal word card 1. Have the students say the word *tumble*.

Technology Tip

Whiteboard activities (WAs) can be displayed using an interactive whiteboard. Alternatively, you may print the whiteboard activities and project them using a projection device. For more information, view the "Using CCC's Whiteboard Activities" tutorial (AV40).

WA1



Teacher Note

If you are not using an interactive whiteboard, you may wish to place the physical word cards in the pocket chart or write the words where everyone can see them. For more information about introducing the vocabulary words using physical word cards, see "Introducing the Words" in the Introduction.

Explain that things—as well as people and animals—can tumble, and give a few examples.

> **You might say:**
>
> "During an earthquake, books, dishes, and other things tumble off of shelves, falling every which way. Once, I accidentally knocked over my son's toy chest, and cars, trucks, and action figures came tumbling out."

Teacher Note

Frequently repeating a word when you introduce it reinforces its pronunciation and meaning.

ELPS 1.C.i
ELPS 1.D.i
Steps 2–4 and ELL Note on page 7

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3 Introduce Using the Prompts

Tell the students that to learn a new word like *tumble* well, it is important that they use the word in sentences. Explain that saying the word in a sentence will help them learn to pronounce the word, use it correctly, and remember its meaning.

Tell the students that as they discuss questions about the word *tumble* and other words, you will give them sentence starters they can use to answer the questions in sentences. Display the day 1 prompts (WA2). Tell the students that these sentence starters are called "prompts" and explain that the students will use these prompts to discuss the words today.

Teacher Note

We suggest you display the day 1 prompts (WA2) on an interactive whiteboard and show each prompt as it is used.

Alternatively, you might write the prompts on a sheet of chart paper, and then fold up the bottom of the sheet and tape it so that only the first prompt is visible. For each subsequent prompt, move the fold down so that the prompt becomes visible.

4 Talk About Tumbling and Practice Using the Prompts

Ask:

Q *When have you tumbled or seen someone or something tumble?*

Point to prompt 1 on the day 1 prompts (WA2). Then have one or two volunteers use the prompt to share their thinking with the class.

WA2

I **tumbled** when . . .

I saw someone **tumble** . . .

PROMPT 1: "I tumbled when . . ." or "I saw someone tumble . . ."

Teacher Note

If the students struggle to answer the questions, support them by asking questions such as "Have you ever tripped over something and tumbled to the ground?" and "Have you ever seen someone trip and tumble?"

ELL Note

Prompts are especially helpful to students with limited English proficiency. For more information about supporting English Language Learners, see "Support for English Language Learners (ELLs)" in the Introduction.

Point to the word *tumble* on the word cards (WA2) and ask:

Q *What's the new word we are learning that means "fall and roll over and over"?*

Teacher Note

Repeating the definition of the word and having the students pronounce it provides another opportunity for the students to hear the word and think about its meaning.

INTRODUCE AND USE *SWIRL*

5 Introduce and Define *Swirl*

Show pages 10–11 of *McDuff Moves In* and review that, in this part of the story, the little dog gets caught outside in the rain. Read page 10 aloud, emphasizing the word *swirled*.

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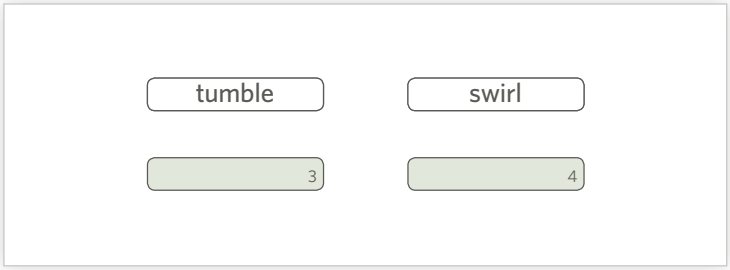
ELL Note

English Language Learners may struggle to understand verbal definitions. Using the illustrations from the book to introduce a word provides the students with critical visual support for learning the word's meaning.

Tell the students that *swirl* is the other word the students will learn today, and explain that *swirl* means "move in a circle." Point to the swirling water in the picture and point out that the picture shows the rainwater swirling, or moving in a circle.

Direct the students' attention to the word cards (WA1) and reveal word card 2. Have the students say the word *swirl*.

WA1



6 Act Out the Word

Have a volunteer model for the class what swirling your hands in the air looks like.

Discuss as a class:

Q *What did you see [Alicia] doing when she swirled her hands in the air?*

Show prompt 2 (WA2). Have one or two volunteers use the prompt to share their thinking with the class.

WA2

When _____ **swirled** [his/her] hands, [he/she] . . .

Teacher Note

If necessary, model the movement yourself.

PROMPT 2: "When [Alicia] swirled her hands, she . . ."

Have all the students swirl their hands in the air.

7 Play "Swirling or Not Swirling?"

Tell the students that they will play a game called "Swirling or Not Swirling?" Explain that you will describe something that is either swirling or not swirling. When you say "Turn to your partner," partners will discuss whether the thing you described is swirling or not swirling and why they think so. Explain that the students may not always agree and that is fine. What is important is that they explain their thinking.

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Tell the students that before playing the game in pairs, they will practice playing as a class. Ask them to close their eyes and picture the following scene as you read it aloud:

- *Water in a bathtub going down the drain*

Ask:

Q *Is the water in the bathtub swirling or not swirling? Why do you think that?*

Ask the students to open their eyes. Show prompt 3 (WA2). Then have one or two volunteers use the prompt to share their thinking with the class.

WA2

I think the water [is/is not] **swirling** because . . .

PROMPT 3: "I think the water [is/is not] swirling because . . ."

Now play the game in pairs. Have the students picture each scene described below in their minds, and then open their eyes and discuss with their partners whether the object is swirling or not swirling. After partners share their thinking with each other, have one or two volunteers share their thinking with the class.

- *A kite flying in the wind*
- *A cat asleep on a bed*
- *Soup being stirred in a bowl*

Point to the word *swirl* on the word cards (WA1) and ask:

Q *What's the word we are learning that means "move in a circle"?*

Tell the students that tomorrow they will learn two more words.

Teacher Note

Save the word cards (WA1) to use on Day 2.

Teacher Note

Send home with each student a copy of the introductory family letter (BLM1). Encourage the students to talk about ways in which they are learning new words with their families.

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Day 2 Introduce *Compassionate* and *Content*

Materials

- *McDuff Moves In*
- Word cards (WA1) from Day 1
- Day 2 prompts (WA3)

In this lesson, the students:

- Review the words *tumble* and *swirl* from Day 1
- Learn and use the words *compassionate* and *content*
- Build their speaking and listening skills
- Listen to one another

Words Taught

compassionate
Compassionate means "kind to a person or animal who is suffering or unhappy."

content
Content means "happy with what is happening or what you are doing."

ABOUT CONCEPT WORDS

Most words taught in the *Vocabulary Teaching Guide* are taken directly from the read-aloud texts used in the *Making Meaning* lessons. Occasionally, however, we teach a word that does not appear in the book. We refer to those words as *concept words*. In the week in which they are introduced, concept words appear in italics in word lists.

In some cases, we teach a concept word because it represents a concept or idea that is important to the story and worthwhile for the students to know. For example, this week we teach the concept word *compassionate*. In other cases, a concept word is taught because it enables us to introduce or review an important independent word-learning strategy, such as recognizing antonyms or words with multiple meanings. For more information about concept words, see "The Words" in the Introduction.

REVIEW THE WORDS

1 Briefly Review *Tumble* and *Swirl*

Gather the students with partners sitting together, facing you. If necessary, review the procedure for gathering on the rug.

Show the cover of *McDuff Moves In* and review that yesterday the students learned two words from the story. Display the word cards (WA1) from Day 1. Point to *tumble*, pronounce the word, and have the students say it.

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Discuss as a class:

Q *What do you know about the word* tumble?

Have a few volunteers share their thinking with the class. Remind them to use the word *tumble* as they share their thinking.

Repeat the procedure to review the word *swirl*.

Tell the students that today they will learn two more words about *McDuff Moves In*.

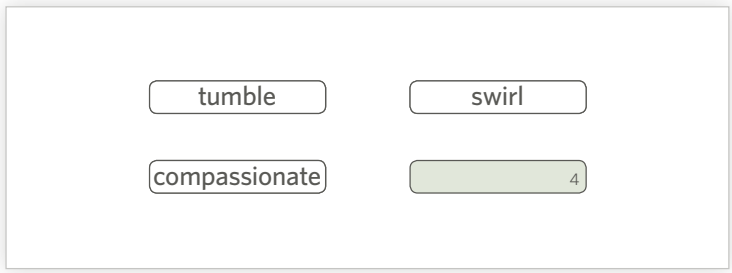
INTRODUCE AND USE *COMPASSIONATE*

2 Introduce and Define *Compassionate*

Show pages 14–15 of *McDuff Moves In* and review that, in the story, Lucy and Fred invite the wet and hungry dog into their house. Tell the students that when Lucy and Fred help the dog, they are being compassionate, and explain that *compassionate* is the first word the students will learn today. Explain that *compassionate* means "kind to a person or animal who is suffering or unhappy."

Direct the students' attention to the word cards (WA1), reveal word card 3, and have the students say the word *compassionate*.

WA1



3 Use the Word to Discuss the Story

Show page 17 of *McDuff Moves In*. Ask the students to listen as you read this page and think about how Lucy is compassionate. Read page 17 aloud.

Ask:

Q *How is Lucy compassionate in this part of the story?*

Display the day 2 prompts (WA3) and explain that the students will use these prompts to review the words today. Point to prompt 1; then say "Turn to your partner" and have partners use the prompt to discuss the question.

Teacher Note

Even when primary students know the meaning of a word, it is often difficult for them to articulate a definition. For this reason, we do not ask the students the question, "What does the word *tumble* mean?" Instead, we ask them what they know about the word, giving them an opportunity to show their understanding of the word's meaning in various ways (for example, by using the word in a sentence, giving an example of a situation in which the word might be used, or acting out the word).

Teacher Note

You might have the students slowly say and clap the syllables.

Teacher Note

If necessary, introduce or review the procedures for "Turn to Your Partner" (see Step 1 in Unit 1, Week 2, Day 1 of the *Teacher's Manual*).

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Teacher Note

Listen as partners talk and, as necessary, remind them to use the prompt. If you notice that the students struggle to use the word *compassionate* meaningfully, review its definition, show the picture on page 17, and then repeat the question.

Teacher Note

Follow this procedure for all subsequent "Turn to your partner" activities.

WA3

Lucy is **compassionate** when . . .

PROMPT 1: "Lucy is compassionate when . . ."

When most pairs have finished talking, signal for the students' attention and have one or two volunteers use the prompt to share their thinking with the class.

Show page 18 of *McDuff Moves In* and read it aloud.

Ask:

Q *How are Lucy and Fred compassionate in this part of the story?* [Show prompt 2.] *Turn to your partner.*

WA3

Lucy and Fred are **compassionate** when . . .

PROMPT 2: "Lucy and Fred are compassionate when . . ."

After a few moments, signal for the students' attention. Have one or two volunteers use the prompt to share their thinking with the class.

4 Introduce the Activity "Imagine That!"

TEKS 7.F.i
Student/Teacher Narrative
Step 4
(first paragraph)

TEKS 7.F.i
Student/Teacher Activity
Step 4
(second paragraph on)

Tell the students that they will do an activity called "Imagine That!" Explain that you will describe a few imaginary, or make-believe, situations. Tell the students that, as they listen, they will make pictures in their minds and use the words to discuss what they imagined.

Ask the students to close their eyes and picture the following scene as you read it aloud:

- *You are in the school cafeteria eating lunch. Across the table, you see a boy who is upset because he left his lunch at home.*

Ask:

Q *What might you do to be compassionate?*

Give the students a few moments to think about the question; then ask them to open their eyes. Show prompt 3 (WA3). Then say "Turn to your partner" and have partners use the prompt to share their ideas.

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WA3

I would be **compassionate** by . . .

PROMPT 3: "I would be compassionate by . . ."

When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *compassionate* on the word cards (WA2) and ask:

Q *What's the word we are learning that means "kind to a person or animal who is suffering or unhappy"?*

INTRODUCE AND USE *CONTENT*

5 Introduce and Define *Content*

Tell the students that the other word they will learn today is *content* and explain that *content* means "happy with what is happening or what you are doing."

Reveal word card 4 on the word cards (WA1) and have students say the word *content*.

WA1

tumble | swirl | compassionate | content

Show page 24, the last page of *McDuff Moves In*. Ask the students to listen as you read this page and to think about why Lucy and Fred are feeling content, or happy with what has happened to them.

Read page 24 aloud.

Discuss as a class:

Q *Why do you think Lucy and Fred are feeling content, or happy with what has happened?*

Show prompt 4 (WA3) and have a few volunteers use it to share their thinking.

ELL Note

The Spanish cognate of *content* is *contento/a.*

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WA3

I think Lucy and Fred are feeling **content** because . . .

PROMPT 4: "I think Lucy and Fred are feeling content because . . ."

If necessary, explain that Lucy and Fred are content because the dog has become their pet. They have a wonderful new friend, and this makes them feel happy with their lives.

Point to the word *content* and have the students say the word.

6 Discuss Feeling Content

Explain that people feel content when they are doing things they enjoy, and give a few examples of when you feel content.

> **You might say:**
> "I feel content when I'm sitting in my favorite chair at home, relaxing and reading a good book. I also feel content when I've worked hard and finished all my work or when I've written a story that I like."

Ask:

Q *What makes you feel content, or happy?*

Give the students a few moments to think about the question. Show prompt 5 (WA3). Then say "Turn to your partner" and have partners use the prompt to discuss what makes them feel content.

Teacher Note

If the students struggle to answer the question, review the word's meaning and provide a few more examples of activities that make you feel content (for example, spending time with your family, taking a warm bath, talking with a good friend, or petting your dog). Then repeat the question.

WA3

I feel **content** when . . .

PROMPT 5: "I feel content when . . ."

After a few moments, signal for their attention. Have a few volunteers share their thinking with the class. Remind the volunteers to use the word *content* as they share.

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Point to the word *content* on the word cards (WA2) and ask:

Q *What's the word we are learning that means "happy with what is happening or what you are doing"?*

Tell the students that tomorrow they will talk more about the words they learned this week.

EXTENSION

Use the Vocabulary Words Throughout the Day

Encourage the students to use the vocabulary words as they talk to one another during the day. Also, look for opportunities to ask questions about the words and to use the words yourself. For example, when you see a student being compassionate, call for the class's attention, describe the behavior, and ask, "How is [Shira] being compassionate?" Prompt the students to respond with the words, "[Shira] is being compassionate by . . ." Likewise, find opportunities at various points throughout the day to ask the students if they are feeling content and why. Prompt the students to respond with the words, "I [do/do not] feel content because . . ." For more information about helping the students retain the vocabulary words, see "Retaining the Words" in the Introduction.

Teacher Note

Save the word cards (WA1) to use on Day 3.

Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

tumble
Tumble means "fall and roll over and over."

swirl
Swirl means "move in a circle."

compassionate
Compassionate means "kind to a person or animal who is suffering or unhappy."

content
Content means "happy with what is happening or what you are doing."

Materials

- Word cards (WA1) from Day 2
- Day 3 prompts (WA4)
- Copy of this week's family letter (BLM2) for each student

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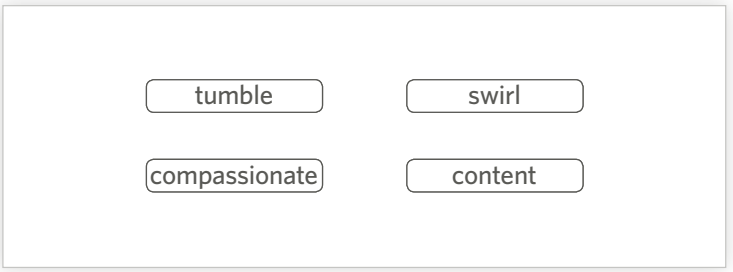
REVIEW THE WORDS

1 Briefly Review This Week's Words

Gather the class with partners sitting together, facing you. Remind the students that this week they learned four words from or about *McDuff Moves In*, and explain that today they will think more about the words.

Display the word cards (WA1) from Day 2. Point to the word *tumble*, pronounce the word, and have the students say the word.

WA1



Teacher Note

If the students struggle to answer the question, tell them the meaning of the word, and then ask the question again.

Ask:

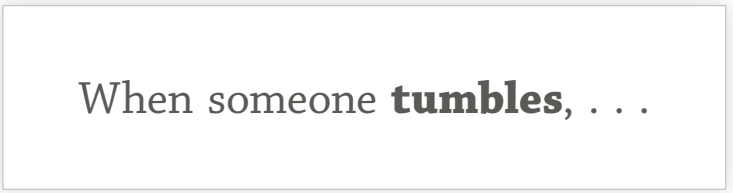
Q *What happens when someone tumbles?*

Display the day 3 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

If a student uses a word ungrammatically, restate what the student said using correct grammar (for example, say "What you said shows that you know the meaning of the word, but we usually say . . .").

WA4



PROMPT 1: "When someone tumbles, . . ."

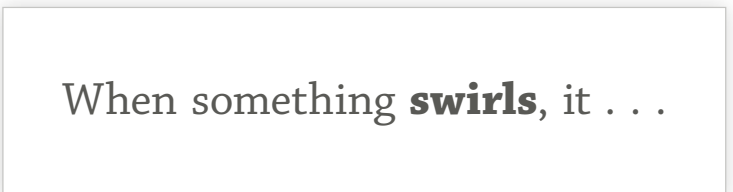
Point to the word *swirl* on the word cards (WA1), pronounce the word, and have the students say it.

Ask:

Q *What happens when something swirls?*

Show prompt 2 on the day 3 prompts (WA4). Have a few volunteers use the prompt to share their thinking with the class.

WA4



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PROMPT 2: "When something swirls, it . . ."

Point to the word *compassionate* on the cards (WA1), pronounce the word, and have the students say it.

Ask:

Q *If your friend is unhappy, how can you be compassionate?*

Show prompt 3 (WA4). Have a few volunteers use the prompt to share their thinking with the class.

WA4

I can be **compassionate** by . . .

PROMPT 3: "I can be compassionate by . . ."

Point to the word *content* on the cards (WA1). Pronounce the word, and have the students say it.

Ask:

Q *How do you feel when you are content?*

Show prompt 4 (WA4). Have a few volunteers use the prompt to share their thinking with the class.

WA4

When I am **content**, I feel . . .

PROMPT 4: "When I am content, I feel . . ."

PRACTICE USING THE WORDS

2 Introduce the Game "Which Word Goes With?"

Explain that partners will play a game called "Which Word Goes With?" Tell the students that you will write a word they know, like *smile*, *tears*, or *playground*, where everyone can see it, and that they are to think about which of this week's words goes with the word you wrote. Explain that when you say "Turn to your partner," partners will discuss their thinking. Then you will ask a few pairs to share their thinking with the class.

Tell the students that the word you write might go with more than one of this week's words and explain that partners may not always agree and

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that is fine. What is important is that they explain *why* they think the words go together.

Tell the students that before playing the game in pairs, they will practice playing as a class. Write the word *smile* where everyone can see it and read the word aloud. Then display the cards (WA1) and ask:

Q *Which of this week's words do you think goes with* smile*? Why do you think that?*

Give the students a few moments to think about the questions. Then show prompt 5 (WA4) and have a few volunteers use the prompt to share their thinking with the class.

WA4

I think _____ goes with *smile* because . . .

PROMPT 5: "I think [*swirl*] goes with *smile* because . . ."

If the students have trouble answering the questions, provide examples of word associations you might make.

> **You might say:**
>
> "I think *swirl* goes with *smile* because we had fun swirling our hands over our heads. It made us smile. I think *content* goes with *smile*, too, because when you are content you are happy and smile a lot. I think *compassionate* can go with *smile* because when you are compassionate, you try to make someone who is sad feel better. They might smile if you're nice to them."

Then play the game in pairs by writing the word *tears* where everyone can see it, pronouncing it, and having partners discuss which vocabulary word they associate with the word. When most pairs have finished talking, ask a few pairs to share their thinking with the class. Then have partners continue playing the game with the word *playground*.

Tell the students that next week they will learn four new words.

Teacher Note

If the students have trouble making associations, provide examples of associations you might make or ask questions such as "How might the word *tumble* go with *tears*? Why might you see tears on a person's face if the person tumbled?" "How might the word *compassionate* go with *tears*?" and "Why might you be compassionate if you saw tears on someone's face?"

Teacher Note

Send home with each student a copy of this week's family letter (BLM2). Encourage the students to talk about this week's words with their families.

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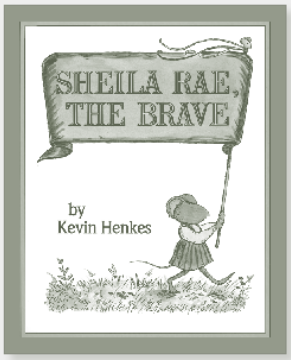
Week 2

RESOURCES



Read-aloud

- *Sheila Rae, the Brave* by Kevin Henkes

More Strategy Practice

- "Talk More About the Suffixes *-ful* and *-less*"

More ELL Support

- "Discuss Veing Brave"

Assessment Resource Book

- Week 2 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- Week 2 family letter (BLM1)
- (Optional) "Week 2 Word Cards" (BLM2)
- (Optional) "Week 2 Crossword Puzzle" (BLM3)

Professional Development Media

- "Using 'Think, Pair, Share'" (AV7)
- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
fearless	compassionate
fearful	content
familiar	swirl
convince	tumble

Word-learning Strategies

- Using the suffix *-less* to determine word meanings
- Using the suffix *-ful* to determine word meanings

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students discuss the suffix *-less*.
- Students discuss the suffix *-ful*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ This week the students use "Think, Pair, Share" to discuss their thinking. You may wish to introduce or review the procedures for "Think, Pair, Share" prior to Day 1 (see Step 1 in Unit 1, Week 3, Day 1 of the *Teacher's Manual*). To see an example, view "Using 'Think, Pair, Share'" (AV7).

✓ Look over this week's Ongoing Review and collect the following word cards: 1, 2, 3, and 4. Set aside a few minutes periodically during the week to review these words.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 151 of the *Assessment Resource Book*.
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Talk More About the Suffixes *-ful* and *-less*" on page 31.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 2 Word Cards" (BLM2) and "Week 2 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words. For more information, see "Additional Ways to Review the Words" in the Introduction.

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Ongoing Review Week 2

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Take responsibility for themselves

Words Reviewed

compassionate
Compassionate means "kind to a person or animal who is suffering or unhappy."

content
Content means "happy with what is happening or what you are doing."

swirl
Swirl means "move in a circle."

tumble
Tumble means "fall and roll over and over."

ABOUT ONGOING REVIEW

Research shows that it is critical for students to use a word repeatedly over an extended period of time if the word is to become a permanent part of their vocabulary. Beginning this week, we provide an activity for reviewing previously taught words. The activity can be used periodically throughout the week to deepen the students' understanding of the words they have learned. For more information about Ongoing Review and helping the students retain vocabulary, see "Retaining the Words" in the Introduction.

Materials

- Word cards 1, 2, 3, 4
- Pocket chart
- Ongoing review prompt (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

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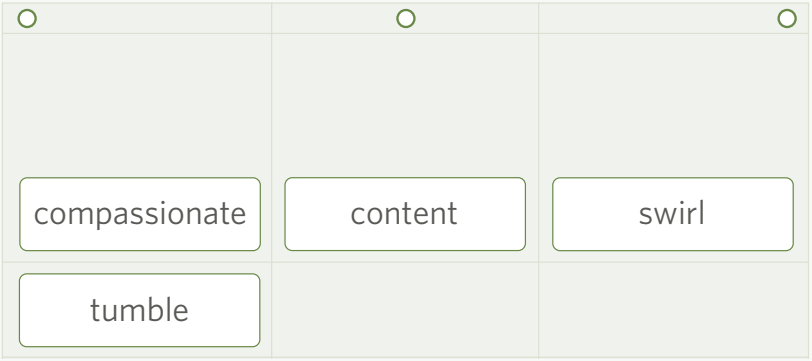
REVIEW THE WORDS

1 Briefly Review the Words

Teacher Note

During Ongoing Review, we recommend that you place the physical word cards that were provided with the vocabulary lessons in the pocket chart for the students to refer to each week. For more information about introducing the vocabulary words using physical word cards, see "Introducing the Words" in the Introduction.

Place the word cards in the pocket chart, as shown below.



Teacher Note

You might have the students remain at their desks or tables and pair students sitting next to each other for the activity.

Gather the class with partners sitting together, facing you. Point to the cards and remind the students that they learned these words earlier. Explain that this week they will think and talk more about the words. Point to each word, pronounce it, and briefly review its meaning. (You might give the word's meaning or ask the students to tell you what they know about the word.)

PRACTICE USING THE WORDS

2 Introduce the Game "Which Word Am I?"

Tell the students that partners will use the words to play a game called "Which Word Am I?" Explain that you will give a clue about one of the words. Then you will say, "Which word am I?" and the students will figure out the word.

Tell the students that before partners play the game with one another, they will play the game as a class. Begin by reading the following clue aloud, slowly and clearly:

Teacher Note

If choosing among all the words is challenging for the students, you might have them choose between two words—for example, *tumble* and *swirl*.

- *I'm what water does when it goes around and around in the drain.*

Give the students a few moments to think about the clue. Then ask:

Q *Which word am I? Why do you think that?*

Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words. Point to the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

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WA1

I think the word is _____ because . . .

PROMPT: "I think the word is [*swirl*] because . . ."

3 Play the Game in Pairs

Play the next rounds of the game with the students in pairs. Read the following clue aloud, slowly and clearly:

- *I'm how you feel when you do something fun.*

Ask:

Q *Which word am I? Why do you think that?* [Show the prompt.] *Turn to your partner.*

PROMPT: "I think the word is [*content*] because . . ."

Have partners use the prompt to share their thinking. After partners have had time to discuss the clue, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following clue using the prompt:

- *I'm what you might do if you are running and lose your balance.* (tumble)

4 Play the Game During the Week

During the week, set aside a few minutes each day for Ongoing Review. Continue to play the game using the clues that follow. For more practice, invent clues of your own or invite the students to think of clues. Briefly review the meanings of the words before you play the game each day.

- *I'm how you might describe someone who hugs a friend who's sad.* (compassionate)
- *I'm what a leaf does when it spins in circles in the wind.* (swirl)
- *I'm what you might do if you slip on an icy sidewalk.* (tumble)
- *I'm how you might describe someone who gives food to a hungry cat.* (compassionate)
- *I'm what you do when you turn around and around and around.* (swirl)
- *I'm how you feel when you've had a great day at school.* (content)

Teacher Note

The ongoing review prompt (WA1) will be used throughout this review.

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Teacher Note

For more information about whole-class assessment, see "Class Vocabulary Assessment" in the Assessment Overview of the *Assessment Resource Book*.



CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to identify the words?
- Do their responses show that they understand the meanings of the words?
- Do they use the words they are learning in conversation outside of vocabulary time?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 151 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

For more information about reviewing and practicing the words, see "Retaining the Words" in the Introduction.

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Introduce *Fearless* and *Fearful*

Day 1

In this lesson, the students:

- Learn and use the words *fearless* and *fearful*
- Discuss the suffix *-less*
- Discuss the suffix *-ful*
- Build their speaking and listening skills
- Listen to one another

Words Taught

fearless (p. 14)
Fearless means "brave or feeling no fear."

fearful
Fearful means "afraid or filled with fear."

ABOUT USING PREFIXES AND SUFFIXES TO DETERMINE WORD MEANINGS

Research shows that teaching students to use word parts such as prefixes and suffixes to unlock word meanings can help them become more proficient independent word learners and contribute to their vocabulary growth (White 1989). This week the students learn the first two of ten word parts they will explore this year: the suffix *-less*—meaning "without"—and the suffix *-ful*—meaning "full of." In subsequent lessons, they learn the prefixes *un-* ("not"), *mis-* ("wrong/wrongly" or "bad/badly"), *dis-* ("not" or "without"), and *pre-* ("before"), and the suffixes *-er* ("a person who"), *-ly* ("happening at a certain time"), *-ion/-tion* ("action or process"), and *-y* ("full of or covered with"). For tables of the prefixes and suffixes, the words through which they are introduced, and the lessons in which they are taught and reviewed, see Appendix C. For more information about using prefixes and suffixes and other word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

INTRODUCE AND USE *FEARLESS*

1 Introduce and Define *Fearless* and Discuss the Suffix *-less*

Gather the students with partners sitting together, facing you. If necessary, review the procedure and your expectations for how the students will gather.

Show the cover of *Sheila Rae, the Brave*, read the title and the name of the author aloud, and remind the students that they heard this story

Materials

- *Sheila Rae, the Brave*
- Word cards (WA2)
- Day 1 prompts (WA3)

Teacher Note

Incorporate this week's social development focuses into the lessons by encouraging the students to listen respectfully to one another and to take responsibility for their learning and behavior. At the end of a lesson, you might ask the students what they did to be good listeners. For more about social development in the vocabulary lessons, see "Social Development and Cooperative Structures" in the Introduction.

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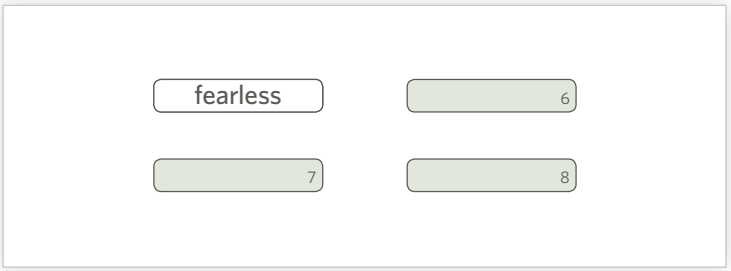
TEKS 1.A.iii
Student/Teacher Activity
Step 1, Step 2, and Step 3

earlier. Explain that the words they will learn this week are from or about the story.

Show page 14 and review that the story is about Sheila Rae, who thinks she is brave. Read page 14 aloud and tell the students that the first word they will learn this week is *fearless*.

Display this week's word cards (WA2), reveal word card 5, and have the students say the word *fearless*.

WA2



Ask the students to listen carefully as you reread the last sentences on the page. (*"I am brave," she sang. "I am fearless."*)

Discuss as a class:

Q *From what you just heard, what do you think the word* fearless *means?*

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA3



PROMPT 1: "I think *fearless* means . . ."

If necessary, explain that *fearless* means "brave or feeling no fear."

Point to the letters *l-e-s-s* in the word *fearless*, and explain that *-less* is a suffix. Explain that a *suffix* is a "letter or a group of letters that is added to the end of a word to make a new word."

Explain that the suffix *-less* means "without." When *-less* is added to the word *fear*, it makes the word *fearless*, which means "without fear" or "brave or feeling no fear."

2 Use the Word to Talk About the Story

Explain that you will now read a few pages of *Sheila Rae, the Brave* aloud, and ask the students to listen for what Sheila Rae does that shows she is fearless, or brave.

Teacher Note

When the text or illustration of a story provides strong context for determining a word's meaning, a question like this gives the students an opportunity to informally practice using context clues. However, if the students do not immediately determine the meaning of *fearless* from the clue ("I am brave"), give them the definition and continue with the lesson. In a later lesson, the students will be formally introduced to using context to figure out meanings.

Teacher Note

You might explain to the students that in the word *fearless*, we call the word *fear* the "base word," and that a *base word* is a "word to which a prefix or suffix is added to make a new word."

For more practice using the suffix *-less*, see the more strategy practice activity "Talk More About the Suffixes *-ful* and *-less*" on page 31.

Technology Tip

To find web-based activities that focus on using suffixes to determine word meanings, you might search online using the keywords "whiteboard suffixes activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

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Read pages 15–17 aloud.

Discuss as a class:

Q *What does Sheila Rae do that shows she is fearless?*

Show prompt 2 on the day 1 prompts (WA3). Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 2: "Sheila Rae shows she is fearless by . . ."

3 Review the Activity "Imagine That!"

Tell the students that they will do the activity "Imagine That!" Review that you will describe a few imaginary, or make-believe, situations. Explain that you want them to think about what they would do in each situation if they were fearless.

Read the following situation aloud, slowly and clearly:

- *Some older children you don't know are playing soccer. You want to play, too. You're fearless.*

Use "Think, Pair, Share" to discuss:

Q *What might you do if you were fearless?*

Give the students a few minutes to think about the question. Then show prompt 3 (WA3) and say "Turn to your partner." Have partners use the prompt to discuss their thinking.

PROMPT 3: "If I were fearless, I would . . ."

When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Continue to use "Think, Pair, Share" to have the students think about and discuss the following situation:

- *A slide at the water park looks very high and curves around and around. You're fearless.*

Ask:

Q *What might you do if you were fearless?* [Pause; show prompt 3.] *Turn to your partner.*

Point to the word *fearless* on the word cards (WA2) and ask:

Q *What's the new word we are learning that means "brave or feeling no fear"?*

ELL Note

Prompts are especially helpful to students with limited English proficiency. (For more information, see "Support for English Language Learners (ELLs)" in the Introduction.)

Teacher Note

If necessary, introduce or review the procedures for "Think, Pair, Share" (see Step 1 in Unit 1, Week 3, Day 1 of the *Teacher's Manual*).

Teacher Note

Follow this procedure for all subsequent "Think, Pair, Share" activities.

Teacher Note

Repeating the definition of the word and having the students pronounce it provides an additional opportunity for the students to hear the word and think about its meaning.

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INTRODUCE AND USE *FEARFUL*

4 Introduce and Define *Fearful* and Discuss the Suffix *-ful*

Tell the students that the second word they will learn today is *fearful*, and explain that *fearful* and *fearless* have opposite meanings. Explain that *fearful* means "afraid or filled with fear."

Direct the students' attention to the word cards (WA2), reveal word card 6, and have the students say the word *fearful*. Point to the letters *f-u-l* in the word *fearful*, and explain that *-ful* is another example of a suffix. Review that a *suffix* is a "letter or a group of letters that is added to the end of a word to make a new word."

Tell the students that *fear* means "worry about danger," and that the suffix *-ful* means "full of." When *-ful* is added to *fear*, it makes the word *fearful*, which means "full of fear (worry about danger) or afraid."

Teacher Note

You may want to mention that words with opposite meanings are antonyms. In Week 7, the students will be formally introduced to antonyms.

Teacher Note

For more practice using the suffix *-ful*, see the more strategy practice activity "Talk More About the Suffixes *-ful* and *-less*" on page 31.

5 Use the Word *Fearful* to Discuss the Story

Remind the students that in the story Sheila Rae gets lost and becomes fearful, or afraid. Explain that you will read that part of the story, and ask the students to listen for what Sheila Rae does that shows she is fearful.

Read pages 19–23 aloud.

Ask:

Q *What does Sheila Rae do that shows she is fearful?*

Show prompt 4 (WA3). Have a few volunteers share their thinking with the class. Remind them to use the prompt as they share.

PROMPT 4: "Sheila Rae shows she is fearful when . . ."

6 Talk About Feeling Fearful

Explain that everyone feels fearful at times, and give some examples of fearful situations or times you have felt fearful.

> **You might say:**
>
> "Some people are fearful of the dark or of thunderstorms. Other people feel fearful when they see a snake or spider. I remember that I felt fearful the first time I rode my bike without training wheels. I was afraid that I would fall and hurt myself."

Use "Think, Pair, Share" to discuss:

Q *When was a time you felt fearful? What was happening? What were you doing?* [Pause; show prompt 5.] *Turn to your partner.*

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PROMPT 5: "I felt fearful when . . ."

Have partners take turns using the prompt to answer the questions. When most pairs have finished talking, signal for their attention. Have a few volunteers share their thinking with the class. Remind the volunteers to use the prompt as they share.

Point to the word *fearful* on the word cards (WA2) and ask:

Q *What's the new word we are learning that means "afraid or filled with fear"?*

Tell the students that tomorrow they will learn two more words.

Teacher Note

Save the word cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide the students with additional opportunities to review and use an independent word-learning strategy. The activities are optional and can be done at the end of a lesson or at another time.

Materials

- Chart paper and a marker

Talk More About the Suffixes *-ful* and *-less*

Prepare a sheet of chart paper titled "*-ful* and *-less* Words." On the paper, create three columns. Write the word *fear* in the left-hand column, and write *fearful* in the center column. Remind the students that a *suffix* is a "letter or a group of letters that is added to the end of a word to make a new word." Review that the suffix *-ful* means "full of" and that when you add *-ful* to *fear*, you make the word *fearful*, which means "full of fear" or "afraid."

In the right-hand column, write the word *fearless*. Review that the suffix *-less* means "without." Remind the students that when you add *-less* to the word *fear*, you make the word *fearless*, which means "without fear" or "brave or feeling no fear."

Write the word *color* below the word *fear* in the left column on the chart. Ask:

Q *What word do you make when you add the suffix* -ful *to the word* color*?*

Write the word *colorful* in the center column, next to *color*. Then ask:

Q *Based on what you know about the meaning of the suffix* -ful*, what does the word* colorful *mean? What is an example of something colorful?*

If necessary, explain that if something is colorful, it is "full of bright colors."

In the right column, write the word *color*. Add the suffix *-less* and ask:

Q *What word do you make when you add the suffix* -less *to the word* color*? What is an example of something colorless?*

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If necessary, explain that if something is colorless, it is "without bright colors," such as a blank sheet of paper or a glass of water.

Explain that the suffixes *-ful* and *-less* are used in many words. Add a few examples to the chart and discuss each one (for example, *powerful/powerless*, *hopeful/hopeless*, and *useful/useless*). Ask the students for other examples and add them to either column of the chart. If the students struggle to think of words, stimulate their thinking by asking questions such as "How would you describe something full of beauty? Someone without a home? Chewing gum that has no sugar in it? Someone who always tells the truth?"

Encourage the students to listen and watch for other *-ful* and *-less* words that you can add to the chart.

Day 2 Introduce *Familiar* and *Convince*

Materials

- *Sheila Rae, the Brave*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *fearless* and *fearful* from Day 1
- Learn and use the words *familiar* and *convince*
- Build their speaking and listening skills
- Listen to one another

Words Taught

familiar (p. 19)
Familiar means "well known to you and easy to recognize."

convince (p. 21)
Convince means "make someone believe something or decide to do something."

REVIEW THE WORDS

1 Briefly Review *Fearless* and *Fearful*

Gather the class with partners sitting together, facing you. Show the cover of *Sheila Rae, the Brave* and review that yesterday the students learned two words from the story.

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Display the word cards (WA2) from Day 1. Point to the word *fearless*, pronounce the word, and have the students say it.

Ask:

Q *What do you know about the word* fearless?

Have a few volunteers share their thinking with the class. Remind them to use the word *fearless* as they share.

Review *fearful* using the same procedure.

Explain that today the students will learn two more words from the story.

INTRODUCE AND USE *FAMILIAR*

2 Introduce and Define *Familiar*

Show page 19 of *Sheila Rae, the Brave* and review that in this part of the story Sheila Rae realizes she is lost. Read page 19 aloud, emphasizing the words *nothing looked familiar*.

Tell the students that *familiar* is the first word they will learn today. Explain that *familiar* means "well known to you and easy to recognize," and that if a place is familiar, you know it well because you have been there many times. Tell the students that Sheila Rae is fearful because she is in a place that is *not* familiar. She has not been in this place before.

Direct the students' attention to the word cards (WA2), reveal word card 7, and have the students say the word *familiar*.

WA2



3 Talk About a Familiar Place

Explain that people often feel comfortable and content when they are in a familiar place—a place they know well and where they often spend time.

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Then use "Think, Pair, Share" to discuss:

Q *What is a familiar place where you like to spend time? Why do you like to spend time there?* [Pause; point to prompt 1.] *Turn to your partner.*

Teacher Note

Even when primary students know the meaning of a word, it is often difficult for them to articulate a definition. For this reason, we do not ask the students the question, "What does the word *fearless* mean?" Instead, we ask them what they know about the word, giving them an opportunity to show their understanding of the word's meaning in various ways (for example, by using the word in a sentence, giving an example of a situation in which the word might be used, or acting out the word).

ELL Note

The Spanish cognate of *familiar* is *familiar*.

Teacher Note

You may want to remind the students that *content* means "happy with what is happening or what you are doing."

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A **familiar** place I like is . . .

Teacher Note

If the students struggle to think of familiar places, review the meaning of *familiar*. Then stimulate their thinking by asking questions such as "Where do you like to spend time at home? In your neighborhood? At school?" and "Where do you like to spend time outside?"

PROMPT 1: "A familiar place I like is . . ."

Have partners use the prompt as they take turns answering the questions. Then signal for their attention and have a few pairs use the prompt to share their thinking with the class.

4 Play "Familiar or Not Familiar?"

Explain that people and things, as well as places, can be familiar or not familiar. Explain that if a person is familiar, you know the person well because you have seen him or her many times before. If a thing is familiar, you know it well because you have seen or used it many times before.

Tell the students that partners will play a game called "Familiar or Not Familiar?" Explain that you will describe a person or thing and the students will decide whether the person or thing is familiar or not familiar and explain why they think so.

Read the following description aloud, slowly and clearly:

- *Your best friend*

Use "Think, Pair, Share" to discuss:

Q *Familiar or not familiar? Why do you think that?* [Pause; show prompt 2.] *Turn to your partner.*

PROMPT 2: "[My best friend] [is/is not] familiar because . . ."

Have partners use the prompt to discuss the questions. When most pairs have finished talking, signal for their attention. Have one or two pairs use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following:

- *A stranger*
- *A movie you've seen ten times*
- *A stray cat you've never seen before*

Point to the word *familiar* on the word cards (WA2) and ask:

Q *What's the word we are learning that means "well known to you and easy to recognize"?*

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INTRODUCE AND USE *CONVINCE*

5 Introduce and Define *Convince*

Tell the students that the other word they will learn today is *convince*. Explain that *convince* means "make someone believe something or decide to do something."

Show page 21 of *Sheila Rae, the Brave* and remind the students that Sheila Rae is lost and feeling fearful. Read page 21 aloud.

Reread the last two sentences aloud, emphasizing the word *convince*. (*"I am brave," Sheila Rae tried to convince herself. "I am fearless."*) Explain that Sheila Rae tries to convince herself—or make herself believe—that she is brave, but she is really very afraid.

Direct the students' attention to the word cards (WA2) and reveal word card 8. Have the students say the word *convince*.

ELL Note

The Spanish cognate of *convince* is *convencer*.

6 Practice Convincing Each Other

Explain that you will give the students an opportunity to convince their partners, or make their partners believe something.

Ask the students to imagine the following:

- *Our principal says that we can have any animal we want as a class pet. It can be a big animal or a small animal, a sea animal or a land animal, a tame animal or a wild animal, or even an animal that is extinct, like a dinosaur.*

Use "Think, Pair, Share" to discuss:

Q *What animal should we have as a class pet? What can you say to convince your partner that your animal should be our pet?* [Pause.] *Turn to your partner.*

ELPS 2.D.ii

Step 6 and both margin notes on p. 35

Have partners use the prompt to discuss the questions. When most pairs have finished talking, signal for their attention. Show prompt 3 (WA4). Have a few volunteers use the prompt to share the animal they selected and what they said to convince their partner that the animal should be the class pet.

PROMPT 3: "I chose a [pig] as our class pet. To convince my partner, I said . . ."

Then ask:

Q *Did your partner convince you that his pet should be our class pet? If so, what did he say that convinced you?*

Have one or two volunteers share their thinking with the class.

Teacher Note

If the students struggle to answer the questions, call for their attention. Model *convincing* by selecting an animal you would like as a class pet and talking about why your animal should be the class pet. For example, say "The animal I would choose as our class pet is a horse. I think a horse should be our class pet because I think horses are beautiful, and we could take turns riding the horse, which would be lots of fun."

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Point to the word *convince* on the word cards (WA2) and ask:

Q *What's the new word we are learning that means "make someone believe something or decide to do something"?*

Tell the students that tomorrow they will talk more about the words they learned this week.

Teacher Note

Save the word cards (WA2) to use on Day 3.

MORE ELL SUPPORT

More ELL support activities provide English Language Learners with additional opportunities to build vocabulary, as well as speaking and listening skills. For more information about English Language Learners and how to support them, see "Additional ELL Support" in the Introduction.

Discuss Being Brave

Remind the students that they listened to a story called *Sheila Rae, the Brave* and review that Sheila Rae is unafraid of lightning or dogs or even monsters. Tell the students that if someone is brave, he or she does things that others might be too afraid to try. Explain that a brave person might do something even though he or she feels afraid. Ask the students to think about a time they were brave. Then ask:

Q *When were you brave?*

Q *Why do you think you were brave?*

Have the students use the following prompts to share their thinking with a partner:

PROMPTS: "I was brave when . . ." and "I think I was brave because . . ."

After partners have talked, have one or two volunteers use the prompts to share their thinking with the group.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

fearless
Fearless means "brave or feeling no fear."

fearful
Fearful means "afraid or filled with fear."

familiar
Familiar means "well known to you and easy to recognize."

convince
Convince means "make someone believe something or decide to do something."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Gather the class with partners sitting together, facing you. Display the word cards (WA2) from Day 2. Remind the students that this week they learned these four words from or about the story *Sheila Rae, the Brave*. Explain that today they will think more about the words.

WA2

fearless | fearful | familiar | convince

Point to the word *fearless* on the word cards (WA2), pronounce the word, and have the students say it.

Discuss as a class:

Q *How do you feel when you are fearless? Why?*

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 2 Crossword Puzzle" (BLM3) for each student

Teacher Note

If the students struggle to answer the question, tell them the meaning of the word. Then ask the question again.

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Teacher Note

If a student uses a word ungrammatically, restate what the student said using correct grammar (for example, say "What you said shows that you know the meaning of the word, but we usually say . . .").

Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA5

When I am **fearless**, I feel . . .

PROMPT 1: "When I am fearless, I feel . . ."

Point to *fearful* on the word cards (WA2), pronounce the word, and have the students say it.

Ask:

Q *How do you feel when you are fearful? Why?*

Show prompt 2 on the day 3 prompts (WA5). Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: "When I am fearful, I feel . . ."

Point to the word *familiar* on the word cards (WA2), pronounce the word, and have the students say it.

Ask:

Q *Who is someone who is familiar to you? Why is that person familiar?*

Show prompt 3 (WA5) and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 3: "[Jason] is familiar to me because . . ."

Point to the word *convince* on the word cards (WA2), pronounce the word, and have the students say it.

Ask:

Q *What might you say to convince your mom to let you go to a sleepover?*

Show prompt 4 (WA5). Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 4: "To convince my mom, I would say . . ."

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PRACTICE USING THE WORDS

2 Discuss "Would You Be Happy?" Questions

Explain that you will ask partners to discuss a question, and then a few students will share their thinking with the class.

Use "Think, Pair, Share" to discuss:

Q *Would you be happy if someone said you were a fearless person? Why?* [Pause; show prompt 5.] *Turn to your partner.*

PROMPT 5: "I [would/would not] be happy if someone said I was fearless because . . ."

Have partners use the prompt to discuss the questions. When most pairs have finished talking, signal for their attention. Have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Would you be happy if someone said you were a fearful person? Why?* [Pause; show prompt 6.] *Turn to your partner.*

PROMPT 6: "I [would/would not] be happy if someone said I was a fearful person because . . ."

Q *Would you be happy if you visited a familiar place? Why?* [Pause; show prompt 7.] *Turn to your partner.*

PROMPT 7: "I [would/would not] be happy if I visited a familiar place because . . ."

Q *Would you be happy if someone tried to convince you to do something wrong? Why?* [Pause; show prompt 8.] *Turn to your partner.*

PROMPT 8: "I [would/would not] be happy if someone tried to convince me to do something wrong because . . ."

Tell the students that next week they will learn four new words.

Teacher Note

There are no right or wrong responses to these questions. What is important is that the students use the vocabulary words to explain their thinking and demonstrate an understanding of the meaning of the words. If students struggle to answer a question, review the vocabulary word's meaning and ask the question again.

Teacher Note

Reviewing previously taught words is critical if the students are to retain their meanings. If you have not done the ongoing review activity, take a few minutes today or later in the week to do the activity. For more information about reviewing and practicing the words, see "Retaining the Words" in the Introduction.

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 1 and 2, you might distribute a copy of the "Week 2 Crossword Puzzle" (BLM3) to each student.

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Week 3

RESOURCES



Read-aloud

- *Girl Wonder: A Baseball Story in Nine Innings* by Deborah Hopkinson, illustrated by Terry Widener

More Strategy Practice

- "Start a Synonym Chart"
- "Discuss Compound Words"

More ELL Support

- "Illustrate Synonyms"
- "Discuss and Watch a Baseball Game"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 3 family letter (BLM1)
- (Optional) "Week 3 Word Cards" (BLM2)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
hurl	compassionate
pester	content
glare	familiar
overalls	fearful
	fearless

Word-learning Strategies

- Recognizing synonyms
- Using knowledge of compound words to determine meanings

Vocabulary Focus

- Students learn and use four words from the story.
- Students discuss synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students relate the value of caring to their behavior.
- Students explain their thinking.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 3, 4, 5, 6, and 7. Set aside a few minutes periodically during the week to review these words.

✓ (Optional) Prior to Day 1, review the more strategy practice activity "Start a Synonym Chart" on page 48.

✓ (Optional) Prior to Day 2, review the more strategy practice activity "Discuss Compound Words" on page 53.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 3 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words. For more information, see "Additional Ways to Review the Words" in the Introduction.

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Ongoing Review Week 3

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

compassionate
Compassionate means "kind to a person or animal who is suffering or unhappy."

content
Content means "happy with what is happening or what you are doing."

familiar
Familiar means "well known to you and easy to recognize."

fearful
Fearful means "afraid or filled with fear."

fearless
Fearless means "brave or feeling no fear."

Materials

- Word cards 3, 4, 5, 6, 7
- Pocket chart
- Ongoing review prompt (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Gather the class with partners sitting together, facing you. Point to the cards and remind the students that they learned these words earlier. Explain that this week they will think and talk more about the words. Point to each word, pronounce it, and briefly review its meaning. (You might give the word's meaning or ask the students to tell you what they know about the word.)

PRACTICE USING THE WORDS

2 Introduce the Game "Finish the Story"

Tell the students that they will use the words to play a game called "Finish the Story." Explain that you will read a story, leaving off the last word. Point to the word cards in the pocket chart and explain that partners will finish the story by choosing the word they think makes the best ending.

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Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words. Then begin by reading the following story aloud twice:

- *Amelia was sitting in her favorite chair, in her favorite room, drinking her favorite tea. "My," she sighed to herself, "I am feeling very _____."*

After the second reading, direct the students' attention to the word cards and ask:

Q *Which of these words makes the best ending for the story? Why?* [Point to prompt 1.] *Turn to your partner.*

WA1

I think _____ is the best word because . . .

PROMPT 1: "I think [*content*] is the best word because . . ."

Teacher Note

If the students struggle to identify the word, you might give them two or three words to choose from.

Have partners use the prompt to discuss the questions. After a few moments, signal for their attention and have one or two volunteers use the prompt to share their thinking with the class.

Reread the story aloud, adding the word *content* at the end.

3 Play the Game During the Week

Using the same procedure, play the game at other times during the week using the stories that follow. For further practice, you might make up stories or invite the students to make them up. Briefly review the meanings of the words before you play the game each day.

- *Mom washed and bandaged Billy's arm. She hugged him and gave him a kiss. He hugged her back and said, "Thank you for being so _____."* (compassionate)
- *At first Kyle was scared. He didn't know anyone in his class. He didn't know the rules. After a few weeks, Kyle wasn't scared anymore, because everything was _____.* (familiar)
- *The bully tried to take Angie's lunch money. "No!" she shouted, and the bully went away. Later Angie's mother said, "I'm proud of you for being _____."* (fearless)
- *The little dog shook and whined. He was cold, lost, and very _____.* (fearful)

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Introduce *Hurl* and *Pester*

Day 1

In this lesson, the students:

- Learn and use the words *hurl* and *pester*
- Discuss synonyms
- Build their speaking and listening skills
- Explain their thinking

Words Taught

hurl (p. 3)
Hurl means "throw something hard and fast."

pester (p. 5)
Pester means "keep bothering or annoying someone."

ABOUT RECOGNIZING SYNONYMS

In this lesson, the students are introduced to *synonyms*, or "words that mean the same thing or almost the same thing." Connecting a new word to a known word that is a synonym helps the students remember the new word. Synonyms also provide the students with words that can replace overused words in their writing, making the writing more interesting. This week we suggest you start a synonym chart and add to it during the year as the students learn new synonyms (see the more strategy practice activity "Start a Synonym Chart" on page 48). For a complete table of the synonyms taught in grade 2 and the weeks in which they are introduced, see Appendix C. For more information about recognizing synonyms and other word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

INTRODUCE AND USE *HURL*

1 Introduce and Define *Hurl* and Introduce Synonyms

Gather the class with partners sitting together, facing you.

Show the cover of *Girl Wonder*. Read the title and the name of the author aloud. Remind the students that they heard this story earlier, and explain that the new words for this week are from this story.

Show page 3 of *Girl Wonder* and review that Alta had a strong throwing arm even as a little girl. Read pages 3–4 aloud, emphasizing the word *hurled*.

Tell the students that *hurl* is the first word they will learn today, and explain that *hurl* means "throw something hard and fast." Explain that *hurl* and *throw* are synonyms, and that *synonyms* are "words that mean the same thing or almost the same thing." Tell the students that

Materials

- *Girl Wonder: A Baseball Story in Nine Innings*
- Word cards (WA2)
- Day 1 prompts (WA3)

Technology Tip

To find web-based activities that focus on recognizing synonyms, you might search online using the keywords "whiteboard synonyms activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

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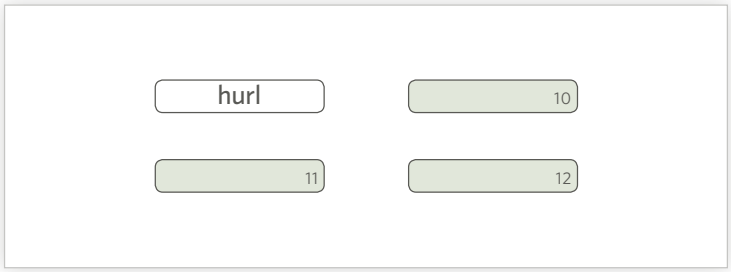
thinking about a word they know like *throw* can help them understand and remember a new word they are learning like *hurl*.

Display this week's word cards (WA2) and reveal word card 9. Have the students say the word *hurl*.

WA2



Tell the students that you are going to ask a volunteer to act out hurling a baseball and that you want them to watch carefully and be ready to talk about what they noticed. Then have a volunteer act out hurling a baseball. Ask:

Q *What did you notice [Tish] do when she acted out hurling a baseball?*

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Point to prompt 1, and have one or two volunteers use the prompt to share their thinking with the class.

WA3

When _____ acted out **hurling** a baseball . . .

PROMPT 1: "When [Tish] acted out hurling a baseball . . ."

2 Discuss Times the Students Have Hurled Something

Give examples of times you or someone you know has hurled something.

> **You might say:**
>
> "As a child, I liked to hurl rocks into a lake behind our house to see how far out they would go. My son plays with our dog Buck by hurling a stick and telling Buck to go and get it. I recently saw a little boy throw a tantrum in a grocery store. He was so angry he hurled one of his toys."

Teacher Note

Frequently repeating a word when you introduce it reinforces its pronunciation and meaning.

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Ask:

Q *When have you hurled something or seen someone hurl something?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I once hurled [an apple] . . ." or "I once saw [a boy] hurl [a snowball] . . ."

Have partners use the prompt to take turns answering the question. When most pairs have finished talking, signal for their attention and have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *hurl* on the word cards (WA2) and ask:

Q *What's the new word we are learning that means "throw something hard and fast"?*

Teacher Note

Hearing from only one or two students during whole-class discussions helps to keep the lesson moving and the students engaged. For more about pacing the lessons, see "Lesson Length and Pacing" in the Introduction.

Teacher Note

Repeating the definition of the word and having the students pronounce it is another opportunity for the students to hear the word and think about its meaning.

INTRODUCE AND USE *PESTER*

3 Introduce and Define *Pester* and Review Synonyms

Show pages 4–5 of *Girl Wonder* and review that Alta hurls a corncob at a cat that is chasing her favorite hen. Read page 5 aloud, emphasizing the word *pestered*.

Tell the students that *pester* is the other word they will learn today and explain that *pester* means "keep bothering or annoying someone." Tell the students that *pester*, *bother*, and *annoy* are synonyms, and review that *synonyms* are "words that mean the same thing or almost the same thing." Explain that the cat pesters, or keeps bothering, the chickens. Alta throws the corncob at the cat so it will stop.

Direct the students' attention to the word cards (WA2) and reveal word card 10. Ask the students to say the word *pester*.

4 Play "Is Norton Pestering or Not Pestering?"

Tell the students that they will play a game with their partners called "Is Norton Pestering or Not Pestering?" Explain that you will describe something that a make-believe boy named Norton is doing. The students must decide whether Norton is pestering someone and explain why they think so. Tell the students that partners may not always agree, and that is fine. What is important is that they explain their thinking.

Begin by reading the following:

- *Norton's friend Pete is reading a book. Norton keeps sneaking up behind Pete and poking him. Pete is getting angrier and angrier.*

Use "Think, Pair, Share" to discuss:

Q *Is Norton pestering Pete? Why do you think that?* [Pause; show prompt 3.] *Turn to your partner.*

PROMPT 3: "Norton [is/is not] pestering [Pete] because . . ."

Teacher Note

Norton is an imaginary character who appears frequently in activities during the year. If the students know someone whose name is Norton, you may want to select another name for the character.

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Have partners use the prompt to share their thinking. When most pairs have finished talking, have one or two volunteers use the prompt to share their thinking with the class.

Have the students discuss one or both of the following scenes using the same procedure:

- *Norton's neighbor is playing his guitar outside. Norton stops for a moment to listen, smiles, and then walks away.*

Q *Is Norton pestering his neighbor? Why do you think that?* [Pause; show prompt 3.] *Turn to your partner.*

- *Norton asks his sister if he can play in her room. She says, "No." He asks her again. She says, "No." He asks her again. She shouts, "Norton, I said 'No!'"*

Q *Is Norton pestering his sister? Why do you think that?* [Pause; show prompt 3.] *Turn to your partner.*

Point to the word *pester* on the word cards (WA2) and ask:

Q *What's the new word we are learning that means "keep bothering or annoying someone"?*

Teacher Note

Save the word cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

Start a Synonym Chart

Materials

- Chart paper and a marker

Prepare a sheet of chart paper with the title "Synonyms." Remind the students that *synonyms* are "words that mean the same thing or almost the same thing." Review that thinking about the synonyms of a word can help them remember the word and its meaning.

Write the words *hurl* and *throw* on the chart, and remind the students that these are synonyms they learned this week. Discuss other synonyms of *hurl* and *throw* (for example, *toss*, *pitch*, and *lob*), and add them to the chart.

Invite the students to add other synonyms they know to the chart. Start with words they have learned in vocabulary lessons: *fearless* and *brave*, *fearful* and *afraid*, *compassionate* and *kind*, and *content* and *happy*. Add to the list by asking, "What is a word you know that means the same thing as *big*? *Little*? *Mad*? *Great*?" Throughout the year, encourage the students to share other synonyms they think of with the class, and add them to the chart.

Explain that when they write stories, the students can use the synonyms they are learning in their writing. For example, instead of using the word *throw* in a story, they can use the word *hurl*. Explain that using a synonym helps them avoid using the same word over and over again and makes their writing more interesting. During writing time, remind the students to use synonyms, and refer them to the chart for examples of synonyms they might use.

Teacher Note

Post the synonym chart for use throughout the year.

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MORE ELL SUPPORT

Illustrate Synonyms

To build the students' understanding of synonyms, ask each student to choose a word on the synonym chart (for example, *hurl*) and illustrate the word. Have the students each title their own illustration with the word they chose and then add a sentence below the illustration that lists the word's synonyms. For example, a student might illustrate the word *hurl* by drawing a picture of a child hurling a football. Below the illustration, the student might write: *Synonyms of hurl are throw, toss, and pitch.*

Have the students share their illustrations with one another. Collect the illustrations and make a book of synonyms for the classroom library.

Introduce *Glare* and *Overalls* Day 2

In this lesson, the students:

- Review the words *hurl* and *pester* from Day 1
- Learn and use the words *glare* and *overalls*
- Discuss compound words
- Build their speaking and listening skills
- Explain their thinking

Words Taught

glare (p. 20)
Glare means "look at someone or something in an angry way."

overalls (p. 31)
Overalls are "pants with shoulder straps and a top part that covers the chest." Overalls can be worn over other clothing.

Materials

- *Girl Wonder: A Baseball Story in Nine Innings*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

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REVIEW THE WORDS

1 Briefly Review *Hurl* and *Pester*

Gather the class with partners sitting together, facing you. Show the cover of *Girl Wonder* and review that yesterday the students learned two words from the story. Display the word cards (WA2) from Day 1. Point to *hurl*, pronounce the word, and have the students say it.

Discuss as a class:

Q *What do you know about the word* hurl?

Have a few volunteers share their thinking with the class.

Review the word *pester* using the same procedure.

Tell the students that today they will learn two more words from *Girl Wonder*.

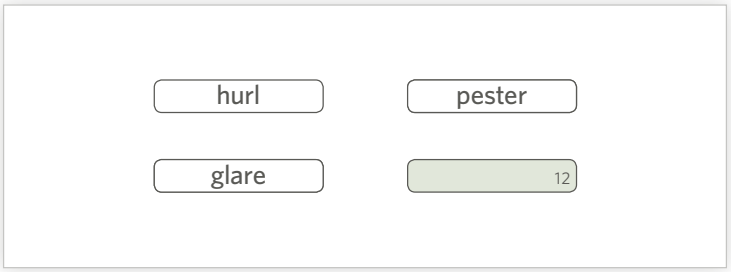
INTRODUCE AND USE *GLARE*

2 Introduce and Define *Glare*

Show pages 20–21 and review that in this part of the story Alta is playing in her first game for the Independents. Read the first five lines on page 20 aloud, emphasizing the word *glaring* and stopping after, "The first batter's big—a mean, glaring bull. . . . I shake off my nerves, crack my chewing gum, and stare him down."

Tell the students that the first word they will learn today is *glare*. Explain that *glare* means "look at someone or something in an angry way." Act out how someone looks when he or she glares. Point out that the batter wants Alta to be nervous and not pitch well, so he glares at her. When she stares the batter down, Alta is glaring back at him. Direct the students' attention to the word cards (WA2), reveal word card 11, and ask the students to say the word *glare*.

WA2



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3 Play "Does Norton Glare?"

Tell the students that partners will play a game called "Does Norton Glare?" Explain that you will describe Norton looking at someone or something. Partners will discuss whether or not Norton is glaring. Begin with the following scenario:

- *Norton is at a movie theater. He is mad because two people are talking loudly behind him. Norton turns around and looks in an angry way at the two people.*

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Ask:

Q *Does Norton glare? Why?* [Point to prompt 1.] *Turn to your partner.*

WA4

Norton [**glares**/does not **glare**] because . . .

PROMPT 1: "Norton [glares/does not glare] because . . ."

Have partners use the prompt and take turns answering the questions. Signal for their attention and have one or two volunteers use the prompt to share their thinking with the class. Using the same procedure, have partners use the prompt to discuss:

- *Norton's baby cousin is sleeping in a crib. Norton looks at the baby in a kind and caring way and says, "He looks so sweet and peaceful."*

Point to the word *glare* on the word cards (WA2) and ask:

Q *What's the new word we are learning that means "look at someone or something in an angry way"?*

INTRODUCE AND USE *OVERALLS*

4 Introduce and Define *Overalls*

Show pages 30–31 of *Girl Wonder* and remind the students that at the end of the story Alta sees a girl who reminds her of herself when she was young. Read page 31 aloud, emphasizing the word *overalls*.

Tell the students that the other word they will learn today is *overalls*. Explain that *overalls* are "pants with shoulder straps and a top part that covers the chest." Explain that overalls are often worn over other clothing. Show pages 30–31 again, and point out that the boy and the

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girl in the illustrations are both wearing overalls. Point out the top part of the overalls, the shoulder straps, and the clothing underneath the overalls. Explain that people who are doing work that is messy or dirty, like gardening, sometimes wear overalls to protect their other clothing from dirt.

Direct the students' attention to the word cards (WA2), reveal word card 12, and ask the students to say the word *overalls*.

5 Introduce Compound Words

Tell the students that *overalls* is a compound word. Explain that a *compound word* is a "word made up of two or more shorter words." Tell the students that if they see a compound word in their reading and are not sure what it means, they can sometimes figure out the meaning by identifying the shorter words that make up the compound word and thinking about what each word means.

Point to the words *over* and *all* in *overalls* and tell the students that these are the shorter words that make up *overalls*. Explain that if you put together the meanings of *over* and *all*, you can figure out that overalls are pants that cover, or go *over*, almost *all* of your body.

Technology Tip

To find web-based activities that focus on using knowledge of compound words to determine word meanings, you might search online using the keywords "whiteboard compound words activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

Teacher Note

For more practice with compound words, see the more strategy practice activity "Discuss Compound Words" on page 53.

6 Play "Would You Wear Overalls?"

Remind the students that people sometimes wear overalls when they are doing work that is dirty or messy. Tell them that some people also wear overalls because overalls are comfortable and they like the way overalls look.

Tell the students that they will play a game with their partners called "Would You Wear Overalls?" Explain that you will describe a situation, and then give the students a few minutes to think about the question. When you say "Turn to your partner," partners will discuss whether or not they would be likely to wear overalls in the situation and why or why not. Explain that partners may not always agree and that is fine. What is important is that they explain their thinking.

Begin by describing the following situation:

- *You are going to dinner at a fancy restaurant.*

Use "Think, Pair, Share" to discuss:

Q *Would you be likely to wear overalls? Why or why not?* [Pause; show prompt 2.] *Turn to your partner.*

PROMPT 2: "I [would/would not] be likely to wear overalls because . . ."

Have partners use the prompt to discuss their thinking. After a few moments, signal for the students' attention and have one or two volunteers use the prompt to share their thinking with the class.

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Discuss one or both of the following situations using the same procedure:

- *You are helping your dad paint a toy box.*
- *You are picking up trash in your neighborhood.*

Point to the word *overalls* on the word cards (WA2) and ask:

Q *What's the new word we are learning that means "pants with shoulder straps and a top part that covers the chest"?*

Teacher Note

Save the word cards (WA2) to use on Day 3.

MORE STRATEGY PRACTICE

Discuss Compound Words

Write the word *overalls* on a sheet of chart paper titled "Compound Words." Remind the students that *overalls* are "pants with shoulder straps and a top part that covers the chest," and that *overalls* is a compound word. Review that a *compound word* is a "word made up of two or more shorter words." Remind the students that if you come upon a compound word in your reading and are not sure what it means, you can sometimes figure out the meaning by identifying the shorter words that make up the compound word and thinking about what each word means.

Write the word *afternoon* on the chart, and explain that it is another compound word from *Girl Wonder* (page 12). Have the students identify the shorter words that make up *afternoon* and discuss what *afternoon* means. If necessary, explain that *afternoon* is "the time of day that comes after noon and before evening."

Using the same procedure, discuss some of these compound words from the story: *baseball* (page 3), *barnyard* (page 4), *sunflowers* (page 6), *fastball* (page 22), and *teammates* (page 26).

Ask the students for other examples of compound words, discuss them, and add them to the chart. Have the students listen and watch for more examples of compound words during the next few days, and add any new examples to the chart.

Materials

- Chart paper and a marker

Teacher Note

For a list of compound words and other word lists, see Appendix C.

MORE ELL SUPPORT

Discuss and Watch a Baseball Game

Draw a diagram of a baseball diamond on the board. Explain the basic rules of baseball using the diagram and appropriate vocabulary, such as *batter*, *strike*, *ball*, *pitch*, *base hit*, and *home run*. Then show a video of a baseball game and have the students discuss the game using baseball terminology.

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Day 3 Weekly Review

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter for each student (BLM1)

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

hurl
Hurl means "throw something hard and fast."

pester
Pester means "keep bothering or annoying someone."

glare
Glare means "look at someone or something in an angry way."

overalls
Overalls are "pants with shoulder straps and a top part that covers the chest." Overalls can be worn over other clothing.

REVIEW THE WORDS

1 Briefly Review This Week's Words

Gather the class with partners sitting together, facing you. Remind the students that this week they learned four words from the story *Girl Wonder*, and explain that today they will think more about the words.

Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Then display this week's word cards (WA2) from Day 2. Point to the word *hurl*, pronounce the word, review its meaning, and have the students say the word. (You might give the word's meaning or ask the students to tell you what they know about the word.) Review *pester*, *overalls*, and *glare* using the same procedure.

WA2



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Then use "Think, Pair, Share" to discuss:

Q *Which of these words do you like the best? Why do you like that one best?* [Pause; show prompt 1.] *Turn to your partner.*

WA5

I like the word _____ best because . . .

PROMPT 1: "I like the word [*overalls*] best because . . ."

Have partners use the prompt to discuss their ideas. After a few moments, signal for the students' attention and have one or two pairs share their thinking with the class.

Teacher Note

If the students struggle to answer the questions, stimulate their thinking by asking questions such as "Which word would you use about your family or friends?" and "Which word would you use about games or activities you do often?"

PRACTICE USING THE WORDS

2 Review the Game "Which Word Goes With?"

Explain that partners will use this week's words to play the game "Which Word Goes With?" Review that you will write a word they know, like *dog* or *farm*, where everyone can see it, and that the students will think about which of this week's words goes with the word you wrote. Tell the students that the word you write might go with more than one of this week's words, and explain that partners may not always agree and that is fine. What is important is that they explain *why* they think the words go together.

Tell the students that, before playing the game in pairs, they will practice playing as a class. Write the word *dog* where everyone can see it and read the word aloud. Direct the students' attention to the word cards (WA2) and ask:

Q *Which of this week's words do you think goes with* dog*? Why do you think that?*

Show prompt 2 on the day 3 prompts (WA5) and have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 2: "I think [*hurl*] goes with *dog* because . . ."

Teacher Note

If the students have trouble sharing their thinking with the class, provide examples of word associations you might make. For example, say "I think *hurl* goes with *dog* because dogs like it when you hurl sticks for them to catch. I think *dog* also goes with *pester* because my neighbor's dog pesters me when it barks. I think *dog* goes with *overalls* too because I wear overalls when I give my dog a bath."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

3 Play the Game in Pairs

Explain that partners will now play the game. Write the word *farm* where everyone can see it, pronounce it, and have partners discuss which vocabulary word they associate with *farm*. When most pairs have finished talking, ask a few pairs to share their thinking with the class.

Teacher Note

Reviewing previously taught words is critical if the students are to retain their meanings. If you have not done the ongoing review activity, take a few minutes today or later in the week to do the activity. For more information about reviewing and practicing the words, see "Retaining the Words" in the Introduction.

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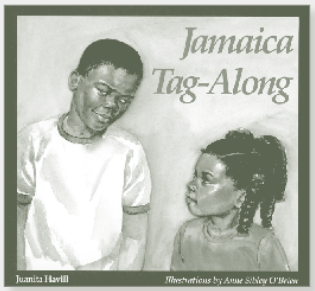
Week 4

RESOURCES



Read-aloud

- *Jamaica Tag-Along* by Juanita Havill, illustrated by Anne Sibley O'Brien

More Strategy Practice

- "Discuss the Suffix *-er*"

Assessment Resource Book

- Week 4 vocabulary assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- "Class Vocabulary Assessment Record" sheet (CA1)
- "Individual Vocabulary Assessment: Word Check 1" answer sheet (IA1)
- "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) "Student Self-assessment" response sheet (SA1)

Reproducibles

- Week 4 family letter (BLM1)
- (Optional) "Week 4 Word Cards" (BLM2)
- (Optional) "Week 4 Crossword Puzzle" (BLM3)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
eavesdrop	familiar
eavesdropper	glare
accompany	hurl
annoy	overalls
	pester

Word-learning Strategy

- Using the suffix *-er* to determine word meanings

Vocabulary Focus

- Students learn and use four words about the story.
- Students discuss the suffix *-er*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students relate the value of caring to their behavior.
- Students explain their thinking.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 7, 9, 10, 11, and 12. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 152 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Ongoing Review, make a class set of the "Individual Vocabulary Assessment: Word Check 1" answer sheet (IA1); see page 156 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself. Also, make a class set of the "Individual Vocabulary Assessment Student Record" sheet (SR1); see page 217 of the *Assessment Resource Book*. Use this sheet to record each student's scores from Word Check 1–7 over the course of the year. You might also make a copy of the "Individual Vocabulary Assessment Class Record" sheet (CR1); see page 218 of the *Assessment Resource Book*. Use this sheet to record the scores of all of the students in the class across the year.
- ✓ (Optional) Prior to Ongoing Review, make a master copy of the "Student Self-assessment" response sheet (SA1); see page 159 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Discuss the Suffix *-er*" on page 64.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 4 Word Cards" (BLM2) and "Week 4 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words. For more information, see "Additional Ways to Review the Words" in the Introduction.

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Ongoing Review Week 4

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

familiar
Familiar means "well known to you and easy to recognize."

glare
Glare means "look at someone or something in an angry way."

hurl
Hurl means "throw something hard and fast."

overalls
Overalls are "pants with shoulder straps and a top part that covers the chest." Overalls can be worn over other clothing.

pester
Pester means "keep bothering or annoying someone."

Materials

- Word cards 7, 9, 10, 11, 12
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)
- Class set of the "Individual Vocabulary Assessment: Word Check 1" answer sheet (IA1)
- Class set of the "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) Class set of the "Student Self-assessment" response sheet (SA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart.

Gather the class with partners sitting together, facing you. Point to the cards in the pocket chart and remind the students that they learned these words earlier. Explain that this week they will think and talk more about the words. Point to each word, pronounce it, and briefly review its meaning. (You might give the word's meaning or ask the students to tell you what they know about the word.)

PRACTICE USING THE WORDS

2 Introduce the Game "What Might You Do?"

Explain that you will describe an imaginary situation and partners will use the vocabulary words to talk about what they might do in that situation. Ask the students to listen carefully as you read the following scenario aloud twice:

- *You are about to hike up the same mountain that you've climbed the last three summers. The path seems very familiar.*

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Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Then ask:

Q *What might you do? Why?* [Show prompt 1.] *Turn to your partner.*

WA1

If the path seemed **familiar**, I might . . .

PROMPT 1: "If the path seemed familiar, I might . . ."

Have partners use the prompt to take turns answering the questions. After most pairs have finished talking, signal for their attention and have one or two pairs use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Your little brother wants to wear overalls to a wedding.*

PROMPT 2: "If my brother wanted to wear overalls, I might . . ."

- *Your friend keeps pestering you while you are trying to eat lunch.*

PROMPT 3: "If my friend kept pestering me, I might . . ."

- *As you walk home from school, some bigger kids start hurling snowballs at you.*

PROMPT 4: "If big kids started hurling snowballs at me, I might . . ."

- *The librarian glares at you for making too much noise.*

PROMPT 5: "If the librarian glared at me, I might . . ."

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Assessment Notes

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to identify the words?
- Can they use the words to explain their thinking?
- Do they enjoy using new words?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 152 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having the students play "Which Word Am I?" (see Week 2, Ongoing Review, Step 2).

For more information about reviewing and practicing the words, see "Retaining the Words" in the Introduction.

INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 5 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 1–4 using the "Individual Vocabulary Assessment: Word Check 1" answer sheet (IA1). You might record the progress of individual students and the progress of your students as a whole using the "Individual Vocabulary Assessment Student Record" sheet (SR1) and the "Individual Vocabulary Assessment Class Record" sheet (CR1). For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 153 of the *Assessment Resource Book*.

STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 1–4 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 157 of the *Assessment Resource Book*.

Teacher Note

For more information about the vocabulary assessments, see "About Vocabulary Assessments" in the Assessment Overview of the *Assessment Resource Book*.

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Day 1 Introduce *Eavesdrop* and *Eavesdropper*

Materials

- *Jamaica Tag-Along*
- Word cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *eavesdrop* and *eavesdropper*
- Discuss the suffix *-er*
- Build their speaking and listening skills
- Explain their thinking

Words Taught

eavesdrop
Eavesdrop means "listen secretly to other people talking."

eavesdropper
Eavesdropper means a "person who eavesdrops, or person who secretly listens to other people talking."

INTRODUCE AND USE *EAVESDROP* AND *EAVESDROPPER*

1 Introduce and Define *Eavesdrop*

Gather the class with partners sitting together, facing you.

Show the cover of *Jamaica Tag-Along* and read the title and the name of the author aloud. Remind the students that they heard this story earlier, and explain that the new words they will learn this week are about the story.

Remind the students that *Jamaica Tag-Along* is the story of a girl named Jamaica who wants to play with her brother Ossie and his friends. Show page 3 and review that at the beginning of the story Ossie gets a phone call. Read page 3 aloud.

Tell the students that the first word they will learn today is *eavesdrop*, and explain that *eavesdrop* means "listen secretly to other people talking." Point to Jamaica in the picture and explain that she is pretending to look for something in a drawer while she listens to Ossie's conversation. When she listens without Ossie knowing, she is eavesdropping.

Display this week's word cards (WA2) and reveal word card 13. Ask the students to say the word *eavesdrop*.

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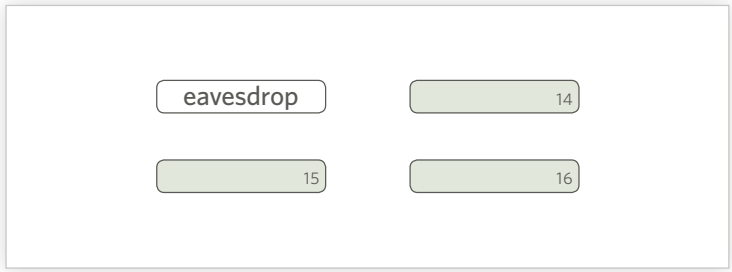
WA2



2 Play "Is Norton Eavesdropping?"

Tell the students that partners will play a game called "Is Norton Eavesdropping?" Explain that Norton is the name of an imaginary boy in second grade. Explain that you will describe something that Norton is doing. Then partners will discuss whether Norton is eavesdropping and why they think so.

Begin by describing the following scenario:

- *Norton is hiding behind the couch. He is listening to his sister talk with her friends.*

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Then ask:

Q *Is Norton eavesdropping? Why?* [Point to prompt 1.] *Turn to your partner.*

WA3

Norton [is/is not]
eavesdropping because . . .

PROMPT 1: "Norton [is/is not] eavesdropping because . . ."

Have partners use the prompt to take turns answering the questions. After a few moments, signal for their attention and have one or two volunteers use the prompt to share their thinking with the class.

Discuss one or more of the following scenarios using the same procedure:

- *Norton and his friends are talking about a movie they saw.*
- *Norton is listening to his parents talk when they think he is asleep.*
- *Norton is listening carefully as his uncle tells him a story.*

Teacher Note

Norton is an imaginary character who appears in activities periodically. If any of your students or their friends is named Norton, you may want to choose another name for the character.

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Point to the word *eavesdrop* on the word cards (WA2) and ask:

Q *What's the new word we are learning that means "listen secretly to other people talking"?*

3 Introduce and Define *Eavesdropper* and Introduce the Suffix *-er*

Tell the students that the other word they will learn today is *eavesdropper*, and explain that *eavesdropper* means a "person who eavesdrops, or person who secretly listens to other people talking." Explain that when Jamaica eavesdrops by secretly listening to her brother's conversation, she is being an eavesdropper.

Ask:

Q *Do you think it was wrong of Jamaica to be an eavesdropper? Why?*

Show prompt 2 on the day 1 prompts (WA3). Have a couple of volunteers use the prompt to share their thinking with the class.

PROMPT 2: "I [think/do not think] it was wrong of Jamaica to be an eavesdropper because . . ."

Follow up by asking:

Q *Would you be upset if you found out that an eavesdropper was listening as you talked with a friend? Why?*

Show prompt 3 (WA3) and have a few volunteers use the prompt to share their thinking.

PROMPT 3: "I [would/would not] be angry if I found out that an eavesdropper was listening because . . ."

Direct the students' attention to the word cards (WA2) and reveal word card 14. Ask the students to say the word *eavesdropper*.

Point to the letters *e-r* in *eavesdropper*, and explain that *-er* is a suffix. Remind the students that a *suffix* is a "letter or group of letters that is added to the end of a word to make a new word." Explain that the suffix *-er* means "a person who," and that when you add *-er* to the word *eavesdrop*, you make the word *eavesdropper*, which means a "person who eavesdrops, or person who secretly listens to other people talking."

Tell the students that tomorrow they will learn two more words.

Teacher Note

You might explain that when you add *-er* to the word *eavesdrop*, you add a second *p* to spell *eavesdropper*.

Teacher Note

Save the word cards (WA2) to use on Day 2.

Materials

- Chart paper and a marker

MORE STRATEGY PRACTICE

Discuss the Suffix *-er*

Prepare a sheet of chart paper titled "Words with the Suffix *-er*." On the chart, write the words *eavesdrop* and *eavesdropper*. Review that the suffix means "a person who" and that when you add the suffix *-er* to the word

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eavesdrop, you make the word *eavesdropper*, which means a "person who eavesdrops, or person who secretly listens to other people talking."

Write the word *teach* on the chart. Ask:

Q *What word do you make when you add the suffix* -er *to the word* teach*?*

Write the word *teacher* next to *teach*. Then ask:

Q *Based on what you know about the word* teach *and the suffix* -er*, what does the word* teacher *mean?*

If necessary, explain that a *teacher* is a "person who teaches."

Explain the suffix *-er* is used in many words. Add a few examples to the chart and discuss each one (for example, *dance/dancer*, *paint/painter*, *rob/robber*, and *win/winner*). Then ask the students for other examples and add them to the chart. If the students struggle to think of words, stimulate their thinking by asking questions such as "What do you call a person who runs? Gardens? Farms? Leads? Listens?"

Encourage the students to listen and watch for other *-er* words and add them to the chart.

Technology Tip

To find web-based activities that focus on using suffixes to determine word meanings, you might search online using the keywords "whiteboard suffixes activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

Teacher Note

You might want to explain that in some words, the suffix is spelled *o-r*. Discuss some examples of words that use the suffix *-or* and add them to the chart (for example, *actor*, *conductor*, *inventor*, and *sailor*).

Introduce *Accompany* and *Annoy*

Day 2

In this lesson, the students:

- Review the words *eavesdrop* and *eavesdropper* from Day 1
- Learn and use the words *accompany* and *annoy*
- Build their speaking and listening skills
- Explain their thinking

Words Taught

accompany
Accompany means "go somewhere with another person."

annoy
Annoy means "bother a person enough to make him or her a little angry."

Materials

- *Jamaica Tag-Along*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

REVIEW THE WORDS

1 Briefly Review *Eavesdrop* and *Eavesdropper*

Gather the class with partners sitting together, facing you. Show the cover of *Jamaica Tag-Along* and review that yesterday the students learned two words about the story.

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Display the word cards (WA2) from Day 1. Point to the word *eavesdrop*, pronounce the word, and have the students say it.

Discuss as a class:

Q *What do you know about the word* eavesdrop*?*

Have a few volunteers share their thinking with the class. Remind them to use the word *eavesdrop* as they share.

Review *eavesdropper* using the same procedure.

Explain that today the students will learn two more words about the story.

INTRODUCE AND USE *ACCOMPANY*

2 Introduce and Define *Accompany*

Tell the students that the first word they will learn today is *accompany*. Explain that *accompany* means "go somewhere with another person."

Show pages 4–5 of *Jamaica Tag-Along* and remind the students that Jamaica wants to accompany Ossie, or go with him to the basketball court. Ask the students to listen for how Ossie feels about Jamaica accompanying him as you read part of the story. Read pages 4–7 aloud.

Discuss as a class:

Q *How does Ossie feel about Jamaica accompanying him? Why does he feel that way?*

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA4

Ossie doesn't want Jamaica to **accompany** him because . . .

PROMPT 1: "Ossie doesn't want Jamaica to accompany him because . . ."

Direct the students' attention to the word cards (WA2) and reveal word card 15. Ask the students to say the word *accompany*.

ELL Note

The Spanish cognate of *accompany* is *acompañar*.

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WA2



3 Act Out and Discuss *Accompany*

Tell the students that you will ask a volunteer to accompany you to the door and explain that you want the students to watch carefully. Then have a volunteer accompany you by asking, "[Levon], will you accompany me to the door?"

After you've reached the door, ask:

Q *What did you see [Levon] do when he accompanied me to the door?*

Show prompt 2 on the day 2 prompts (WA4). Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: "When [Levon] accompanied you, . . ."

Ask:

Q *When have you accompanied another person recently? Where did you go? What did you do?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I accompanied [my mom] yesterday. We went . . ."

Have partners use the prompt to share their thinking. When most pairs are finished talking, have one or two students use the prompt to share their ideas with the class.

Point to the word *accompany* on the word cards (WA2) and ask:

Q *What's the new word we are learning that means "go somewhere with another person"?*

INTRODUCE AND USE *ANNOY*

4 Introduce and Define *Annoy*

Show pages 10–13 of *Jamaica Tag-Along* and review that in this part of the story Jamaica sneaks onto the court, grabs the ball, and takes a shot at the basket. Read page 13 aloud.

Tell the students that the other word they will learn today is *annoy*. Explain that *annoy* means "bother a person enough to make him or her a little angry." Point to the picture on page 10 and explain that Jamaica annoys Ossie and his friends by grabbing and shooting the ball. Explain

ELL Note

For further practice, you might have one or two more students accompany you somewhere in the classroom and have the class discuss what they observed.

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that Ossie becomes angry and will not let her play. He says, "No. N-O," and tells her to go away.

Show pages 16–19 and review that in this part of the story Jamaica meets a little boy named Berto. Ask the students to notice how Berto annoys, or bothers, Jamaica as you read this part of the story aloud.

Discuss as a class:

Q *How does Berto annoy Jamaica?*

Show prompt 4 (WA4). Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 4: "Berto annoys Jamaica by . . ."

If necessary, explain that Berto annoys Jamaica by walking in front of her while she is swinging and by sprinkling sand on the walls she is building.

Direct the students' attention to the word cards (WA2) and reveal word card 16. Ask the students to say the word *annoy*.

5 Talk About Annoying Someone

Give an example or two of times you have annoyed someone.

> **You might say:**
>
> "When I was little, I annoyed my brother by playing loud music when he was trying to study. He would get a little angry with me and tell me to turn down the music. I sometimes annoyed my mom by playing in the kitchen when she was trying to cook. She would say, 'Please go outside and play and stop annoying me. I've got work to do.'"

Use "Think, Pair, Share" to discuss:

Q *When have you annoyed another person? What did you do that was annoying?* [Pause; show prompt 5.] *Turn to your partner.*

PROMPT 5: "I annoyed [my cousin] when I . . ."

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers share their thinking with the class.

Point to the word *annoy* on the word cards (WA2) and ask:

Q *What's the new word we are learning that means "bother a person enough to make him or her a little angry"?*

Tell the students that tomorrow they will talk more about the words they learned this week.

Teacher Note

Save the word cards (WA2) to use on Day 3.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

eavesdrop
Eavesdrop means "listen secretly to other people talking."

eavesdropper
Eavesdropper means a "person who eavesdrops, or person who secretly listens to other people talking."

accompany
Accompany means "go somewhere with another person."

annoy
Annoy means "bother a person enough to make him or her a little angry."

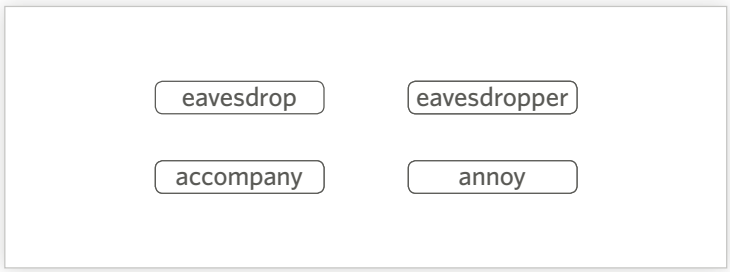
REVIEW THE WORDS

1 Briefly Review This Week's Words

Gather the class with partners sitting together, facing you. Remind the students that this week they learned four words about the story *Jamaica Tag-Along*, and explain that today they will think more about the words.

Display the word cards (WA2) from Day 2. Point to the word *eavesdrop*, pronounce the word, and have the students say the word.

WA2



Discuss as a class:

Q *Is it polite to eavesdrop? Why?*

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 4 Crossword Puzzle" (BLM3) for each student

Teacher Note

If the students struggle to answer the question, tell them the meaning of the word and then ask the question again.

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Display the day 3 prompts (WA5) and explain that students will use these prompts to discuss the words today. Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA5

It [is/is not] polite to **eavesdrop** because . . .

PROMPT 1: "It [is/is not] polite to eavesdrop because . . ."

Then point to the word *eavesdropper* on the word cards (WA2), pronounce the word, and have the students say it.

Discuss as a class:

Q *If I talk to you on the telephone, am I an eavesdropper? Why?*

Show prompt 2 on the day 3 prompts (WA5). Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: "If you talk to me on the telephone, you [are/are not] an eavesdropper because . . ."

Point to *accompany* on the word cards (WA2), pronounce the word, and have the students say it.

Ask:

Q *Who do you like to accompany when you go to the movies? Why?*

Show prompt 3 (WA5) and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 3: "I like to accompany [my brother] because . . ."

Point to the word *annoy* on the word cards (WA2), pronounce the word, and have the students say it.

Ask:

Q *What is something that annoys you? Why?*

Show prompt 4 (WA5) and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 4: "Something that annoys me is . . ."

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PRACTICE USING THE WORDS

2 Play "Which Word Goes With?"

Explain that partners will play "Which Word Goes With?" Tell the students that you will write a word they know, like *happy* or *surprised*, where everyone can see it, and they are to think about which of this week's words goes with the word you write. Explain that when you say "Turn to your partner," partners will discuss their thinking. Then you will ask some partners to share their thinking with the class.

Tell the students that the word you write might go with more than one of this week's words, and explain that partners may not always agree and that is fine. What is important is that they are able to explain why they think the words go together.

Write the word *happy* where everyone can see it and read the word aloud. Direct the students' attention to the word cards (WA2) and use "Think, Pair, Share" to discuss:

Q *Which of this week's words do you think goes with* happy*? Why?* [Pause.] *Turn to your partner.*

When most pairs have finished talking, have a few volunteers share their thinking with the class. Continue the game using the following words:

- *mad*
- *surprised*

Tell the students that next week they will learn four new words.

Teacher Note

If the students have trouble making associations, provide examples of associations you might make or ask questions such as "How might the word *accompany* go with *happy*? Would you be happy if your grandfather asked you to accompany him somewhere? Why?" and "How might the word *annoy* go with *mad*? Would you be mad if a friend annoyed you while you were playing? Why?"

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 3 and 4, you might distribute a copy of the "Week 4 Crossword Puzzle" (BLM4) to each student.

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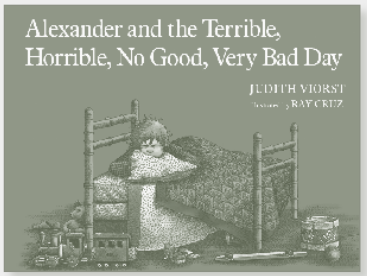
Week 5

RESOURCES



Read-aloud

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst, illustrated by Ray Cruz

More Strategy Practice

- "Discuss Shades of Meaning with *Terrible* and *Terrific*"
- "Discuss the Word *Grumbler* and Review the Suffix *-er*"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 5 family letter (BLM1)
- (Optional) "Week 5 Word Cards" (BLM2)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
terrible	accompany
terrific	annoy
grumble	convince
scrunch	eavesdrop
	swirl

Word-learning Strategy

- Recognizing shades of meaning

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students recognize shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students relate the value of caring to their behavior.
- Students explain their thinking.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 2, 8, 13, 15, and 16. Set aside a few minutes periodically during the week to review these words.

✓ (Optional) Prior to Day 1, review the more strategy practice activity "Discuss Shades of Meaning with *Terrible* and *Terrific*" on page 81.

✓ (Optional) Prior to Day 2, review the more strategy practice activity "Discuss the Word *Grumbler* and Review the Suffix *-er*" on page 85.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Week 5 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 5

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

accompany
Accompany means "go somewhere with another person."

annoy
Annoy means "bother a person enough to make him or her a little angry."

convince
Convince means "make someone believe something or decide to do something."

eavesdrop
Eavesdrop means "listen secretly to other people talking."

swirl
Swirl means "move in a circle."

Materials

- Word cards 2, 8, 13, 15, 16
- Pocket chart
- Ongoing review prompt (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart.

Gather the class with partners sitting together, facing you. Point to the cards and remind the students that they learned these words earlier. Explain that this week they will think and talk more about the words. Point to each word, pronounce it, and briefly review its meaning. (You might give the word's meaning or ask the students to tell you what they know about the word.)

PRACTICE USING THE WORDS

2 Review the Game "Which Word Am I?"

Tell the students that this week partners will use the words to play the game "Which Word Am I?" Review that you will give a clue about one of the words and say, "Which word am I?" and the students will figure out the word.

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Teacher Note

If choosing from among all the words is challenging for the students, you might have them choose between two words—for example, *accompany* and *swirl*.

Explain that before partners play the game together, you will play as a class. Read the following clue aloud:

- *I am what you do when you go with your mom to the store.*

Give the students a few moments to think about the clue. Then ask:

Q *Which word am I? Why do you think that?*

Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words. Then point to the prompt and have one or two volunteers use the prompt to share their thinking with the class.

WA1

I think the word is _____ because . . .

PROMPT: "I think the word is [*accompany*] because . . ."

Play the next rounds of the game in pairs.

Read the following clue aloud:

- *I'm what you do when you talk your brother into helping you do your chores.* (convince)

Ask:

Q *Which word am I? Why do you think that?* [Point to the prompt.] *Turn to your partner.*

Have partners use the prompt to answer the questions. After a few moments, signal for their attention. Have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

- *I'm what you do when you secretly listen to someone talking on the phone.* (eavesdrop)

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3 Continue the Game During the Week

During the week, play the game, using the same procedure and the clues that follow. Briefly review the meanings of the words each time you play. For more practice, make up additional clues yourself and invite the students to make up clues.

- *I'm what you do if you kick the back of someone's seat over and over again on the bus.* (annoy)
- *I'm what hot tea does when you stir it with a spoon.* (swirl)
- *I'm what you do when you go with your sister to the movies.* (accompany)
- *I'm what you do when you hide and listen to a conversation.* (eavesdrop)
- *I'm what leaves on the ground do when the wind blows them.* (swirl)
- *I'm what a mosquito does when it flies around your head.* (annoy)
- *I'm what you do when you talk your mom into letting you get a puppy.* (convince)

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Day 1 Introduce *Terrible* and *Terrific*

Materials

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- Word cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *terrible* and *terrific*
- Recognize shades of meaning
- Build their speaking and listening skills
- Explain their thinking

Words Taught

terrible (cover; p. 5)
Terrible means "very bad, horrible, or awful."

terrific
Terrific means "very good, wonderful, or great."

ABOUT RECOGNIZING SHADES OF MEANING

This week the students begin an exploration of shades of meaning that continues throughout the program. In this lesson, they are introduced to recognizing shades of meaning among adjectives that differ in intensity through a discussion of the words *terrible* and *bad*. In later lessons, they discuss shades of meaning among other adjectives that differ in intensity and among verbs that differ in manner (for example, *murmur* and *talk*). Recognizing differences among words helps the students remember the words and enables them to use more precise and interesting words in conversation and in their writing. For a complete table of the words with shades of meaning discussed in the program, see Appendix C. For more information about recognizing shades of meaning and other word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

INTRODUCE AND USE *TERRIBLE*

1 Introduce and Define *Terrible* and Discuss Shades of Meaning

Gather the class with partners sitting together, facing you.

Show the cover of *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Read the title and the name of the author aloud. Remind the students that they heard this story earlier, and explain that the words they will learn this week are from or about this story.

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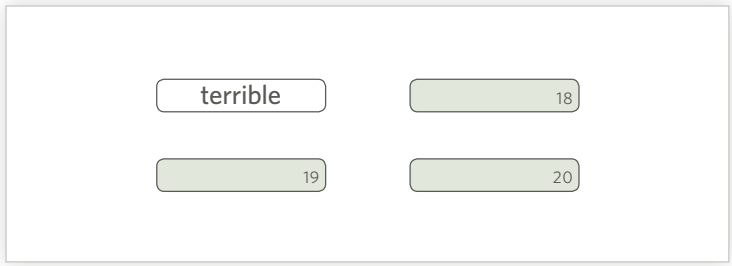
Point to the word *terrible* in the title and explain that *terrible* is the first word the students will learn today. Tell the students that *terrible* means about the same thing as *bad*—with this important difference: if something is terrible, it is not just kind of bad, it is *very* bad. It is awful.

Display this week's word cards (WA2) and reveal word card 17. Point to the word *terrible* and have the students say the word.

WA2



Show page 5 and review that Alexander is having a terrible, or very bad, day. Tell the students that, as you read this part of the story, you want them to listen for the terrible things that happen to Alexander in the morning. Read page 5 aloud.

Discuss as a class:

Q *What terrible things happen to Alexander when he gets out of bed?*

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA3



PROMPT 1: "It is terrible that he . . ."

2 Play "Terrible or Not Terrible?"

Explain that you will describe something that is either terrible or not terrible. When you say "Turn to your partner," partners will discuss whether the thing you described is terrible or not terrible and why. Tell the students that partners may not always agree and that is fine. What is important is that they explain their thinking.

ELL Note

The Spanish cognate of *terrible* is *terrible*.

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Read the following description aloud:

- *There are tadpoles in your bathwater.*

Ask:

Q *Is this terrible or not terrible? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "Tadpoles in your bathwater [are/are not] terrible because . . ."

Have partners use the prompt to answer the questions. After a few moments, signal for their attention. Have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *Your friend has a party and forgets to invite you.*

Q *Is this terrible or not terrible? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "Not being invited to a friend's party [is/is not] terrible because . . ."

- *Your lunch has a peanut butter and jellyfish sandwich in it.*

Q *Is this terrible or not terrible? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "Peanut butter and jellyfish sandwiches [are/are not] terrible because . . ."

End the discussion by pointing to *terrible* on the word cards (WA2) and asking:

Q *What's the new word we are learning that means "very bad, horrible, or awful"?*

INTRODUCE AND USE *TERRIFIC*

3 Introduce and Define *Terrific* and Review Shades of Meaning

Tell the students that the other word they will learn today is *terrific*. Explain that *terrific* means about the same thing as *good*—with this important difference: if something is terrific, it is not just kind of good, it is *very* good. It is wonderful.

Direct the students' attention to the word cards (WA2). Reveal word card 18 and have the students say the word *terrific*.

Technology Tip

To find web-based activities that focus on recognizing shades of meaning, you might search online using the keywords "whiteboard shades of meaning activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

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4 Talk About a Terrific Day

Give a few examples of terrific days you have experienced.

> **You might say:**
>
> "Recently I spent a terrific day with my family. We rode our bikes, went on a picnic, and watched a movie. When I was little, I went to a baseball game with my dad. We ate popcorn and peanuts, and I shook hands with my favorite player. It was terrific."

Ask:

Q *When have you had a terrific day? Where did you go? What did you do?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I had a terrific day . . ."

When most pairs have finished talking, signal for their attention. Have one or two volunteers use the prompt to share their thinking with the class.

End the discussion by pointing to the word *terrific* on the word cards (WA2) and asking:

Q *What's the new word we are learning that means "very good, wonderful, or great"?*

Tell the students that tomorrow they will learn two more new words.

Teacher Note

Listen as the students share their thinking. Support struggling students by asking questions such as "When have you had a really good time with your family or friends?" "When have you gone somewhere that was very special?" and "When have you had a great day at school?"

Teacher Note

Save the word cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

Discuss Shades of Meaning with *Terrible* and *Terrific*

Write the words *bad* and *terrible* where everyone can see them. Discuss as a class:

Q *How are the words* bad *and* terrible *alike? How are they different?*

If necessary, review that *bad* and *terrible* mean almost the same thing, with one important difference: if something is terrible, it is not just kind of bad, it is *very* bad. It is awful.

Ask the students to close their eyes and imagine they have a bad toothache. Ask them to imagine what they might do or say and what noises they might make. Then have them open their eyes, and ask:

Q *What might you do or say if you had a bad toothache? What noises might you make? Turn to your partner.*

Have one or two volunteers briefly share their thinking with the class.

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Then ask the students to close their eyes and imagine that they have a terrible toothache. Ask them to imagine what they might do or say and what noises they might make. Then have them open their eyes, and ask:

Q *What might you do or say if you had a terrible toothache? What noises might you make? Turn to your partner.*

Have one or two volunteers briefly share their ideas with the class.

Write the words *good* and *terrific* where everyone can see them. Point to the word *terrific* and ask:

Q *How are the words* terrific *and* good *alike? How are they different?*

Ask the students to close their eyes and imagine that they heard some good news. Ask them to imagine what they might say or do. Then ask them to imagine that they heard some terrific news. Have them open their eyes, and ask:

Q *What might you do or say if you heard good news? What might you do or say if you heard some terrific news?*

Have one or two volunteers briefly share their ideas with the class.

Teacher Note

You might create a chart of words with shades of meaning titled "Just the Right Word." Begin by writing the word *terrible* on the chart along with its definition: "very bad, horrible, or awful." Then add the word *terrific* to the chart along with its definition: "very good, wonderful, or great." Save the "Just the Right Word" chart to use throughout the year.

Day 2 Introduce *Grumble* and *Scrunch*

Materials

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *terrible* and *terrific* from Day 1
- Learn and use the words *grumble* and *scrunch*
- Build their speaking and listening skills
- Explain their thinking

Words Taught

grumble
Grumble means "complain about something in a grouchy voice."

scrunch (p. 8)
Scrunch means "squeeze or crush."

REVIEW THE WORDS

1 Briefly Review *Terrible* and *Terrific*

Gather the class with partners sitting together, facing you.

Show the cover of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* and review that yesterday the students learned two words from or

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about the story. Display the word cards (WA2) from Day 1. Point to the word *terrible*, pronounce the word, and have the students say it.

Discuss as a class:

Q *What do you know about the word* terrible*?*

Have a few volunteers share their thinking with the class. Remind them to use the word *terrible* as they share.

Review the word *terrific* using the same procedure.

Explain that today the students will learn two more words from or about *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

INTRODUCE AND USE *GRUMBLE*

2 Introduce and Define *Grumble*

Tell the students that the first word they will learn today is *grumble* and explain that *grumble* means "complain about something in a grouchy voice."

Show page 8 and review that in this part of the story, Alexander is on his way to school. Ask the students to listen for what Alexander grumbles, or complains, about as you read this part of the story. Read page 8 aloud.

Discuss as a class:

Q *What does Alexander grumble about?*

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA4

Alexander **grumbles** about . . .

PROMPT 1: "Alexander grumbles about . . ."

Point out that Alexander sounds grouchy when he grumbles about being smushed. Use a grouchy voice while modeling how he might have sounded.

> **You might say:**
> "I'm being smushed. If I don't get a seat by the window, I am going to be carsick."

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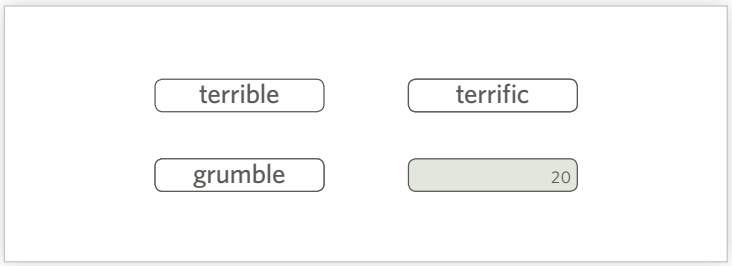
Direct the students' attention to the word cards (WA2) and reveal word card 19. Point to the word *grumble* and have the students say the word.



WA2

3 Do the Activity "Imagine That!"

Tell the students that they will imagine a situation that might make them grumble. Have them close their eyes and listen as you read the following scenario twice:

- *It is early in the morning. Your dad tells you it is time to get up and go to school, but you don't want to get up. You grumble.*

Use "Think, Pair, Share" to discuss:

Q *What might you say when you grumble about getting up? How might you sound when you say it?* [Pause.] *Open your eyes.* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "If I grumbled, I would say . . ."

Have partners speak in grouchy voices as they use the prompt to tell each other what they would say. After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Remind the volunteers to speak in grouchy voices and to use the word *grumble* as they share.

End the discussion by pointing to *grumble* on the word cards (WA2) and asking:

Q *What's the new word we are learning that means "complain about something in a grouchy voice"?*

INTRODUCE AND USE *SCRUNCH*

4 Introduce and Define *Scrunch*

Tell the students that the other word they will learn today is *scrunch*, and explain that *scrunch* means "squeeze or crush." Review that Alexander is grumbling because he is being scrunched, or squeezed, by Audrey and Elliott in the back seat of the car.

Ask:

Q *How do you think Alexander looks when he is being scrunched in the back seat?*

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Have a volunteer act out how Alexander might look. Then ask:

Q *What did you see [Micky] do when he acted out being scrunched?*

Show prompt 3 (WA4) and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 3: "When [Micky] acted out being scrunched, he . . ."

Direct the students' attention to the word cards (WA2), and reveal word card 20. Point to the word *scrunch*, and have the students say the word.

5 Talk About Things We Can Scrunch

Explain that things, as well as people, can be scrunched, and model scrunching a piece of paper.

Tell the students that you will ask partners to discuss a question.

Ask:

Q *In addition to paper, what else might you scrunch, or squeeze or crush?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "I might scrunch, squeeze, or crush . . ."

When most pairs are finished talking, signal for their attention. Have one or two volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *What would scrunching [a grape] sound like? What would it feel like?*

End the discussion by pointing to *scrunch* on the word cards (WA2) and asking:

Q *What's the new word we are learning that means "squeeze or crush"?*

Tell the students that tomorrow they will talk more about the words they learned this week.

Teacher Note

If the volunteer has difficulty acting out the word, model how Alexander might look, and ask the students to comment on what you did.

Teacher Note

Listen as partners share their thinking. Support struggling students by asking questions such as "What is something soft that you could scrunch, or squeeze?" "What do you see in our classroom that you could scrunch?" and "What fruits or vegetables could you scrunch?"

Teacher Note

Save the word cards (WA2) to use on Day 3.

MORE STRATEGY PRACTICE

Discuss the Word *Grumbler* and Review the Suffix *-er*

Write the words *grumble* and *grumbler* where everyone can see them. Point to the suffix *-er* in *grumbler* and review that *-er* is a suffix that means "a person who." Discuss as a class:

Q *Based on what you know about the word* grumble *and the suffix* -er, *what is a* grumbler?

Teacher Note

You might remind the students that they learned the suffix *-er* earlier when they discussed the word *eavesdropper* (Week 4).

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If necessary, explain that a *grumbler* is a "person who grumbles," or a "person who complains about something in a grouchy voice." Ask:

Q *Would you enjoy spending time with a grumbler? Why or why not?* [Read the prompt aloud.] *Turn to your partner.*

PROMPT: "I [would/would not] enjoy spending time with a grumbler because . . ."

Q *Do you think Alexander in the story is a grumbler? Why or why not?* [Read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think Alexander [is/is not] a grumbler because . . ."

Day 3 Weekly Review

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

terrible
Terrible means "very bad, horrible, or awful."

terrific
Terrific means "very good, wonderful, or great."

grumble
Grumble means "complain about something in a grouchy voice."

scrunch
Scrunch means "squeeze or crush."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Gather the class with partners sitting together, facing you. Remind the students that this week they learned four words from or about the story *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Explain that today they will think more about the words.

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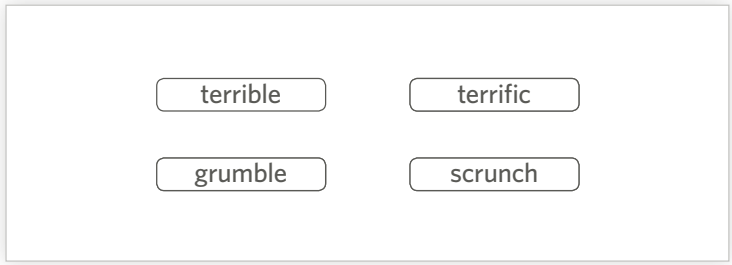
Display the word cards (WA2) from Day 2. Point to the word *terrible*, pronounce it, and have the students say the word.

WA2



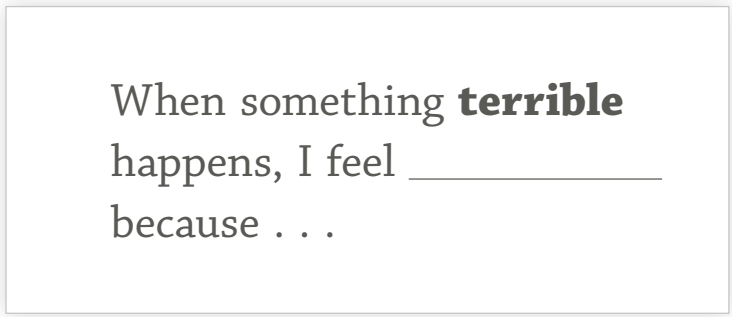
Then display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

Discuss as a class:

Q *How do you feel when something terrible happens to you? Why?*

Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA5



PROMPT 1: "When something terrible happens, I feel [sad] because . . ."

Point to the word *terrific* on the word cards (WA2), pronounce it, and have the students say the word.

Ask:

Q *How do you feel when something terrific happens to you? Why?*

Show prompt 2 on the day 3 prompts (WA5). Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: "When something terrific happens, I feel [excited] because . . ."

Teacher Note

If the students struggle to answer the question, review the meaning of the word and ask the question again.

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Review the words *grumble* and *scrunch* using the same procedure.

[grumble]

Q *If someone used your pencil without asking you, would you grumble? Why?*

PROMPT 3: "I [would/would not] grumble because . . ."

[scrunch]

Q *What happens when you scrunch a wet rag? Why?*

PROMPT 4: "When you scrunch a wet rag, . . ."

PRACTICE USING THE WORDS

2 Review the Activity "What Might You Say or Do?"

Tell the students that you will describe an imaginary situation and that partners will talk about what they might do or say in that situation. Have them close their eyes and listen as you read the following scenario aloud twice:

- *You and your friends are at a crowded amusement park. You are standing in line to get on a ride. People are pushing and shoving, and you are getting scrunched.*

Use "Think, Pair, Share" to discuss:

Q *What might you say or do? Why?* [Pause.] *Open your eyes.* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "If I were being scrunched, I might . . ."

When most pairs have finished talking, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *You are in an ice cream shop. You decide to buy a scoop of bubble gum-banana-raisin ice cream. You taste it. It is terrible!*
- *Your friend is taking dancing lessons. He shows you a new dance he has learned. He is terrific.*
- *Your grandfather comes for a visit. He is not used to children and grumbles that you make too much noise.*

Tell the students that next week they will learn four new words.

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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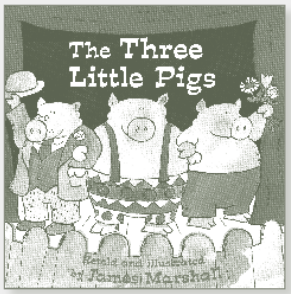
Week 6

RESOURCES



Read-aloud

- *The Three Little Pigs* retold and illustrated by James Marshall

More Strategy Practice

- "Discuss the Multiple Meanings of *Gobble*"

Assessment Resource Book

- Week 6 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 6 family letter (BLM1)
- (Optional) "Week 6 Word Cards" (BLM2)
- (Optional) "Week 6 Crossword Puzzle" (BLM3)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
gobble	annoy
rude	fearless
dash	grumble
approach	terrible
	terrific

Word-learning Strategies

- Recognizing words with multiple meanings
- Recognizing shades of meaning (review)

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students recognize words with multiple meanings.
- Students review shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students relate the value of caring to their behavior.
- Students explain their thinking.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 5, 16, 17, 18, and 19. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 160 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Discuss the Multiple Meanings of *Gobble*" on page 99.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 6 Word Cards" (BLM2) and "Week 6 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 6

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Take responsibility for themselves

Words Reviewed

annoy
Annoy means "bother a person enough to make him or her a little angry."

fearless
Fearless means "brave or feeling no fear."

grumble
Grumble means "complain about something in a grouchy voice."

terrible
Terrible means "very bad, horrible, or awful."

terrific
Terrific means "very good, wonderful, or great."

ABOUT ABBREVIATED ONGOING REVIEW ACTIVITIES

Beginning with this lesson, parts of the ongoing review activity are abbreviated. A Teacher Note refers you to a fully written-out example of the activity, if you wish to review it. For more information about abbreviated lessons, see "Full and Abbreviated Lessons" in the Introduction.

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Discuss "Would You?" Questions

Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words.

Tell the students that this week you will use the words to ask them questions. Partners will talk about each question, and a few volunteers

Materials

- Word cards 5, 16, 17, 18, 19
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

Teacher Note

For an example of how to review the words, see Week 2, Ongoing Review, Step 1.

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will share their thinking with the class. Point to the words *grumble* and *annoy* in the pocket chart and ask:

Q *Would you grumble if someone annoyed you by playing loud music when you were reading? Why?* [Point to prompt 1.] *Turn to your partner.*

WA1

I [would/would not] **grumble** if someone **annoyed** me by playing loud music because . . .

PROMPT 1: "I [would/would not] grumble if someone annoyed me by playing loud music because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[fearless, terrible]

Q *Would you be fearless if you met up with a terrible dragon? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I [would/would not] be fearless if I met up with a terrible dragon because . . ."

[annoy, terrific]

Q *Would you be annoyed if your teacher told you that your drawing was terrific? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I [would/would not] be annoyed if my teacher told me that my drawing was terrific because . . ."

3 Continue Discussing "Would You?" Questions During the Week

Continue discussing the ongoing review words during the week, using the questions that follow. Briefly review the meanings of the words before each question.

[terrific, fearless]

Q *Would you think it was terrific if someone said you were fearless? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "I [would/would not] think it was terrific if someone said I was fearless because . . ."

Teacher Note

For an example of how to prompt the students to use a word, see Week 1, Day 1, Step 4.

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[grumble, terrific]

Q *Would you grumble if you were having a terrific time at a birthday party? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I [would/would not] grumble if I were having a terrific time at a birthday party because . . ."

[fearless, terrible]

Q *Would you be fearless in a terrible storm? Why?* [Show prompt 6.] *Turn to your partner.*

PROMPT 6: "I [would/would not] be fearless in a terrible storm because . . ."

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they know what the words mean?
- Can they use the words to explain their thinking?
- Are they using the words they are learning in conversation outside of vocabulary time?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 160 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having the students play "Which Word Am I?" (see Week 5, Ongoing Review, Step 2).

Teacher Note

For more information about whole-class assessment, see "Class Vocabulary Assessment" in the Assessment Overview of the *Assessment Resource Book*.

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Day 1 Introduce *Gobble* and *Rude*

Materials

- *The Three Little Pigs*
- Word cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *gobble* and *rude*
- Recognize words with multiple meanings
- Build their speaking and listening skills
- Listen to one another

Words Taught

gobble (p. 9)
Gobble means "eat food quickly without chewing it very much." *Gobble* also means "make the sound a turkey makes."

rude
Rude means "not polite." A rude person is not respectful of others.

ABOUT ABBREVIATED LESSONS

Beginning with this lesson, parts of a lesson that are essentially the same from week to week are abbreviated. Teacher Notes refer you to a fully written-out example of each abbreviated section, if you wish to review it. For more information about abbreviated lessons, see "Full and Abbreviated Lessons" in the Introduction.

ABOUT RECOGNIZING WORDS WITH MULTIPLE MEANINGS

This week we introduce the students to recognizing words with multiple meanings, another strategy they can use independently to figure out the meanings of unfamiliar words. The students learn that many words have more than one meaning and that often the meanings are very different. They learn that if they encounter a word with multiple meanings as they listen to or read a text, they can usually figure out the correct meaning by thinking about how the word is used. This week the students explore multiple meanings of the word *gobble*. For a complete table of multiple-meaning words taught in grade 2 and the weeks in which they are introduced, see Appendix C. For more information about recognizing words with multiple meanings and other word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

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INTRODUCE AND USE *GOBBLE*

1 Introduce and Define *Gobble*

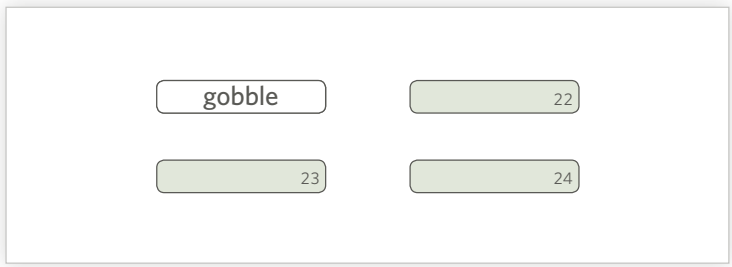
Briefly review *The Three Little Pigs*.

Show pages 8–9 of the book and review that the wolf huffs and puffs and blows in the straw house of the first little pig. Read page 9, emphasizing the word *gobbled*.

Tell the students that *gobble* means "eat food quickly without chewing it very much." Explain that the wolf gobbles up the pig because he is so hungry and pig is one of his favorite foods.

Display this week's word cards (WA2), reveal word card 21, and ask the students to say the word *gobble*.

WA2



2 Discuss the Word *Gobble*

Tell the students that you will now discuss whether people should gobble their food. Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *Is it a good idea for people to gobble their food? Why or why not?* [Point to prompt 1.] *Turn to your partner.*

WA3

I think people
[should/should not] **gobble**
their food because . . .

PROMPT 1: "I think people [should/should not] gobble their food because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

For an example of how to introduce the week's vocabulary words and review the read-aloud text, see Week 1, Day 1, Step 2.

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Technology Tip

To find web-based activities that focus on recognizing words with multiple meanings, you might search online using the keywords "whiteboard multiple-meaning words activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

Teacher Note

For more practice with the multiple meanings of *gobble*, see the more strategy practice activity "Discuss the Multiple Meanings of *Gobble*" on page 99.

Teacher Note

For an example of how to end the discussion of a word, see Week 1, Day 1, Step 4.

Ask a volunteer to help act out what it looks like when a dog gobbles its food. Then discuss as a class:

Q *What did you see [Carrie] do when she acted like a dog and gobbled her food?*

Show prompt 2 on the day 1 prompts (WA3). Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: "When [Carrie] acted like a dog and gobbled her food, she . . ."

3 Discuss Another Meaning of *Gobble*

Tell the students that words often have more than one meaning and that sometimes the meanings are very different. Remind the students that *gobble* can mean "eat food quickly without chewing it very much."

Discuss as a class:

Q *What else do you know about the word* gobble*?*

If necessary, explain that *gobble* also means "make the sound a turkey makes." Ask a volunteer to gobble like a turkey.

Point to the word *gobble* on the word cards (WA2) and review the pronunciation and meanings of the word.

INTRODUCE AND USE *RUDE*

4 Introduce and Define *Rude*

Show pages 10–11 of *The Three Little Pigs* and review that the man tells the second little pig to "think twice" about building a house of sticks. Then read page 11 aloud.

Tell the students that the other word they will learn today is *rude*, and explain that *rude* means "not polite." Explain that a rude person is not respectful of others. Review that the second little pig does not take the man's advice. Instead, the pig is rude, or not polite, and says, "Oh, pooh. . . . What would you know?"

Direct the students' attention to the word cards (WA2) and reveal word card 22. Point to the word and ask the students to say the word *rude*.

5 Play "Is Norton Rude or Not Rude?"

Tell the students that partners will play "Is Norton Rude or Not Rude?" Explain that you will describe something that a make-believe boy named Norton is doing. The students must decide whether or not Norton is being rude and explain why they think so. Tell the students that partners may not always agree and that is fine. What is important is that they explain their thinking.

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Begin by reading the following:

- *Norton's class is listening to their teacher read a story. Norton interrupts the teacher over and over again to make jokes.*

Ask:

Q *Is Norton being rude? Why do you think that?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "Norton [is/is not] being rude because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Have the students discuss one or both of the following scenes using the same procedure:

- *Norton goes to a movie. He sits quietly while the movie is playing and then claps at the end of the movie.*
- *Norton asks his sister if he may eat some of the apples that she picked. She says, "No." He eats the apples anyway.*

Ask the students to imagine that they are on the playground and they notice one of their classmates being rude to others. Then ask:

Q *What would you say or do?*

Show prompt 4 (WA3) and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 4: "If I saw a classmate being rude, I would . . ."

Point to the word *rude* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

Discuss the Multiple Meanings of *Gobble*

Remind the students that words often have more than one meaning and that sometimes the meanings are very different. Review that the word *gobble* can mean "eat food quickly without chewing it very much" or "make the sound a turkey makes."

Tell the students that when they read or hear a word like *gobble* that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a sentence that uses the word *gobble*. Partners will decide if *gobble* means "eat food quickly without chewing it very much" or "make the sound a turkey makes." Read the following sentence aloud twice:

- *The horse gobbled the apple in one noisy bite.*

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Ask:

Q *In the sentence, does* gobble *mean "eat food quickly without chewing it very much" or "make the sound a turkey makes"? Why do you think that? Turn to your partner.*

Using the same procedure, discuss:

- *As we were out walking one morning, we heard something gobble in the woods.*

Day 2 Introduce *Dash* and *Approach*

Materials

- *The Three Little Pigs*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *gobble* and *rude* from Day 1
- Learn and use the words *dash* and *approach*
- Review shades of meaning
- Build their speaking and listening skills
- Listen to one another

Words Taught

dash (p. 22)
Dash means "run very quickly."

approach (p. 24)
Approach means "move closer to someone or something."

Teacher Note

For an example of how to review the words, see Week 1, Day 2, Step 1.

REVIEW THE WORDS

1 Briefly Review *Gobble* and *Rude*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *DASH*

2 Introduce and Define *Dash* and Discuss Shades of Meaning

Show pages 22–23 of *The Three Little Pigs* and remind the students that the third little pig does not meet the wolf at six to pick turnips. Read page 22 aloud, emphasizing the word *dashed*.

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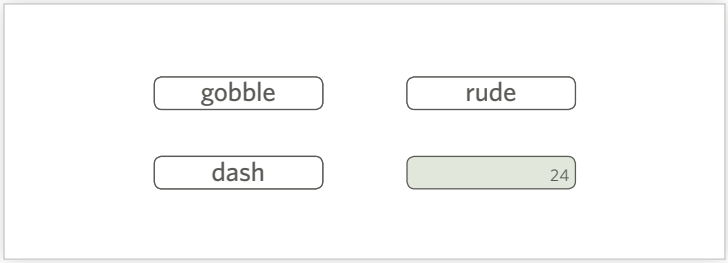
Explain that the pig dashes back home from the turnip field to avoid the wolf and that *dash* is the first word the students will learn today. Tell the students that *dash* means the same thing as *run*—with this important difference: when you dash, you run *very* quickly. You run as fast as possible.

Direct the students' attention to the word cards (WA2) and reveal word card 23. Point to the word *dash* and have the students say the word.

WA2



3 Discuss When the Students Have Dashed

Explain that a person might dash, or run very quickly, to answer a ringing telephone, dash to cross a busy street, or dash to catch a bus before it leaves. Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *When have you dashed or seen someone dash?* [Point to prompt 1.] *Turn to your partner.*

WA4

I **dashed** when . . .

I saw _____ **dash** when . . .

PROMPT 1: "I dashed when . . ." or "I saw [my dad] dash when . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *dash* on the word cards (WA2) and review the pronunciation and meaning of the word.

Technology Tip

To find web-based activities that focus on recognizing shades of meaning, you might search online using the keywords "whiteboard shades of meaning activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

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INTRODUCE AND USE *APPROACH*

4 Introduce and Define *Approach*

Show pages 24–25 of *The Three Little Pigs* and review that the third little pig tells the wolf that he will meet him to pick apples. Read page 24 aloud, emphasizing the word *approaching*.

Tell the students that *approach* means "move closer to someone or something." Explain that when the pig sees the wolf approaching, or moving toward him, he tricks the wolf by throwing the apple and then runs home.

Reveal word card 24 (WA2) and have the students say the word *approach*.

5 Do the Activity "Imagine That!"

Teacher Note

For an example of how to introduce this activity, see Week 1, Day 2, Step 4.

Remind the students that when you approach something, you move closer to it. Have the students close their eyes and imagine:

- *You and your friends are having a picnic at the park. You hear a strange rumbling noise in the distance. You look up and see a big object approaching.*

Use "Think, Pair, Share" to discuss:

Q *What might the big approaching object be? What will you do if it continues to approach you?* [Pause.] *Open your eyes*. [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "The big approaching object might be [an airplane flying very low in the sky]. If it continues to approach, I will . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

Save the word cards (WA2) to use on Day 3.

Point to the word *approach* on the word cards (WA2) and review the pronunciation and meaning of the word.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

gobble
Gobble means "eat food quickly without chewing it very much." *Gobble* also means "make the sound a turkey makes."

rude
Rude means "not polite." A rude person is not respectful of others.

dash
Dash means "run very quickly."

approach
Approach means "move closer to someone or something."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Point to the word *gobble*, pronounce it, and have the students say the word.

WA2

gobble	rude
dash	approach

Then display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *Would you gobble a peanut butter and cauliflower sandwich? Why?* [Point to prompt 1.] *Turn to your partner.*

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Weekly review activity (WA6)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 6 Crossword Puzzle" (BLM3) for each student

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I [would/would not] **gobble** a peanut butter and cauliflower sandwich because . . .

PROMPT 1: "I [would/would not] gobble a peanut butter and cauliflower sandwich because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *rude* on the word cards (WA2), pronounce the word, and have the students say it.

Ask:

Q *Would it be rude if I pushed the person ahead of me in line for the school bus? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "If I pushed the person ahead of me in line, it [would/would not] be rude because . . ."

Point to the word *dash* on the cards (WA2), pronounce the word, and have the students say it.

Remind the students that in the story *The Three Little Pigs*, one pig dashes away from the wolf.

Ask:

Q *Should the other two little pigs have dashed away from the wolf? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "The other two pigs [should/should not] have dashed away because . . ."

Point to the word *approach* on the word cards (WA2), pronounce it, and have the students say the word.

Ask:

Q *Does a car speed up or slow down as it approaches a stop sign?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "As it approaches a stop sign, a car . . ."

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PRACTICE USING THE WORDS

2 Play "Which Word Am I?"

Tell the students that partners will play the game "Which Word Am I?" Remind them that you will give a clue about one of this week's words. The students will figure out which of the words best fits the clue and explain why they think it is that word. Tell the students that before they play the game in pairs, you will practice playing the game as a class.

Display the weekly review activity (WA6) and begin playing the game:

1. Click 1 to reveal the first clue and read it aloud.
   - Clue 1: *I'm what you do as you move close to something.*
2. Give the students a few moments to think about the clue. Then point to the four word choices and read each word aloud. Ask:

   Q *Which word am I? Why do you think that?*

   Click 1 again to reveal the prompt. Point to the prompt and read it aloud.

PROMPT: "I think the word is [*approach*] because . . ."

3. Have a few volunteers use the prompt to share their thinking with the class. Conclude the discussion of this clue by clicking 1 a third time to highlight the correct response.

WA6

gobble	rude	dash	**approach**

CLUE 1: I'm what you do as you move close to something.

1 2 3 4 5 6

4. Click 1 to clear the screen.

Teacher Note

Each clue on the weekly review activity (WA6) has a corresponding number: the first clue is 1; the second clue is 2; the third clue is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the clue.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

Teacher Note

The prompt for this activity also appears as prompt 5 on the day 3 prompts (WA5).

Teacher Note

If you are not using an interactive whiteboard, you might post the picture cards and word cards and write the clues where everyone can see them.

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3 Continue Playing the Game in Pairs

Now play the game in pairs:

1. Click 2 to reveal the second clue and the word choices and read the clue aloud.
   - Clue 2: *I'm how you describe someone who is not polite or respectful.*
2. Read the four word choices aloud and ask:



Q *Which word am I? Why do you think that?* [Click 2 again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think the word is [*rude*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 2 a third time to highlight the correct response.
4. Click 2 to clear the screen.

Repeat the procedure to discuss each of the following clues:

- Clue 3: *I'm what you might do to keep from getting tagged in a game of tag.* (dash)
- Clue 4: *I'm what a hungry wolf might do to a piece of meat.* (gobble)
- Clue 5: *I'm what the school bus does before it reaches your school each morning.* (approach)
- Clue 6: *I'm what the runner does to score in a game of softball.* (dash)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 5 and 6, you might distribute a copy of the "Week 6 Crossword Puzzle" (BLM3) to each student.

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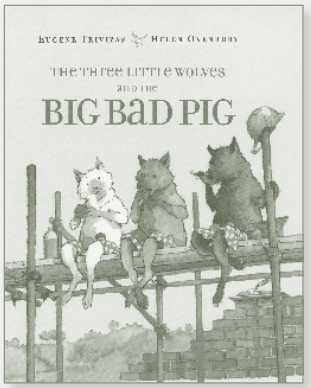
Week 7

RESOURCES



Read-aloud

- *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas, illustrated by Helen Oxenbury

More Strategy Practice

- "Review the Suffix *-ful* and Discuss the Word *Plentiful*"
- "Use the Prefix *un-* to Determine Word Meanings"
- "Start an Antonym Chart"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 7 family letter (BLM1)
- (Optional) "Week 7 Word Cards" (BLM2)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
plenty	approach
fragrant	dash
usual	gobble
unusual	grumble
	scrunch

Word-learning Strategies

- Using the suffix *-ful* to determine word meanings (review)
- Using the prefix *un-* to determine word meanings
- Recognizing antonyms

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students review the suffix *-ful*.
- Students discuss the prefix *un-*.
- Students discuss antonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 19, 20, 21, 23, and 24. Set aside a few minutes periodically during the week to review these words.

✓ (Optional) Prior to Day 1, review the more strategy practice activity "Review the Suffix *-ful* and Discuss the Word *Plentiful*" on page 115.

(continues)

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DO AHEAD *(continued)*

- ✓ (Optional) Prior to Day 2, review the more strategy practice activity "Use the Prefix *un-* to Determine Word Meanings" on page 119.
- ✓ (Optional) Prior to Day 2, review the more strategy practice activity "Start an Antonym Chart" on page 119.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Week 7 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 7

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Take responsibility for themselves

Words Reviewed

approach
Approach means "move closer to someone or something."

dash
Dash means "run very quickly."

gobble
Gobble means "eat food quickly without chewing it very much." *Gobble* also means "make the sound a turkey makes."

grumble
Grumble means "complain about something in a grouchy voice."

scrunch
Scrunch means "squeeze or crush."

ABOUT ABBREVIATED ONGOING REVIEW ACTIVITIES

Parts of the ongoing review activity have been abbreviated. A Teacher Note refers you to a fully written-out example of the activity, if you wish to review it.

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Introduce the Game "Act Out the Words"

Point to the pocket chart and explain that you will invite a student to act out one of the words and then the class will discuss what they saw the student do or say. Begin by asking a volunteer to act out:

- *Grumbling because it is cold and rainy*

Materials

- Word cards 19, 20, 21, 23, 24
- Pocket chart
- Ongoing review prompt (WA1)

Teacher Note

For an example of how to review the words, see Week 2, Ongoing Review, Step 1.

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Remind the class to watch the volunteer carefully. Then discuss as a class:

Q *What did you see [Christopher] do and say when he acted out [grumbling]?*

Give the students a few moments to think. Then display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words. Point to the prompt, and have a few volunteers use the prompt to share their thinking with the class.

WA1

When _____ acted out _____, [he/she] . . .

PROMPT: "When [Christopher] acted out [grumbling], he . . ."

Teacher Note

For an example of how to prompt the students to use a word, see Week 1, Day 1, Step 4.

3 Play the Game During the Week

Using the same procedure, play the game at other times during the week by having the students act out and discuss the following scenarios:

[approach]

- *Approaching a crosswalk on a busy street*

[dash]

- *Dashing across the kitchen to turn off the faucet*

[gobble]

- *A horse gobbling oats*

[scrunch]

- *Scrunching a large coat into a small bag*

Teacher Note

The scenarios in this activity give the students an opportunity to practice using the words with the inflectional ending *-ing* in meaningful contexts.

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Introduce *Plenty* and *Fragrant*

Day 1

In this lesson, the students:

- Learn and use the words *plenty* and *fragrant*
- Review the suffix *-ful*
- Build their speaking and listening skills
- Listen to one another

Words Taught

plenty (p. 18)
Plenty means "a lot."

fragrant (p. 28)
Fragrant means "having a pleasant smell."

ABOUT ABBREVIATED LESSONS

Beginning with Week 6, parts of a lesson that are essentially the same from week to week are abbreviated. Teacher Notes refer you to a fully written-out example of each abbreviated section, if you wish to review it. For more information about abbreviated lessons, see "Full and Abbreviated Lessons" in the Introduction.

Materials

- *The Three Little Wolves and the Big Bad Pig*
- Word cards (WA2)
- Day 1 prompts (WA3)

INTRODUCE AND USE *PLENTY*

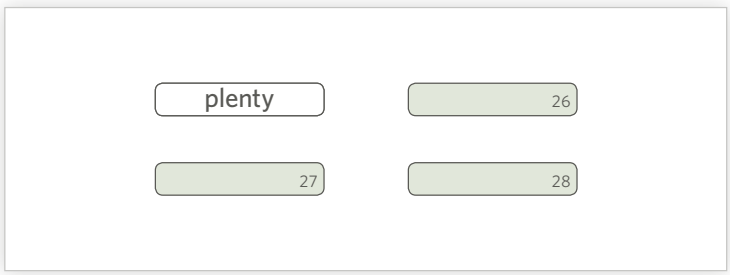
1 Introduce and Define *Plenty*

Briefly review *The Three Little Wolves and the Big Bad Pig*.

Show pages 18–19 and read page 18 aloud, emphasizing the word *plenty*. Tell the students that *plenty* means "a lot." Explain that the generous rhinoceros gives the wolves plenty, or a lot, of barbed wire, iron bars, armor plates, and padlocks to use to build their house.

Display the word cards (WA2), reveal word card 25, and have the students say the word *plenty*.

WA2



Teacher Note

For an example of how to introduce the week's vocabulary words and review the read-aloud text, see Week 1, Day 1, Step 2.

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2 Discuss What There Is Plenty of in the Classroom

Look around the classroom and point out something there is plenty of in the room.

> **You might say:**
> "When I look around our classroom, I see plenty, or a lot, of chairs."

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Then ask:

Q *What else do we have plenty of in our classroom?* [Show prompt 1.] *Turn to your partner.*

WA3

We have **plenty** of . . .

PROMPT 1: "We have plenty of . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Follow up by discussing as a class:

Q *What is something we do not have plenty of in our classroom?*

Show prompt 2 in the day 1 prompts (WA3) and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: "We do not have plenty of . . ."

Point to the word *plenty* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *FRAGRANT*

3 Introduce and Define *Fragrant*

Show pages 28–29 of *The Three Little Wolves and the Big Bad Pig* and read page 28 aloud, emphasizing the word *fragrant*.

Explain that *fragrant* means "having a pleasant smell." Point out that the pig sniffs deeply until he is filled with the fragrant, or pleasant, scent of the flowers. The fragrant smell of the flowers is so sweet that it softens the pig's heart and makes him want to become a good pig.

Direct the students' attention to the word cards (WA2), reveal word card 26, and have the students say the word *fragrant*.

ELL Note

The Spanish cognate of *fragrant* is *fragante*.

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4 Discuss Fragrant Things

Tell the students that many things are fragrant, or have a pleasant smell. Flowers, like those in the story, are often fragrant. Perfumes and shampoos are often fragrant. Foods, such as a rice dish with onions and peppers, can be fragrant. Ask:

Q *What is something that you think is fragrant?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I think [the bread my mom bakes] is fragrant."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *fragrant* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as "What is something you have smelled [in a kitchen/in a store/outdoors] that you thought was fragrant?"

Teacher Note

Save the word cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

Review the Suffix *-ful* and Discuss the Word *Plentiful*

ELPS 4.F.ix
More Strategy Practice

Write the word *plentiful* next to the word *plenty* where everyone can see it. Point to the suffix *-ful* in *plentiful* and review that *-ful* is a suffix that means "full of." Ask:

Q *Based on what you know about the suffix* -ful *and the word* plenty, *what do you think the word* plentiful *means?*

Q *What do we mean when we say that water is plentiful?*

If necessary, explain that *plentiful* means "full of plenty, or more than enough." Explain that when we say that water is plentiful, we mean that there is plenty of it, or more than enough for people to drink and for farming and other uses.

Teacher Note

You might remind the students that they discussed the suffix *-ful* earlier when they learned the word *fearful* ("afraid or filled with fear").

You might explain that when you add *-ful* to *plenty*, you change the final *y* to an *i* to spell *plentiful*.

Teacher Note

If you started a list of *-ful* words in Week 2, add *plentiful* to it.

For a complete table of words that use the suffix *-ful* in grade 2 and the weeks in which they are introduced, see Appendix C.

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Day 2 Introduce *Usual* and *Unusual*

Materials

- *The Three Little Wolves and the Big Bad Pig*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *plenty* and *fragrant* from Day 1
- Learn and use the words *usual* and *unusual*
- Discuss the prefix *un-*
- Discuss antonyms
- Build their speaking and listening skills
- Listen to one another

Words Taught

usual (p. 20)
If something is usual, it is normal, common, or expected. It is what happens most of the time or in most situations.

unusual
If something is unusual, it is not normal, common, or expected. You do not see it often, or it does not happen often.

ABOUT RECOGNIZING ANTONYMS

In this lesson, the students are introduced to *antonyms*, or "words with opposite meanings," through the words *usual* and *unusual*. Discussing a word and its opposite requires students to think about the critical attributes of the words and helps them understand and remember the words. This week we suggest you start an antonym chart and add to it during the year as the students learn new antonyms (see the more strategy practice activity "Start an Antonym Chart" on page 119). For a complete table of the antonyms taught in grade 2 and the weeks in which they are introduced, see Appendix C.

REVIEW THE WORDS

1 Briefly Review *Plenty* and *Fragrant*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

Teacher Note

For an example of how to review the words, see Week 1, Day 2, Step 1.

INTRODUCE AND USE *USUAL*

2 Introduce and Define *Usual*

Show pages 20–21 of *The Three Little Wolves and the Big Bad Pig* and review that the wolves feel safe after they build their strongest

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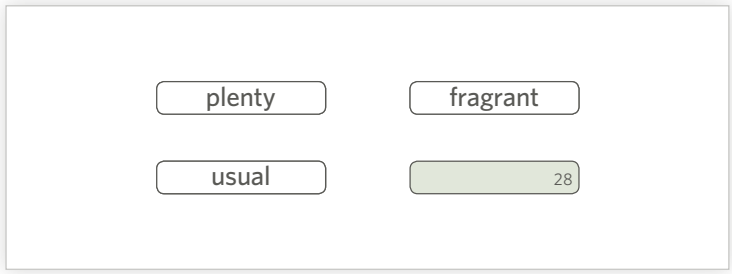
house yet. Read the first paragraph on page 20 aloud, emphasizing the word *usual*.

Direct the students' attention to the word cards (WA2), reveal word card 27, and point to the word *usual*. Explain that *usual* means "normal, common, or expected." If something is usual, it is what happens most of the time or in most situations. Tell the students that earlier in the story the pig came prowling, or sneaking, along the road before he destroyed the wolves' house of bricks and their house of concrete. Explain that sneaking about is what the pig *usually* does, or what he does most of the time. It is the pig's usual way of looking for the wolves.

WA2



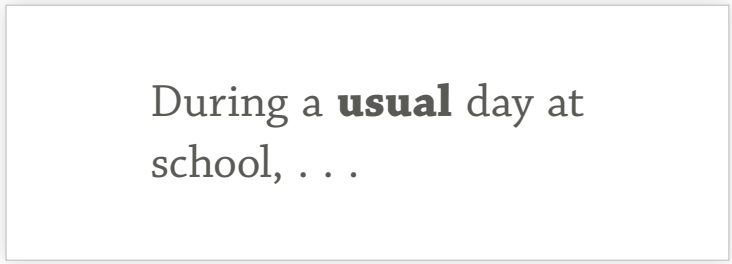
3 Discuss a Usual Day

Tell the students to imagine that they are having a usual day at school. Ask:

Q *What would happen during a usual day? What would happen that is common or expected?*

Display the day 2 prompts (WA4) and explain that students will use these prompts to discuss the words today. Point to prompt 1.

WA4



PROMPT 1: "During a usual day at school, . . ."

Have one or two volunteers use the prompt to share their thinking with the class. Using the same procedure, ask one or both of the following:

Q *What is the usual way you get to school each day? What do you usually do?*

Q *What is your usual breakfast on a school day? What do you usually eat?*

Have one or two volunteers share their thinking with the class.

Point to the word *usual* on the word cards (WA2) and review the pronunciation and meaning of the word.

ELL Note

The Spanish cognate of *usual* is *usual*.

Teacher Note

You might point out to the students that *normal*, *common*, and *expected* are all synonyms. Remind the students that they learned about *synonyms*, or "words that mean the same thing or almost the same thing," while reading *Girl Wonder* in Week 3.

Teacher Note

For an example of how to end the discussion of a word, see Week 1, Day 1, Step 4.

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INTRODUCE AND USE *UNUSUAL*

4 Define *Unusual*, Discuss the Prefix *Un-*, and Introduce Antonyms

Direct the students' attention to the word cards (WA2) and reveal word card 28. Tell the students that the other word they will talk about today is *unusual*.

Point to the prefix *un-* in *unusual*, and explain that *un-* is a prefix. Review that a *prefix* is a "letter or a group of letters that is added to the beginning of a word to make a new word." Explain that the prefix *un-* means "not" and that when you add *un-* to the word *usual*, you make the word *unusual*, which means "not normal, common, or expected." If something is unusual, you do not see it often, or it does not happen often.

Explain that *unusual* and *usual* are antonyms, and that *antonyms* are "words with opposite meanings."

5 Play "Usual or Unusual?"

ELPS 1.A.i
ELPS 2.D.i
Step 5

Tell the students that partners will play a game called "Usual or Unusual?" You will describe something. When you say "Turn to your partner," partners will discuss whether the thing you described is usual or unusual and why. Remind the students that partners may not always agree and that is fine. What is important is that they explain their thinking. Begin with:

- *Seeing a giraffe in a zoo*

TEKS 3.C.ix
Student/Teacher Activity
Step 5

Ask:

Q *Is it usual or unusual to see a giraffe in a zoo? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "It is [usual] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following:

- *Seeing a giraffe in your backyard*
- *Brushing your teeth in the morning*

Point to the words *unusual* and *usual* on the word cards (WA2) and review the pronunciations and meanings of the words.

Teacher Note

You might explain to the students that the word to which one adds a prefix is sometimes known as a *base word*.

ELL Note

The Spanish cognate of *unusual* is *inusual*.

TEKS 3.C.ix
Student/Teacher Narrative
Step 4

Technology Tip

To find web-based activities that focus on using prefixes to determine word meanings, you might search online using the keywords "whiteboard prefixes activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

Technology Tip

To find web-based activities that focus on recognizing antonyms, you might search online using the keywords "whiteboard antonyms activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

Teacher Note

Save the word cards (WA2) to use on Day 3.

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MORE STRATEGY PRACTICE

Use the Prefix *un-* to Determine Word Meanings

Display the word cards (WA2) from Day 2 and point to the word *unusual*. Point to the prefix *un-* in *unusual*. Review that *un-* is a prefix and that a *prefix* is a "letter or a group of letters that is added to the beginning of a word to make a new word." Review that adding the prefix *un-* to the word *usual* makes a word with the opposite meaning, *unusual*.

Tell the students that knowing that the prefix *un-* means "not" can help them figure out the meanings of other words that use the prefix. Write the word *kind* where everyone can see it. Ask:

Q *What do you know about the word* kind? *What do we mean when we say a person is kind to other people?*

If necessary, explain that *kind* means "helpful, caring, and friendly to other people." Add *un-* to the beginning of *kind*. Ask:

Q *What word do we make when we add the prefix* un- *to* kind*?*

Have one or two volunteers share their thinking with the class.

Q *Based on what you know about the word* kind *and the prefix* un-*, what does* unkind *mean?*

If necessary, explain that *unkind* means "not kind, or not helpful, caring, and friendly to other people." Using the same procedure, discuss *popular* ("liked by many people") and *unpopular* ("not liked by many people").

Tell the students that there are lots of words that use the prefix *un-*. Provide a few more examples and discuss their meanings (for example: *unfair*, *unfriendly*, and *unhappy*). Ask the students for other examples and discuss their meanings.

Materials

- Word cards (WA2) from Day 2
- (Optional) Chart paper and a marker

TEKS 3.C.i
Student/Teacher Activity
More Strategy Practice

Teacher Note

You might start a chart titled "*un-* Words." Add *unusual*, *unkind*, and other words you have discussed to the chart. Encourage the students to listen and watch for words that use the prefix, and add these words to the chart. Discuss the meaning of each word you add. Consider having the students invent their own *un-* words, and add those to the chart as well.

Start an Antonym Chart

Help the students develop an understanding of antonyms by making an antonym chart. Write the words *usual* and *unusual* on a sheet of chart paper titled "Antonyms." Review that these words are *antonyms*, or "words with opposite meanings." Invite the students to suggest other antonyms and add them to the list. If the students have trouble thinking of antonyms, stimulate their thinking by providing a few more examples such as *forward* and *backward*, *rich* and *poor*, and *rise* and *fall*. Throughout the year, encourage the students to share other antonyms they think of with the class and add them to the chart.

Materials

- Chart paper and a marker

Teacher Note

Post the antonyms chart to use throughout the year.

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Day 3 Weekly Review

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

plenty
Plenty means "a lot."

fragrant
Fragrant means "having a pleasant smell."

usual
If something is usual, it is normal, common, or expected. It is what happens most of the time or in most situations.

unusual
If something is unusual, it is not normal, common, or expected. You do not see it often, or it does not happen often.

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Point to the word *plenty*, pronounce it, and have the students say the word.

WA2



Then display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Ask:

Q *If you had plenty of colored pencils, would you be willing to share them with your friends? Why or why not?* [Point to prompt 1.] *Turn to your partner.*

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WA5

If I had **plenty** of colored pencils, I [would/would not] share them because . . .

PROMPT 1: "If I had plenty of colored pencils, I [would/would not] share them because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *fragrant* on the word cards (WA2), pronounce it, and have the students say the word. Ask:

Q *If your grandmother cooked a stew with potatoes, carrots, and other vegetables, do you think it would be fragrant?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think the stew [would/would not] be fragrant because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *usual* on the word cards (WA2), pronounce it, and have the students say the word. Ask:

Q *If it snowed many times during the winter, would that seem usual? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "If it snowed many times during the winter, it [would/would not] seem usual because . . ."

Have a few volunteers share their thinking with the class.

Point to the word *unusual* on the word cards (WA2), pronounce it, and have the students say the word. Ask:

Q *If your friend ate a turkey sandwich for lunch most days, would that seem unusual? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "If my friend ate a turkey sandwich most days, that [would/would not] seem unusual because . . ."

Have a few volunteers share their thinking with the class.

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Teacher Note

For an example of how to introduce this activity, see Week 1, Day 3, Step 2.

Teacher Note

If the students have trouble making associations, call for their attention and provide examples of an association you might make, or ask questions such as "How might the word *fragrant* go with *strawberries*?" and "What would it mean to say that strawberries are fragrant? Why?"

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

PRACTICE USING THE WORDS

2 Play "Which Word Goes With?"

Tell the students that partners will play "Which Word Goes With?" Review that you will write a word where everyone can see it and the students will decide which of this week's vocabulary words goes with the word you wrote and explain why.

Write the word *strawberries* where everyone can see it and read it aloud.

Ask:

Q *Which of this week's words do you think goes with* strawberries*? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I think [*fragrant*] goes with [*strawberries*] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, continue playing the game with one or more of the following words:

- *school bus* (plenty)
- *pandas* (unusual)
- *sunset* (usual)

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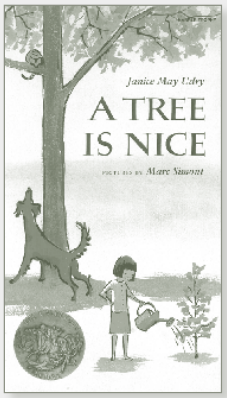
Week 8

RESOURCES



Read-aloud

- *A Tree Is Nice* by Janice May Udry, illustrated by Marc Simont

More Strategy Practice

- "Use a Print Dictionary"
- "Discuss the Word *Unnecessary* and Review the Prefix *un-*"

Assessment Resource Book

- Week 8 vocabulary assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- "Class Vocabulary Assessment Record" sheet (CA1)
- "Individual Vocabulary Assessment: Word Check 2" answer sheet (IA1)
- "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) "Student Self-assessment" response sheet (SA1)

Reproducibles

- Week 8 family letter (BLM1)
- (Optional) "Week 8 Word Cards" (BLM2)
- (Optional) "Week 8 Crossword Puzzle" (BLM3)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
numerous	eavesdropper
recreation	fragrant
shelter	plenty
necessary	rude
	unusual

Word-learning Strategies

- Using a print dictionary
- Using the prefix *un-* to determine word meanings (review)

Vocabulary Focus

- Students learn and use four words about the story.
- Students use a print dictionary to determine a word's meaning.
- Students recognize synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 14, 22, 25, 26, and 28. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 161 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Ongoing Review, make a class set of the "Individual Vocabulary Assessment: Word Check 2" answer sheet (IA1); see page 165 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Ongoing Review, make a master copy of the "Student Self-assessment" response sheet (SA1); see page 168 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ Prior to Day 1, collect enough dictionaries so that each pair of students will have one to share. Pairs of students will learn how to use the dictionary to determine a word's meaning in Step 1.
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Use a Print Dictionary" on page 133.
- ✓ (Optional) Prior to Day 2, review the more strategy practice activity "Discuss the Word *Unnecessary* and Using the Prefix *un-*" on page 137.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 8 Word Cards" (BLM2) and "Week 8 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 8

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

eavesdropper
Eavesdropper means a "person who eavesdrops, or person who secretly listens to other people talking."

fragrant
Fragrant means "having a pleasant smell."

plenty
Plenty means "a lot."

rude
Rude means "not polite." A rude person is not respectful of others.

unusual
If something is unusual, it is not normal, common, or expected. You do not see it often, or it does not happen often.

Materials

- Word cards 14, 22, 25, 26, 28
- Pocket chart
- Ongoing review prompt (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)
- Class set of the "Individual Vocabulary Assessment: Word Check 2" answer sheet (IA1)
- Class set of the "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) Class set of the "Student Self-assessment" response sheet (SA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Discuss "Would You?" Questions

Tell the students that this week you will use the words to ask them questions. Partners will talk about each question, and a few volunteers will share their thinking with the class. Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words.

Point to the words *rude* and *eavesdropper* and ask:

Q *If you found out that your brother was an eavesdropper, would you think he was rude? Why?* [Point to the prompt.] *Turn to your partner.*

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I [would/would not] think that because . . .

PROMPT: "I [would/would not] think that because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[fragrant, plenty]

Q *If you picked plenty of flowers, would you think they would be fragrant? Why?* [Point to the prompt.] *Turn to your partner.*

[plenty, unusual]

Q *If plenty of your classmates had the same name as you, would you think it was unusual? Why?* [Point to the prompt.] *Turn to your partner.*

3 Continue Discussing "Would You?" Questions

Using the same procedure and prompt, continue the discussion during the week with the questions that follow. Briefly review the meanings of the words before you ask each question.

[fragrant, rude]

Q *Would you think it was rude if someone said that the soup you were eating was fragrant? Why?* [Point to the prompt.] *Turn to your partner.*

[eavesdropper, unusual]

Q *Would you think it was unusual for an eavesdropper to listen in on other people's private conversations? Why?* [Point to the prompt.] *Turn to your partner.*

[rude, plenty]

Q *Would you think it was rude if your friend had plenty of jelly beans and wouldn't give you any? Why?* [Point to the prompt.] *Turn to your partner.*

[unusual, fragrant]

Q *Would you think it was unusual if your sister said that the falling snow was fragrant? Why?* [Point to the prompt.] *Turn to your partner.*

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Assessment Notes

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they understand the words' meanings?
- Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)
- Do they enjoy learning and talking about new words?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 161 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 9 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 5–8 using the "Individual Vocabulary Assessment: Word Check 2" answer sheet (IA1). For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 162 of the *Assessment Resource Book*.

STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 5–8 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 166 of the *Assessment Resource Book*.

Teacher Note

For more information about the vocabulary assessments, see "About Vocabulary Assessments" in the Assessment Overview of the *Assessment Resource Book*.

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Day 1 Introduce *Numerous* and *Recreation*

Materials

- *A Tree Is Nice*
- Word cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *numerous* and *recreation*
- Use a print dictionary to determine a word's meaning
- Build their oral language skills
- Listen to one another

Words Taught

numerous
Numerous means "many."

recreation
Recreation means "something a person does for pleasure or fun."

ABOUT USING A PRINT DICTIONARY

In this lesson, the students are introduced to using a print dictionary to determine a word's meaning. In later lessons, the students will discuss additional features of a print dictionary that will enable them to locate a word, to determine its pronunciation, and to understand the different forms of a word that may appear in a dictionary. For more information about using a dictionary and other word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

INTRODUCE AND USE *NUMEROUS*

1 Introduce Using a Dictionary

TEKS 3.A.i
Student/Teacher Narrative
Step 1

Show the cover of *A Tree Is Nice* and briefly review the book.

Explain that today the students will do something different to learn about the first word from the book—they will use a dictionary. Show the cover of the dictionary, read the title aloud, and ask:

Q *What is a dictionary? When have you used a dictionary?*

If necessary, explain that a *dictionary* is a "book that lists words in alphabetical (*A-B-C*) order and gives their meanings and other information." Point out that if the students are not sure what a word means, they can "look it up" in the dictionary.

Distribute a dictionary to each pair of students. Have partners open their dictionaries to the second page of words. Point out that the words at the top of the page show the first and last words defined on the page. Explain that you can use these words, called "guide words," to help

Teacher Note

If your students have not had experience with alphabetizing words, you may want to provide practice in that skill prior to teaching this lesson.

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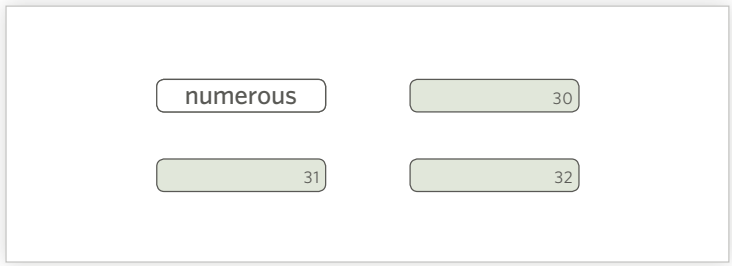
you find a word you are looking for. Also point out that the words are listed alphabetically (in *A-B-C* order) on the page and that each word is followed by its meaning or meanings. As a class, discuss:

Q *What other information about the words is provided on this page?*

Have a few volunteers share their thinking with the class. As necessary and appropriate, point out that a dictionary gives the spelling of each word; its division into syllables; the pronunciation; the part of speech (whether the word is a noun, verb, adjective, or other part of speech); and other forms of the word, such as the *-ing* and *-ed* form of a verb. Point out that, for some words, a sentence that shows how you might use the word is also provided.

2 Use the Dictionary to Discuss the Word *Numerous*

Show pages 6–7 of *A Tree Is Nice* and read page 7 aloud. Point out that there are numerous trees in the picture, and explain that *numerous* is the first word they will learn today. Display this week's word cards (WA2) and reveal word card 29. Point to the word *numerous* and ask the students to say the word.



WA2

Give partners a few minutes to find the word *numerous* in their dictionaries.

When most pairs have finished talking, ask a volunteer to read the definition. Point out that *numerous* means "many" and explain that *numerous* and *many* are *synonyms,* or "words that mean the same thing or almost the same thing."

3 Discuss Numerous Objects

Look around the classroom and point out objects that are numerous, or many in number.

> **You might say:**
>
> "I see numerous books in our reading corner. There are numerous crayons in the art center."

Teacher Note

The word *guide* will be formally taught in Week 16.

ELL Note

The Spanish cognate of *numerous* is *numeroso/a.*

TEKS 3.A.i
Student/Teacher Activity
Step 2

Teacher Note

Circulate as the students are looking up the word. If many students are struggling, call for their attention. Model using the guide words in your copy of the dictionary to find the word. Then give the students another minute or two to find the word. For more practice using a dictionary, see the more strategy practice activity "Use a Print Dictionary" on page 133.

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Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Then use "Think, Pair, Share" to discuss:

Q *What other objects are numerous in our classroom?* [Pause; point to prompt 1.] *Turn to your partner.*

WA3

_____ are **numerous**.

PROMPT 1: "[Chairs] are numerous."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Have the students use "Think, Pair, Share" to discuss the following:

Q *Where would you see numerous animals? Why?* [Pause; show prompt 2.] *Turn to your partner.*

PROMPT 2: "You would see numerous animals [at the zoo] because . . ."

After partners have talked, have a few volunteers share their thinking with the class.

Point to the word *numerous* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

If the students struggle to find numerous things, provide one or two more examples, such as chairs, math blocks, or pencils.

INTRODUCE AND USE *RECREATION*

4 Introduce and Define *Recreation*

Show pages 12–13 of *A Tree Is Nice* and read page 13 aloud.

Point to the illustration and explain that the children are using the tree for *recreation*. Explain that *recreation* means "something a person does for pleasure or fun." Point out that for recreation, or fun, the children are climbing the tree, swinging from its branches, and pretending to be on a pirate ship.

Tell the students some things you do for recreation.

> **You might say:**
>
> "For recreation I like to go swimming. I also like to read. I have fun doing these things, and they relax me."

Ask:

Q *What do you do for recreation?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "For recreation, I [ride my bike]."

ELL Note

The Spanish cognate of *recreation* is *recreación*.

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After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Direct the students' attention to the word cards (WA2) and reveal word card 30. Point to the word *recreation* and have the students say the word.

5 Play "Recreation or Not Recreation?"

Tell the students that partners will play "Recreation or Not Recreation?" Explain that you will describe an activity, and partners will discuss whether the activity is recreation or not recreation and why.

Read the following activity aloud:

- *Washing dishes*

Ask:

Q *Is this recreation or not recreation? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "[Washing dishes] [is/is not] recreation because . . ."

After partners have talked, have a few volunteers share their thinking with the class.

Using the same procedure, discuss:

- *Drawing*
- *Taking out the garbage*

Point to the word *recreation* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

Use a Print Dictionary

Write the following words from *A Tree is Nice* where everyone can see them: *whisper* (p. 8), *breeze* (p. 8), *limb* (p. 13), and *buggy* (p. 22).

Distribute a dictionary to each pair of students. Explain that the students will practice using a dictionary by "looking up" words from *A Tree Is Nice*. If necessary, review how to use a dictionary by reminding the students that words are listed alphabetically, that guide words help them find a word on a page, and that word entries include the meaning and pronunciation of the word.

Direct the students' attention to the words and explain that the words are from *A Tree Is Nice*. Tell the students that partners will choose one of the words they want to know about, look it up in the dictionary, and share what they learned about the word with the class.

Materials

- Dictionaries, collected ahead

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Give partners a few minutes to choose a word, find it in the dictionary, and discuss the word entry. When most pairs have finished, discuss each word as a class by asking:

Q *Who looked up the word* [whisper]*? What did you find out about the word?*

Q *Who else looked up the word* [whisper]*? What can you add to what [Lauren and Rashalla] told us about the word?*

Encourage the students to continue to use the dictionary to look up the meanings of words they do not know.

Day 2 Introduce *Shelter* and *Necessary*

Materials

- *A Tree Is Nice*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *numerous* and *recreation* from Day 1
- Learn and use the words *shelter* and *necessary*
- Build their speaking and listening skills
- Explain their thinking

Words Taught

shelter
A *shelter* is a "place that protects people or animals from the weather or keeps them safe from danger."

necessary
Necessary means "needed."

REVIEW THE WORDS

1 Briefly Review *Numerous* and *Recreation*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *SHELTER*

2 Introduce and Define *Shelter*

Show pages 16–17 of *A Tree Is Nice* and read the first two sentences on page 16 aloud.

Explain that trees are shelters for cats and birds and that a *shelter* is a "place that protects people or animals from the weather or keeps them

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safe from danger." Explain that trees are shelters for cats because they protect them from dogs, and that trees are shelters for birds because they are places that are protected and safe where the birds can build their nests.

Show pages 20–21. Explain that as you read this part of the book you want the students to think about how the tree is a shelter for the cows. Read pages 20–21 aloud.

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Then ask:

Q *How is the tree a shelter for the cows?* [Point to prompt 1.] *Turn to your partner.*

WA4

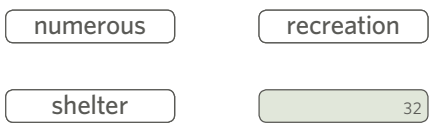
The tree is a **shelter** for the cows because . . .

PROMPT 1: "The tree is a shelter for the cows because . . ."

Have partners use the prompt to answer the question. After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Direct the students' attention to the word cards (WA2) and reveal word card 31. Point to the word *shelter* and ask the students to say the word.

WA2



3 Talk About Finding Shelter

Ask the students:

Q *If you are walking outside and it starts to rain, where might you find shelter?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I might find shelter . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

ELL Note

If the students need more practice with the word, show them pages 22–23, read page 22 aloud, and ask them how the tree is a shelter. Discuss pages 24–25 and 26–27 the same way.

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Ask:

Q *If a dog is chasing a rabbit, where might the rabbit find shelter?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "The rabbit might find shelter . . ."

After partners have talked, have a few volunteers share their thinking with the class.

Point to the word *shelter* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *NECESSARY*

4 Introduce *Necessary* and Review Synonyms

Tell the students that the second word they will learn today is *necessary* and that *necessary* means "needed." Point out that *necessary* and *needed* are *synonyms,* or "words that mean the same thing or almost the same thing." Tell the students that thinking about a word they know like *needed* can help them understand and remember a new word they are learning like *necessary*.

Show page 28 of *A Tree Is Nice* and explain that the boy gives the little tree water because water is necessary, or needed, for the tree to grow.

Reveal word card 32 on the word cards (WA2) and have the students say the word *necessary*.

5 Discuss What Is Necessary for People to Grow

Explain that in addition to water, dirt and sunlight are necessary for a tree to grow. Ask:

Q *What is necessary for you to grow? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "[Food] is necessary for me to grow because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

6 Discuss What Is Necessary on a Sleepover

Ask the students to imagine they are going on a sleepover. Explain that you will describe two things and the students will decide which one is necessary to take on the sleepover and why.

Technology Tip

To find web-based activities that focus on recognizing synonyms, you might search online using the keywords "whiteboard synonyms activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

ELL Note

The Spanish cognate of *necessary* is *necesario/a.*

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Begin with:

- *Your pajamas or your cat*

Q *Which is necessary to take on a sleepover? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "[Pajamas] [is/are] necessary to take on a sleepover because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *Your hat or your toothbrush*
- *Your pillow or your skates*

Point to the word *necessary* on the word cards (WA2) and review the pronunciation and meaning of the word *necessary*.

MORE STRATEGY PRACTICE

Discuss the Word *Unnecessary* and Review the Prefix *un-*

Write the words *necessary* and *unnecessary* where everyone can see them, and discuss as a class:

Q *If* necessary *means "needed," what do you think* unnecessary *means? Why do you think that?*

Point to the prefix *un-* in *unnecessary* and review that the prefix *un-* means "not." Explain that *unnecessary* means "not necessary, or unneeded." Point out that *necessary* and *unnecessary* are *antonyms* ("words with opposite meanings"). Ask:

Q *Is homework necessary or unnecessary? Why do you say that? Turn to your partner.*

TEKS 3.C.i
Student/Teacher Activity
More Strategy Practice

ELL Note

You may want to have the students discuss each thing individually by asking, "Is it necessary to take your pajamas on a sleepover? Why?" and "Is it necessary to take your cat on a sleepover? Why?"

Teacher Note

Save the word cards (WA2) to use on Day 3.

Teacher Note

You might remind the students that they discussed the prefix *un-* earlier when they learned the word *unusual* (Week 7).

If you started an antonym chart, you might add *necessary* and *unnecessary* to it.

Technology Tip

To find web-based activities that focus on using prefixes to determine word meanings, you might search online using the keywords "whiteboard prefixes activities."
For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

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Day 3 Weekly Review

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 8 Crossword Puzzle" (BLM3) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their oral language skills
- Listen to one another

Words Reviewed

numerous
Numerous means "many."

recreation
Recreation is "something a person does for pleasure or fun."

shelter
A *shelter* is a "place that protects people or animals from the weather or keeps them safe from danger."

necessary
Necessary means "needed."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Point to the word *numerous*, pronounce the word, review its meaning, and have the students say the word.

WA2



Then display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

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Ask:

Q *Would you like to have numerous friends? Why?* [Point to prompt 1.] *Turn to your partner.*

WA5

I [would/would not] like to have **numerous** friends because . . .

PROMPT 1: "I [would/would not] like to have numerous friends because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *recreation* on the word cards (WA2), pronounce it, review its meaning, and have the students say the word. Ask:

Q *What do you like to do for recreation in summer?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "For recreation in summer, I like to . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *shelter* on the word cards (WA2). Pronounce the word, review its meaning, and have the students say the word.

Remind the students that in the story of the three little pigs, one pig makes a house from straw, another from sticks, and another from bricks. Ask:

Q *Which of the pigs' houses is the best shelter? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "The house made from [bricks] is the best shelter because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *necessary* on the word cards (WA2). Pronounce the word, review its meaning, and have the students say the word. Ask:

Q *Do you think it is necessary for us to have recess every day? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "I think it [is/is not] necessary to have recess every day because . . ."

After partners have talked, have volunteers use the prompt to share their thinking with the class.

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PRACTICE USING THE WORDS

2 Play "Which Word Am I?"

Tell the students that partners will play "Which Word Am I?" Review that you will give a clue about one of the words, and the students will figure out the word and explain why they think it is that word.

Read the following clue aloud:

- *I'm where a mouse hides from a cat.*

Ask:

Q *Which word am I? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I think the word is [*shelter*] because . . ."

After partners have talked, have a few volunteers share their thinking with the class.

Using the same procedure, discuss the following clues:

- *I'm many marbles in a bag.* (numerous)
- *I'm sunscreen on a sunny day.* (necessary)
- *I'm camping with your family.* (recreation)

Teacher Note

For an example of how to introduce this activity, see Week 2, Ongoing Review, Step 2.

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 7 and 8, you might distribute a copy of the "Week 8 Crossword Puzzle" (BLM3) to each student.

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Week 9

RESOURCES

Poems

Read-aloud

- "Bees, Bothered by Bold Bears, Behave Badly" by Walter R. Brooks (see page 157)
- "Raccoon" by Mary Ann Hoberman (see page 158)

More Strategy Practice

- "Discuss the Prefix *mis-*"

More ELL Support

- "Draw Picture Poems"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA7

Reproducibles

- Week 9 family letter (BLM1)
- (Optional) "Week 9 Word Cards" (BLM2)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
behave	necessary
misbehave	numerous
racket	recreation
discover	shelter
	usual

Word-learning Strategy

- Using the prefix *mis-* to determine word meanings

Vocabulary Focus

- Students learn and use four words from or about the poems.
- Students discuss the prefix *mis-*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 27, 29, 30, 31, and 32. Set aside a few minutes periodically during the week to review these words.

✓ (Optional) Prior to Day 1, review the more strategy practice activity "Discuss the Prefix *mis-*" on page 149.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.

✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Week 9 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

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Week 9 Ongoing Review

Materials

- Word cards 27, 29, 30, 31, 32
- Pocket chart
- Ongoing review prompt (WA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Take responsibility for themselves

Words Reviewed

necessary
Necessary means "needed."

numerous
Numerous means "many."

recreation
Recreation means "something a person does for pleasure or fun."

shelter
A *shelter* is a "place that protects people or animals from the weather or keeps them safe from danger."

usual
If something is usual, it is normal, common, or expected. It is what happens most of the time or in most situations.

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Introduce the Game "I'm Thinking of a Word"

Tell the students that this week partners will play "I'm Thinking of a Word." Explain that you will give a clue about one of the words and partners will figure out which word you are thinking of. Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words.

Read the following clue aloud:

- *I'm thinking of a word you might use to describe an ingredient you need for a recipe.*

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Give the students a few moments to think about the clue; then ask:

Q *Which word am I thinking of?* [Point to the prompt.] *Turn to your partner.*

WA1

The word is _____
because . . .

PROMPT: "The word is [*necessary*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following clues:

- *I'm thinking of a word that describes an umbrella over a picnic table.* (shelter)
- *I'm thinking of a word that describes the things you do to get ready for school every morning.* (usual)

3 Continue the Game During the Week

Continue playing the game during the week, using the clues below. Briefly review the meanings of the words before you play.

- *I'm thinking of a word you might use to describe lots of popcorn kernels in a bowl.* (numerous)
- *I'm thinking of a word you might use to describe riding your bike, playing tag with your friends, or going to a movie.* (recreation)
- *I'm thinking of a word that describes a hole that a rabbit hides in.* (shelter)
- *I'm thinking of a word that describes something your family does together for fun.* (recreation)
- *I'm thinking of a word you might use to describe supplies that you need for school.* (necessary)
- *I'm thinking of a word that describes the way we start most days in our classroom.* (usual)
- *I'm thinking of a word you might use to describe the hairs on your head.* (numerous)

ELPS 2.E.iii
Step 2 and Step 3

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Day 1 Introduce *Behave* and *Misbehave*

Materials

- "Bees, Bothered by Bold Bears, Behave Badly" (see page 157)
- "Bees, Bothered by Bold Bears, Behave Badly" poem (WA2)
- Word cards (WA3)
- Day 1 prompts (WA4)

In this lesson, the students:

- Learn and use the words *behave* and *misbehave*
- Discuss the prefix *mis-*
- Build their speaking and listening skills
- Listen to one another

Words Taught

behave (p. 157)
Behave means "do or say things in a particular way."

misbehave
Misbehave means "behave badly."

INTRODUCE AND USE *BEHAVE*

1 Introduce and Define *Behave*

Display the poem "Bees, Bothered by Bold Bears, Behave Badly" (WA2) and remind the students that they heard this poem earlier. Ask the students to follow along with you as you read the poem aloud. Tell them that, as they listen, you want them to notice how the bees behave, or what they do, when the bear bothers them. Then read the poem aloud.

Tell the students that the first word they will learn today is *behave*, which appears in the title of the poem. Explain that *behave* means "do or say things in a particular way." Point out that the title says that the bees "behave badly" when the bears bother them.

Display the day 1 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Then ask:

Q *Do you think the bees behaved badly? Do you think that what the bees did was bad? Why?* [Point to prompt 1.] *Turn to your partner.*

WA4

I [think/do not think] the bees **behaved** badly because . . .

PROMPT 1: "I [think/do not think] the bees behaved badly because . . ."

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After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Then ask:

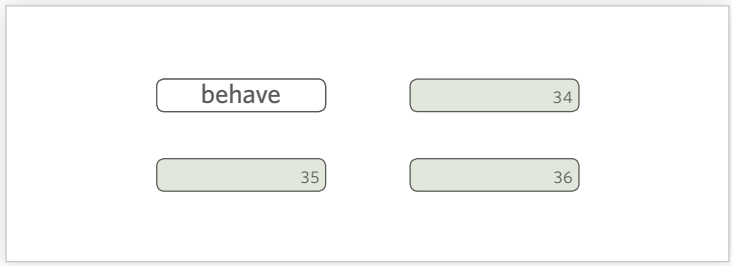
Q *Do you think the bear behaved badly? Do you think what the bear did was bad? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I [think/do not think] the bear behaved badly because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Display the word cards (WA3), reveal word card 33, and have the students say the word *behave*.

WA3



2 Discuss How a Person Might Behave

Tell the students that people behave differently in different situations.

Discuss as a class:

Q *How might a person behave if the person is very happy? What might the person do or say?*

Show prompt 3 in the day 1 prompts (WA4), and have partners use the prompt to answer the question.

PROMPT 3: "If a person is very happy, he might behave like this: he might . . ."

Then ask:

Q *How might a person behave if the person is worried about something? What might the person do or say?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "If a person is worried about something, she might behave like this: she might . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *behave* on the word cards (WA3) and review the pronunciation and meaning of the word.

Teacher Note

Some students may be familiar with another definition of *behave*: "to act in a proper or polite way."

Teacher Note

If the students struggle with using the prompt, answer the question for the class and talk about some ways that a happy person might behave. For example, say "If a person is very happy, he might behave like this: he might smile and clap his hands."

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INTRODUCE AND USE *MISBEHAVE*

3 Introduce *Misbehave* and Discuss the Prefix *mis-*

Tell the students that the other word they will learn today is *misbehave*. Reveal word card 34 on the word cards (WA3), point to the word, and ask the students to say the word *misbehave*.

Point to the prefix *mis-* in *misbehave* and explain that *mis-* is a prefix. Tell the students that the prefix *mis-* means "badly or wrongly" and that when you add this prefix to the word *behave*, you make the word *misbehave*. Explain that *misbehave* means "behave badly or wrongly." Explain that, according to the title of the poem, the bees misbehave, or behave badly, when the bear goes after their honey.

4 Play "Is Norton Misbehaving?"

Tell the students that they will play "Is Norton Misbehaving?" Explain that you will describe something that a make-believe boy named Norton is doing. The students must decide whether or not Norton is misbehaving, and explain why they think so. Tell the students that partners may not always agree and that is fine. What is important is that they explain their thinking.

Begin by reading the following scene:

- *The sign at the swimming pool says, "No running," but Norton runs anyway.*

Ask:

Q *Is Norton misbehaving? Why do you think that?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "Norton [is/is not] misbehaving . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Have the students discuss one or more of the following scenes using the same procedure:

- *Norton listens carefully during the math lesson and tries his hardest to answer the questions correctly.*
- *Norton pesters his sister during dinner and eats her dessert without permission.*

Point to the word *misbehave* on the word cards (WA3) and review the pronunciation and meaning of the word.

Teacher Note

Remind students that they learned the word *pester* while reading *Girl Wonder* in Week 3, and review that *pester* means "keep bothering or annoying someone."

Teacher Note

Save the word cards (WA3) to use on Day 2.

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MORE STRATEGY PRACTICE

Discuss the Prefix *mis-*

Prepare a sheet of chart paper titled "Words with the Prefix *mis-*." Under the title, write, "The prefix *mis-* means 'badly or wrongly.'"

Write the word *misbehave* on the chart. Point to the prefix *mis-*, review its meaning, and remind the students that when you add *mis-* to the word *behave*, you make the word *misbehave*, meaning "behave badly."

Tell the students that knowing the meaning of the prefix *mis-* can help them figure out the meanings of other words that use the prefix.

Write the word *misspell* on the chart. Point out that the word *misspell* is made up of the prefix *mis-* and the word *spell*. Ask:

Q *Based on what you know about the word* spell *and the prefix* mis-*, what do you think the word* misspell *means? Turn to your partner.*

If necessary, explain that *misspell* means "spell a word wrongly or incorrectly."

Write the word *mistreat* on the chart. Point out that *mistreat* is made up of the word *treat* and the prefix *mis-*. Ask:

Q *Based on what you know about the word* treat *and the prefix* mis-*, what do you think the word* mistreat *means? Turn to your partner.*

If necessary, explain that *mistreat* means "treat badly or wrongly or incorrectly." If you mistreat someone or something, you do not treat that person or thing with care.

Then discuss as a class:

Q *What is a word that begins with the prefix* mis- *and means "use something in the wrong way or incorrectly"?* (misuse)

Write the word *misuse* on the chart. Encourage the students to listen and watch for other words that use the prefix *mis-*, and write the words on the chart.

Material

- Chart paper and a marker

ELPS 2.c.i
More Strategy Practice

MORE ELL SUPPORT

Draw Picture Poems

Direct the students' attention to the poem "Bees, Bothered by Bold Bears, Behave Badly" (WA2). Read the poem aloud as the students follow along. Then reread the first half (first stanza) of the poem aloud. Ask the students what they might draw to show the meaning of this part of the poem. (For example, the students might draw a bear climbing a tree. The tree might have a beehive with lots of bees buzzing around inside it.) Repeat this procedure for the second half (second stanza) of the poem.

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Have the students work in pairs, with one partner drawing a picture that shows the meaning of the first half of the poem and the other partner drawing a picture that shows the meaning of the second half of the poem. Then write the following prompt where everyone can see it, and ask the students to use the prompt to explain their drawings in pairs:

PROMPT: "I drew [a bear in a tree with a bunch of bees] because in the poem . . ."

Day 2 Introduce *Racket* and *Discover*

Materials

- "Raccoon" (page 158)
- Word cards (WA3) from Day 1
- "Raccoon" poem (WA5)
- Day 2 prompts (WA6)

In this lesson, the students:

- Review the words *behave* and *misbehave* from Day 1
- Learn and use the words *racket* and *discover*
- Build their speaking and listening skills
- Listen to one another

Words Taught

racket (p. 158)
A *racket* is a "very loud noise."

discover (p. 158)
Discover means "see or find out something for the first time."

REVIEW THE WORDS

1 Briefly Review *Behave* and *Misbehave*

Display the word cards (WA3) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *RACKET*

2 Introduce and Define *Racket*

Display the poem "Raccoon" (WA5) and remind the students that they heard this poem earlier. Ask the students to follow along as you read the first four lines of the poem aloud, emphasizing the word *racket*.

Tell the students that the first word they will learn today is *racket* and explain that a *racket* is a "very loud noise." Explain that the raccoon makes a racket, or a very loud noise, when he knocks over the trash can

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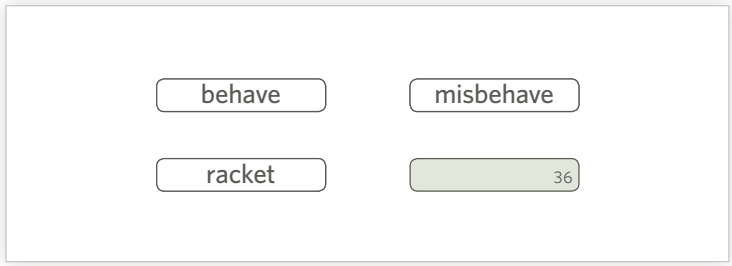
with a crash, a clatter, and a clacket. Direct the students' attention to the word cards (WA3) and reveal word card 35. Have the students say the word *racket*.

WA3



Explain to the students that a racket is more than just a single loud crash or bang. Instead, a racket is a longer set of confusing, disturbing, or annoying sounds. The sound of a door slamming would not be called a *racket,* but the sound of a piano falling down a set of stairs would be a racket. Discuss as a class:

Q *Would the sound of a lion roaring be called a* racket*?*

Display the day 2 prompts (WA6) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA6

I think the sound of a lion roaring [would/would not] be called a ***racket*** because . . .

PROMPT 1: "I think the sound of a lion roaring [would/would not] be called a *racket* because . . ."

Using the same procedure, discuss whether the sound of a room full of people yelling at each other would be a racket.

3 Imagine Someone Making a Racket

Ask the students to close their eyes and picture the following scenario:

- *You are in your living room reading a book. Suddenly you hear a racket in the kitchen.*

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Have the students open their eyes; then use "Think, Pair, Share" to discuss:

Q *What might be causing the racket?* [Pause; show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think [somebody dropping a bunch of dishes] might be causing the racket."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Show prompt 3 (WA6) and have a few volunteers share their partners' thinking.

PROMPT 3: "[Emma] said that she thinks [somebody dropping a bunch of dishes] might be causing the racket."

Point to the word *racket* on the word cards (WA3) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *DISCOVER*

4 Introduce and Define *Discover*

ELPS 3.B.iii
Steps 4 and 5

Direct the students' attention to the poem "Raccoon" (WA5) and reread lines 9–12 of the poem aloud, emphasizing the word *discover*.

Tell the students that *discover* is the other word they will learn today. Explain that *discover* means "see or find out something for the first time."

Tell the students that explorers might discover a place no one has gone before. Scientists might discover types of plants or animals that no one has known about before. In the poem, the raccoon discovers the trash can, in which he finds his dinner.

Direct the students' attention to the word cards (WA3) and reveal word card 36. Have the students say the word *discover*.

5 Imagine Discovering Things

Explain that you will ask the students to imagine a situation in which they discover something, or see or find something for the first time. They will then tell their partners what they would do in that situation. Explain that after partners talk, you will ask a few students to share what their partners said with the class.

Begin by asking the students to imagine:

- *You are playing on the playground. You discover a dollar bill on the ground.*

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Use "Think, Pair, Share" to discuss:

Q *What would you do if you discovered a dollar bill on the playground? Why?* [Pause; show prompt 4.] *Turn to your partner.*

PROMPT 4: "If I discovered a dollar bill on the playground, I would . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Then show prompt 5 (WA6) and have a few volunteers use the prompt to share their partners' thinking.

PROMPT 5: "[Jason] said that if he discovered a dollar bill on the playground, he would . . ."

Using the same procedure, have the students imagine and discuss:

- *You are playing in your basement. You discover a chipmunk that has crawled in the window.*

Q *What would you do if you discovered a chipmunk in your basement? Why?* [Pause; show prompt 6.] *Turn to your partner.*

PROMPT 6: "[Anna] said that if she discovered a chipmunk, she would . . ."

Point to the word *discover* on the word cards (WA3) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA3) to use on Day 3.

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Day 3 Weekly Review

Materials

- Word cards (WA3) from Day 2
- Day 3 prompts (WA7)
- Copy of this week's family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

behave
Behave means "do or say things in a particular way."

misbehave
Misbehave means "behave badly."

racket
A *racket* is a "very loud noise."

discover
Discover means "see or find out something for the first time."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA3) from Day 2. Point to the word *behave*, pronounce it, and have the students say the word.

WA3



Then display the day 3 prompts (WA7) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *How would you behave if you were very hungry? Why?* [Point to prompt 1.] *Turn to your partner.*

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If I were very hungry, I would **behave** like this: I would . . .

PROMPT 1: "If I were very hungry, I would behave like this: I would . . ."

After partners have talked, have a few volunteers share their thinking with the class.

Discuss the following questions using the same procedure:

Q *If your little brother misbehaved during Thanksgiving dinner, what would you do? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "If my little brother misbehaved, I would . . ."

Q *Where would you be more likely to hear a racket—at a crowded restaurant or at a quiet lake in the woods?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I would be more likely to hear a racket . . ."

Q *How would you feel if you discovered a shortcut to the park? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "If I discovered a shortcut to the park, I would feel . . ."

PRACTICE USING THE WORDS

2 Do the Activity "What Might You Say or Do?"

Tell the students that you will describe an imaginary situation and partners will discuss what they would say or do in that situation.

Read the following situation aloud:

- *A loud thunderstorm keeps you up all night, and you are unable to get any sleep.*

Ask:

Q *How might you behave if you had not gotten any sleep?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "If I hadn't gotten any sleep, I might behave like this: I might . . ."

After partners have talked, have a few volunteers share their thinking with the class.

Teacher Note

For an example of how to introduce this activity, see Week 4, Ongoing Review, Step 2.

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Using the same procedure, discuss:

- *You are at a movie with a friend, and your friend misbehaves.*

Q *What might you do if your friend misbehaved?* [Show prompt 6.] *Turn to your partner.*

PROMPT 6: "If my friend misbehaved, I might . . ."

- *During a reading lesson, you hear a racket right outside your classroom.*

Q *What might you do if you heard a racket outside the classroom?* [Show prompt 7.] *Turn to your partner.*

PROMPT 7: "If I heard a racket outside the classroom, I might . . ."

- *You discover a hole in your jacket pocket.*

Q *What might you do if you discovered a hole in your pocket?* [Show prompt 8.] *Turn to your partner.*

PROMPT 8: "If I discovered a hole in my pocket, I might . . ."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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Poems

Bees, Bothered by Bold Bears, Behave Badly

by Walter R. Brooks

‘Your honey or your life!’ says the bold burglar bear,
As he climbs up the tree where the bees have their lair.
‘Burglars! Burglars!’ The tree begins to hum.
‘Sharpen up your stings, brothers! Tighten up your
wings, brothers!
Beat the alarm on the big brass drum!
Watch yourself, bear, for
here
we
come!’
Then the big black bees buzz out from their lair,
With sharp stings ready zoom down on the bear.
‘Ouch! Ouch! Ouch! Don’t be so rough!’
He slithers down the tree, squalling, ‘Hey, let me
be!’ Bawling,
‘Keep your old honey. Horrid sticky stuff!
I’m going home, for
I’ve
had
enough!’

“Bees, Bothered by Bold Bears, Behave Badly” from *The Collected Poems of Freddy the Pig* by Walter R. Brooks. Copyright © 1927, 1930, 1932, 1936, 1937, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953 by Walter R. Brooks. Copyright renewed by Dorothy R. Brooks. Published in 2001 by The Overlook Press, Peter Mayer Publishers, Inc. www.overlookpress.com. All rights reserved.

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Poems

Raccoon

by Mary Ann Hoberman

Crash goes the trash can! Clatter and clacket!
What in the world can be making that racket?
I hurry to look by the light of the moon,
And what do I find? Why, a fine fat raccoon!
All through the garden the garbage he's strewn,
And he's eating his supper, that robber raccoon,
Eating so nicely without fork or spoon,
Why, his manners are perfect, that thieving raccoon!
And wasn't he smart to discover that pail?
And wasn't he smart to uncover that pail?
And isn't he lucky he won't go to jail
For stealing his dinner and making a mess
For me to clean up in the morning, I guess,
While he, the old pirate, abundantly fed,
Curls up in a ball fast asleep in his bed?

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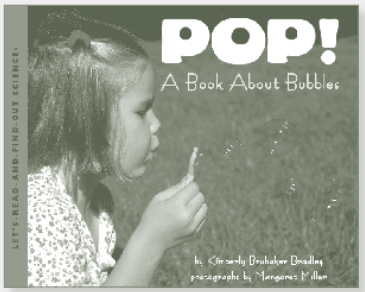
Week 10

RESOURCES



Read-aloud

- *POP! A Book About Bubbles* by Kimberly Brubaker Bradley, photographs by Margaret Miller

More Strategy Practice

- "Play 'Antonym Match'"
- "Discuss Multiple Meanings of the Word *Pop*"

Assessment Resource Book

- Week 10 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 10 family letter (BLM1)
- (Optional) "Week 10 Word Cards" (BLM2)
- (Optional) "Week 10 Crossword Puzzle" (BLM3)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
shimmer	behave
vanish	discover
expand	misbehave
stream	racket
	shelter

Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing antonyms (review)
- Recognizing words with multiple meanings (review)

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students discuss synonyms.
- Students discuss antonyms.
- Students recognize words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 31, 33, 34, 35, and 36. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 169 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Play 'Antonym Match'" on page 170.
- ✓ (Optional) Prior to Day 2, review the more strategy practice activity "Discuss Multiple Meanings of the Word *Pop*" on page 173.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 10 Word Cards" (BLM2) and "Week 10 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 10

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Take responsibility for themselves

Words Reviewed

behave
Behave means "do or say things in a particular way."

discover
Discover means "see or find out something for the first time."

misbehave
Misbehave means "behave badly."

racket
A *racket* is a "very loud noise."

shelter
A *shelter* is "a place that protects people or animals from the weather or keeps them safe from danger."

Materials

- Word cards 31, 33, 34, 35, 36
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Review the Game "Make a Choice"

Tell the students that this week partners will play "Make a Choice." Point to the word *racket* in the pocket chart and review that you will describe two actions or events, and partners are to decide which one would cause a racket. Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words.

Ask:

Q *Which event would cause a racket: paddling a canoe across a lake or using a chainsaw to cut down a tree? Why?* [Point to prompt 1.] *Turn to your partner.*

Teacher Note

The game "Make a Choice" is introduced in Day 1. If you play this game prior to the day 1 lesson, see Day 1, Step 2 for an example of how to introduce this game to your class.

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WA1

I think _____ would cause a **racket** because . . .

PROMPT 1: "I think [using a chainsaw to cut down a tree] would cause a racket because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Which is more likely to cause a racket: playing dodgeball inside or reading quietly to yourself? Why?* [Point to prompt 1.] *Turn to your partner.* (playing dodgeball inside)

Q *Who would more likely cause a racket: one trumpet player playing a song or fifty trumpet players playing fifty different songs at once? Why?* [Point to prompt 1.] *Turn to your partner.* (fifty trumpet players playing fifty different songs at once)

3 Continue the Game During the Week

Using the same procedure, continue playing the game during the week with the questions that follow. Briefly review the meanings of the words before the activity.

[behave]

Q *Which describes the way a dog behaves: using words to say "I'm happy," or wagging its tail to say "I'm happy"? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think [wagging its tail to say 'I'm happy'] is how a dog would behave because . . ."

Q *Which describes the way I behave when I haven't had enough sleep: grouchy and slow-moving or ready to play? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I think [grouchy and slow-moving] describes how I would behave because . . ."

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[discover]

Q *Where would you be more likely to discover a path through the woods: in a forest or on a busy city street? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "I think I would be more likely to discover a path through the woods [in a forest] because . . ."

Q *Where would a scientist be more likely to discover a new kind of plant: in the jungle or on a farm? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I think a scientist would be more likely to discover a new kind of plant [in the jungle] because . . ."

[misbehave]

Q *Which student is misbehaving: the one joking during the math lesson or the one listening to the teacher? Why?* [Show prompt 6.] *Turn to your partner.*

PROMPT 6: "I think the misbehaving student is the one [joking during the math lesson] because . . ."

Q *Which pet is misbehaving: the cat asleep in the corner or the dog eating food off the table? Why?* [Show prompt 7.] *Turn to your partner.*

PROMPT 7: "I think the misbehaving pet is the [dog eating food off the table] because . . ."

[shelter]

Q *Which one is a shelter: the garage or the bicycle you keep in the garage? Why?* [Show prompt 8.] *Turn to your partner.*

PROMPT 8: "I think the [garage] is the shelter because . . ."

Q *Which would make a better shelter in a snowstorm: a tent or a log cabin? Why?* [Show prompt 9.] *Turn to your partner.*

PROMPT 9: "I think a [log cabin] would make a better shelter because . . ."

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CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they know what the words mean?
- What words are difficult for the students to use or explain? (Note which words they have difficulty with.)
- Do they use the words they are learning in conversation outside of the vocabulary lessons?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 169 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having the students play "Which Word Am I?" (see Week 2, Ongoing Review, Step 2) or "Which Word Goes With?" (see Week 1, Day 3, Step 2).

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Introduce *Shimmer* and *Vanish*

Day 1

In this lesson, the students:

- Learn and use the words *shimmer* and *vanish*
- Review synonyms
- Review antonyms
- Build their speaking and listening skills
- Listen to one another

Words Taught

shimmer (p. 6)
Shimmer means "shine with a soft, twinkling light."

vanish
Vanish means "disappear."

Materials

- *POP! A Book About Bubbles*
- Word cards (WA2)
- Day 1 prompts (WA3)

INTRODUCE AND USE *SHIMMER*

1 Introduce and Define *Shimmer*

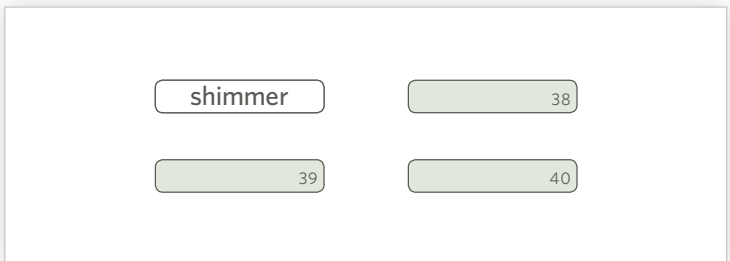
Briefly review *POP! A Book About Bubbles*. Show pages 6–7 and read page 6 aloud, emphasizing the word *shimmers*.

Tell the students that the first word they will learn today is *shimmer*, and explain that *shimmer* means "shine with a soft, twinkling light." Describe how, as the bubble floats up, the sunlight hits the bubble, and the light shimmers, or twinkles, on the surface of the bubble. Explain that when light shimmers, it seems to move or sparkle. Point out how the bubbles shimmer in the photograph on page 7.

Show the photographs on pages 16–17 and point out how the light shimmers, or twinkles, on the bubbles.

Display this week's word cards (WA2), reveal word card 37, and have the students say the word *shimmer*.

WA2



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2 Introduce the Game "Make a Choice"

Tell the students that today partners will play a game called "Make a Choice." You will describe two things and partners will decide which one shimmers, or shines with a soft, twinkling light. Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *Which shimmers: a star made out of yellow construction paper or a star in the sky? Why?* [Point to prompt 1.] *Turn to your partner.*

WA3

I think _____ **shimmers** because . . .

PROMPT 1: "I think [a star in the sky] shimmers because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Which shimmers: a dress with sparkles on it or a dress with no sparkles? Why?* [Point to prompt 1.] *Turn to your partner.*

Q *Which shimmers: a lake in the sunlight or a lake in the dark? Why?* [Point to prompt 1.] *Turn to your partner.*

Point to the word *shimmer* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *VANISH*

3 Introduce and Define *Vanish* and Review Synonyms and Antonyms

Show pages 6–7 of *POP! A Book About Bubbles* again and reread the last two sentences on page 6 aloud: "Up it goes, up, up, then *pop!* It disappears."

Tell the students that the other word they will learn today is *vanish*, and explain that *vanish* means "disappear." Explain that *vanish* and *disappear* are synonyms, and remind the students that *synonyms* are "words that mean the same thing or almost the same thing."

Teacher Note

If the students have difficulty with the concept, remind them that they discussed the synonyms *hurl* and *throw* when reading *Girl Wonder* in Week 3.

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Tell the students that *vanish* and *appear* are antonyms, and remind them that *antonyms* are "words with opposite meanings." Explain that a bubble floats higher and higher in the air, and then pops and vanishes, or disappears.

Direct the students' attention to the word cards (WA2), reveal word card 38, and have the students say the word *vanish*.

4 Do the Activity "Imagine That!"

Explain that you will ask the students to imagine a situation and then partners will tell each other what they would do in that situation. Tell the students that afterward you will ask a few volunteers to share what their partners said.

Ask the students to imagine the following scenario:

- *You are playing outside, and you get dirt on your clothes.*

Ask:

Q *What can you do to make the dirt vanish?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "To make the dirt vanish, I can . . ."

After partners have talked, show prompt 3 on the day 1 prompts (WA3). Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 3: "To make the dirt vanish, my partner said [he/she] can . . ."

Using the same procedure, have the students imagine and discuss:

- *You fill your dog's bowl with food. You leave the room. When you come back, the food has vanished.*

Ask:

Q *Why do you think the food vanished?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "I think the food vanished because . . ."

After partners have talked, show prompt 5 (WA3). Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 5: "My partner said the food vanished because . . ."

Point to the word *vanish* on the word cards (WA2) and review the pronunciation and meaning of the word.

Technology Tip

To find web-based activities that focus on recognizing antonyms, you might search online using the keywords "whiteboard antonyms activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

ELL Note

If necessary, explain that when something vanishes or disappears you cannot see it anymore.

Teacher Note

Save the words cards (WA2) to use on Day 2.

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Materials

- Chart paper and a marker

MORE STRATEGY PRACTICE

Play "Antonym Match"

Write these words in two columns on a sheet of chart paper:

1	2
content	few
rude	leave
plenty	polite
gobble	upset
approach	nibble

Explain that partners will play a game called "Antonym Match." Point to the words in column 1 and explain that these are vocabulary words the students have learned. Point to the words in column 2 and explain that these are antonyms of the words in column 1, or words that have opposite meanings. Explain that partners will match each vocabulary word to its antonym.

Point to the word *content*, pronounce it, and have the students pronounce it.

Then point to the words in column 2 and ask:

Q *Which word in column 2 is the antonym of* content? *Why do you think so? Turn to your partner.*

PROMPT: "[*Upset*] is the antonym of *content* because . . ."

Have a few volunteers share their thinking. Then have a volunteer draw a line from the word *content* to the word *upset*.

Discuss the remaining words in the same way. When you get to the final two words, have the students discuss them together by asking:

Q *Which word in column 2 is the antonym of* gobble *and which word is the antonym of* approach? *Turn to your partner.*

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Introduce *Expand* and *Stream*

Day 2

In this lesson, the students:

- Review the words *shimmer* and *vanish* from Day 1
- Learn and use the words *expand* and *stream*
- Discuss words with multiple meanings
- Build their speaking and listening skills
- Listen to one another

Words Taught

expand
Expand means "grow bigger."

stream (p. 29)
A *stream* is a "steady flow or movement of something."

Materials

- *POP! A Book About Bubbles*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

REVIEW THE WORDS

1 Briefly Review *Shimmer* and *Vanish*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *EXPAND*

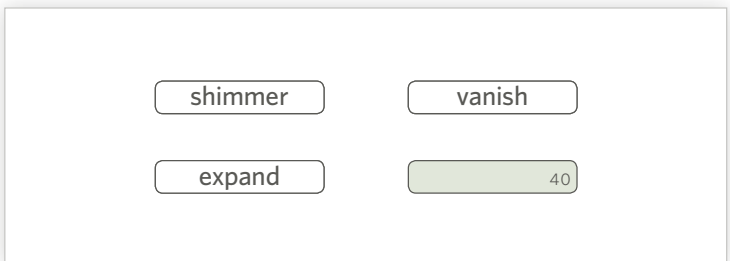
2 Introduce and Define *Expand*

Show pages 12–13 of *POP! A Book About Bubbles* and read the pages aloud.

Tell the students that the first word they will learn today is *expand* and explain that *expand* means "grow bigger." Point to the pictures on pages 12–13, and point out that as the girl blows into a bubble wand, the air makes the soap stretch and expand, or grow bigger.

Direct the students' attention to the word cards (WA2) and reveal word card 39. Point to the word *expand* and have the students say the word.

WA2



ELL Note

The Spanish cognate of *expand* is *expandir*.

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3 Play "Make a Choice"

Tell the students that partners will play "Make a Choice." Explain that you will describe two things and partners will decide which will expand, or grow bigger. Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *Which will expand when you blow into it: a balloon or a soda bottle? Why?* [Point to prompt 1.] *Turn to your partner.*

WA4

A _____ will **expand** because . . .

PROMPT 1: "A [balloon] will expand because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Which will expand when you pull on it: a stick or rubber band? Why?* [Point to prompt 1.] *Turn to your partner.*

Q *Which will expand when you fill it with food: a person's stomach or a refrigerator? Why?* [Point to prompt 1.] *Turn to your partner.*

Point to the word *expand* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *STREAM*

4 Introduce and Define *Stream*

Show pages 28–29 of *POP! A Book About Bubbles* and read page 29 aloud, emphasizing the word *stream*.

Explain that a *stream* is a "steady flow or movement of something." Show the students the photograph on page 29 and point out that the girl is blowing a stream, or a steady flow, of bubbles.

Explain that other things move in a stream, or steady flow. Point out that they have probably seen a stream of water flowing in a river or out of a faucet, or cars moving down the highway in a steady stream—car after car after car after car.

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Tell the students that air can move in a stream as well, and explain that when you exhale, or blow air out of your lungs, the air moves in a stream. Ask the students to place the palms of their hands in front of their mouths and breathe out slowly. Explain that what they feel against the palms of their hands is a stream of air.

Explain that people can also move in a stream. For example, when lots of people leave a building at the end of a workday, they leave one after the other in a stream, or steady line.

Direct the students' attention to the word cards (WA2) and reveal word card 40. Point to the word *stream* and have the students say the word.

5 Play "A Stream or Not a Stream?"

Tell the students that partners will play "A Stream or Not a Stream?" Explain that you will describe something and partners will decide whether it is or is not a stream, and why they think so.

Ask the students to imagine the following scenario:

- *Water is dripping out of a faucet one drop at a time.*

Ask:

Q *Is that a stream or not a stream? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think that [is/is not] a stream because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *A steady line of children is leaving a movie theater.*
- *A single car is racing down a highway.*
- *Smoke is pouring steadily out of a burning building.*

Point to the word *stream* on the word cards (WA2) and review the pronunciation and meaning of the word.

MORE STRATEGY PRACTICE

Discuss Multiple Meanings of the Word *Pop*

Review that words often have more than one meaning and that sometimes the meanings are very different. Explain that you will read a sentence from *POP! A Book About Bubbles* that includes a word with two very different meanings.

Teacher Note

Save the word cards (WA2) to use on Day 3.

Technology Tip

To find web-based activities that focus on recognizing words with multiple meanings, you might search online using the keywords "whiteboard multiple-meaning words activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

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Show pages 6–7 and review that the bubble floats higher and higher, shimmering in the sun. Read the following sentences aloud, emphasizing the word *pop*: "Up it goes, up, up, then *pop!* It disappears."

Explain that in the story, *pop* means "burst." The bubbles pop, or burst, as they drift away. Ask:

Q *What else do you know about the word* pop*?*

If necessary, explain that *pop* can also mean "popular" (as in *pop music* or *pop culture*), it might be a term one uses for his or her father, or it could be what one calls soda or soft drinks.

Using the same procedure, you might discuss other words with multiple meanings with which the students are likely familiar, such as *kind*, *change*, *stick*, or *watch*.

Day 3 Weekly Review

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Weekly review activity (WA6)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 10 Crossword Puzzle" (BLM3) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

shimmer
Shimmer means "shine with a soft, twinkling light."

vanish
Vanish means "disappear."

expand
Expand means "grow bigger."

stream
A *stream* is a "steady flow or movement of something."

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REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2

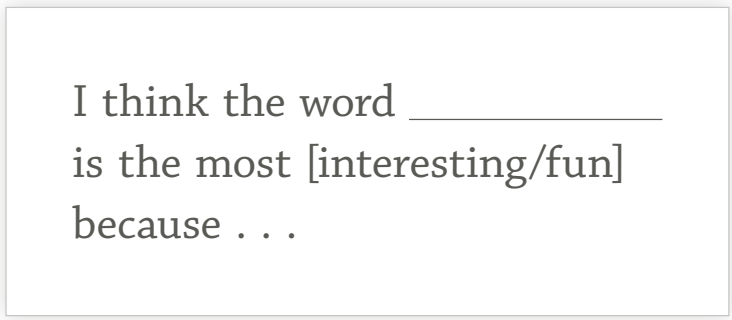


Then display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *Which of these words do you think is the most interesting or fun? Why?* [Point to prompt 1.] *Turn to your partner.*

WA5



PROMPT 1: "I think the word [*vanish*] is the most [interesting/fun] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Introduce the Game "Find Another Word"

Tell the students that partners will play the game "Find Another Word." Explain that you will show several sentences with one or more words underlined. Explain that you will read each sentence aloud, and partners will decide which vocabulary word could replace the underlined part of

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Teacher Note

Each sentence on the weekly review activity (WA6) has a corresponding number: the first sentence is 1; the second sentence is 2; the third sentence is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the answer in place.
- The fourth click clears the screen.

Teacher Note

The prompts for this activity also appear as prompts 2–7 on the day 3 prompts (WA5).

Teacher Note

If you are not using an interactive whiteboard, you might post the word cards and write the sentences where everyone can see them.

the sentence. Tell the students that, before they play the game in pairs, they will practice as a class.

Display the weekly review activity (WA6) and begin playing the game:

1. Click 1 to reveal the first sentence. Point to the sentence and read it aloud, emphasizing the underlined word.
   - Sentence 1: *James turned off the hose to stop the <u>flow</u> of water.*
2. Give the students a few moments to think about the sentence and the underlined word. Then point to the four word choices and ask:

   Q *Which vocabulary word could replace the underlined word? Why?*

   Click 1 again to reveal the prompt. Point to the prompt and read it aloud.

PROMPT: "I think [*stream*] could replace *flow* because . . ."

   Have a few volunteers use the prompt to share their thinking with the class.
3. Conclude the discussion by clicking 1 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place. Read the sentence aloud with the correct vocabulary word in place.

WA6



4. Click 1 to clear the screen.

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3 Play the Game in Pairs

Now play the game in pairs:

1. Click ❷ to reveal the second sentence and read it aloud, emphasizing the underlined words.
   - Sentence 2: *If you pump air into a tire, the tire will grow bigger.*
2. Give the students a few moments to think about the sentence and the underlined words. Then point to the four word choices and ask:



Q *Which vocabulary word could replace the underlined words? Why?* [Click ❷ again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think [*expand*] could replace *grow bigger* because . . ."

Have partners take turns using the prompt to talk about the question. Then have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❷ a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.
4. Click ❷ to clear the screen.

Using the same procedure, discuss the following sentences:

- Sentence 3: *Sunlight touched the water and caused the water to shine with a soft, twinkling light.* (shimmer)
- Sentence 4: *"Scrub stubborn stains with our product," said the TV announcer, "and the stains will disappear."* (vanish)
- Sentence 5: *After the movie ended, people poured out of the theater in a steady movement.* (stream)
- Sentence 6: *Up close, we saw the fish's scales sparkle in the sunlight.* (shimmer)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 9 and 10, you might distribute a copy of the "Week 10 Crossword Puzzle" (BLM3) to each student.

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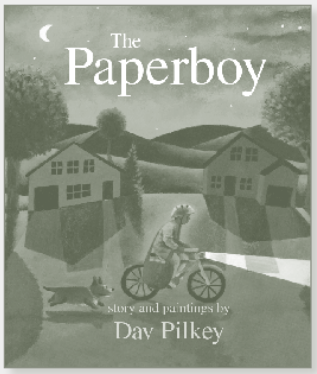
Week 11

RESOURCES



Read-aloud

- *The Paperboy* by Dav Pilkey

Extension

- "Discuss Compound Words"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 11 family letter (BLM1)
- (Optional) "Week 11 Word Cards" (BLM2)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
routine	expand
expert	necessary
fade	shimmer
flap	stream
	vanish

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students explain their thinking.
- Students build on one another's thinking.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 32, 37, 38, 39, and 40. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.

✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 11 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

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Week 11 Ongoing Review

Materials

- Word cards 32, 37, 38, 39, 40
- Pocket chart
- Ongoing review prompt (WA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Take responsibility for themselves

Words Reviewed

expand
Expand means "grow bigger."

necessary
Necessary means "needed."

shimmer
Shimmer means "shine with a soft, twinkling light."

stream
A *stream* is a "steady flow or movement of something."

vanish
Vanish means "disappear."

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Review the Game "Finish the Story"

Teacher Note

For an example of how to introduce this activity, see Week 3, Ongoing Review, Step 2.

Tell the students that this week partners will use the words to play "Finish the Story." Review that you will tell a story, leaving off the last word, and partners will figure out the word that they think makes the best ending.

Begin by reading this story aloud twice:

- *Charlie told Alice he would help her weed the garden, but neither of them had the right set of tools for the job. "We're going to need some gloves," said Charlie. "A shovel and a spade are also going to be _____," added Alice.*

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Display the ongoing review prompt (WA1) and explain that students will use this prompt to discuss the review words. Then direct the students' attention to the word cards in the pocket chart and ask:

Q *Which of the words makes the best ending for the story? Why?* [Point to the prompt.] *Turn to your partner.*

WA1

I think _____ makes the best ending because . . .

PROMPT: "I think [*necessary*] makes the best ending because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Reread the story aloud, adding the word *necessary* at the end.

Using the same procedure, discuss:

- *The sun was just beginning to rise when Ben got up to deliver his newspapers. In the early morning light, the dew on the grass seemed to* _____. (shimmer)
- *Ben had dozens of newspapers to deliver. As he squeezed the papers into a bag, the bag began to* _____. (expand)

3 Continue the Game During the Week

Continue playing the game during the week with the stories that follow. Briefly review the meanings of the words before you play.

- *At night, Jane was sure she saw monsters in her closet. But in the morning, they were gone. She said, "In daylight, the monsters seem to* _____." (vanish)
- *"Dad, you've got to come see this," shouted Alex as he pointed through the window. After four days of steady rain, a* _____ *of water now flowed through their backyard.* (stream)
- *At the party, everyone commented on Ramona's sparkly dress. Her best friend said, "Your dress catches the light. It seems to* _____." (shimmer)
- *The king ate and ate and ate. He ate so much that he began to feel sick. "Oh, my stomach," he groaned. "Why did I eat so much? That was not* _____." (necessary)

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- *The Little Old Woman Who Lived in a Shoe had so many children she didn't know what to do. "My shoe is too small!" she cried. "To fit all my children, it must _____!"* (expand)
- *The train was finally arriving in downtown Chicago. As soon as the train stopped and the doors opened, the passengers began exiting in a steady _____.* (stream)
- *Mr. Kwan looked everywhere for his keys. "They were right here," he said. "I put them in this basket. Then they seemed to _____."* (vanish)

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Introduce *Routine* and *Expert*

Day 1

In this lesson, the students:

- Learn and use the words *routine* and *expert*
- Build their speaking and listening skills
- Listen to one another

Words Taught

routine
A *routine* is a "usual or normal way of doing something."

expert
An *expert* is a "person who knows a lot about something or does something very well."

Materials

- *The Paperboy*
- Word cards (WA2)
- Day 1 prompts (WA3)

INTRODUCE AND USE *ROUTINE*

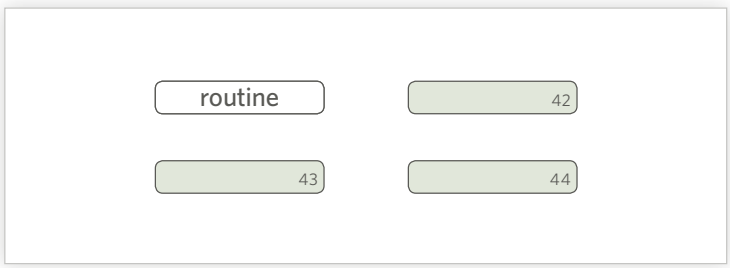
1 Introduce and Define *Routine*

Briefly review *The Paperboy*. Page slowly through pages 6–15, pointing out the things the paperboy does in the morning before he heads off on his route (gets out of bed, walks softly down the hall, eats breakfast, and folds the papers).

Tell the students that this is the paperboy's routine, and explain that a *routine* is a "usual or normal way of doing something." Explain that the paperboy has a morning routine, or usual way of doing things, to get ready to deliver newspapers.

Display this week's word cards (WA2) and reveal word card 41. Point to the word *routine* and have the students say the word.

WA2



ELL Note

The Spanish cognate of *routine* is *rutina*.

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2 Talk About Morning Routines

Describe your morning routine.

> **You might say:**
> "I have a morning routine each school day. The first thing I do is turn on the coffee pot. After that, I go to the porch for the newspaper. Then I sit in my favorite chair, drink a cup of coffee, and read the newspaper. When I'm done, I fix my breakfast."

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today.

Use "Think, Pair, Share" to discuss:

Q *What is your morning routine on a school day?* [Pause; point to prompt 1.] *Turn to your partner.*

WA3

My morning **routine** is to . . .

PROMPT 1: "My morning routine is to . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *routine* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as "What do you usually do right after you get up?" "What do you usually do next?" and "What do you do after that?"

Teacher Note

If you think the students need more work with the word *routine*, discuss a classroom routine by asking a question such as "What is our routine for [getting ready to go home at the end of the day]?"

INTRODUCE AND USE *EXPERT*

3 Introduce and Define *Expert*

Show pages 16–17 of *The Paperboy* and read page 16 aloud.

Point out that in this part of the story the boy rides his bike loaded with papers. It's hard, but he is an expert at it. Explain that an *expert* is a "person who knows a lot about something or does something very well."

Direct the students' attention to the word cards (WA2) and reveal word card 42. Point to the word *expert* and have the students say the word.

ELL Note

The Spanish cognate of *expert* is *experto/a*.

4 Talk About Becoming an Expert

Explain that to become an expert at something, you must learn a lot about it or practice it until you are really good at it. Give an example of something you are, or wish you were, an expert at doing.

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You might say:

"I am an expert at gardening. I've studied plants for many years and now I know a lot about gardening. I've always wanted to be an expert at golf because I love the game and would like to be really good at it. But I will need to practice more to be an expert."

Discuss as a class:

Q *What is something you are an expert at?*

Show prompt 2 in the day 1 prompts (WA3), and have volunteers use the prompt to share their thinking.

PROMPT 2: "I am an expert at . . ."

Then ask:

Q *What is something you would like to be an expert at? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I would like to be an expert at [swimming] because . . ."

After partners have talked, have a few volunteers share their thinking with the class.

Follow up by asking:

Q *What might you do to become an expert at [swimming]?*

Point to the word *expert* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as "What is something you would like to know a lot about?" and "What is something you would like to do very well?"

Teacher Note

Save the word cards (WA2) to use on Day 2.

EXTENSION

Discuss Compound Words

Explain that a *compound word* is a "word made up of two or more shorter words." Explain that if the students come upon a compound word in their reading and are not sure what it means, they can often figure out the meaning by identifying the shorter words that make up the compound word and thinking about each word's meaning.

Have the students figure out the meaning of the following compound words from *The Paperboy* by identifying the smaller words, thinking about their meanings, and putting the meanings together:

- *paperboy* (title; page 6)
- *newspapers* (page 16)
- *birdbaths* (page 20)
- *downstairs* (page 29)

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Day 2 Introduce *Fade* and *Flap*

Materials

- *The Paperboy*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *routine* and *expert* from Day 1
- Learn and use the words *fade* and *flap*
- Build their speaking and listening skills
- Listen to one another

Words Taught

fade (p. 25)
Fade means "grow lighter and lighter or slowly disappear."

flap (p. 27)
Flap means "move up and down or back and forth."

REVIEW THE WORDS

1 Briefly Review *Routine* and *Expert*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *FADE*

2 Introduce and Define *Fade*

Show pages 24–25 of *The Paperboy* and review that as the paperboy delivers his last newspapers, the sun begins to rise. Read these pages aloud, emphasizing the word *fade*.

Tell the students that *fade* means "grow lighter and lighter or slowly disappear." Reread the sentence on page 25 aloud. Point out that the stars and moon fade, or slowly disappear from the sky, as day replaces night.

Direct the students' attention to the word cards (WA2), reveal word card 43, point to the word *fade*, and have the students say the word.

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WA2



3 Discuss Things That Fade

Explain that sometimes a sound fades, or slowly disappears. Ask the students to imagine the following:

- *You hear the sound of an airplane. It gets louder and louder as it passes directly over your head. A minute later you can hardly hear the airplane.*

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *Has the sound of the airplane faded? Why?* [Point to prompt 1.] *Turn to your partner.*

WA4

The sound of the airplane [has/has not] **faded** because . . .

PROMPT 1: "The sound of the airplane [has/has not] faded because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Explain that sometimes the color in clothing fades, or gets lighter and lighter until the color almost disappears.

Ask the students to imagine the following:

- *You are given a red sweatshirt for your birthday. A year later the sweatshirt is pink.*

Ask:

Q *Has the sweatshirt faded? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "The sweatshirt [has/has not] faded because . . ."

Have a few volunteers share their thinking.

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Point to the word *fade* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *FLAP*

4 Introduce and Define *Flap*

Show pages 26–27 of *The Paperboy* and read them aloud, emphasizing the word *flaps*.

Tell the students that *flap* means "move up and down or back and forth." Point to the red bag in the illustration on page 27 and explain that the bag flaps, or moves up and down, because it is empty and light. The wind catches it and causes it to flap.

Direct the students' attention to the word cards (WA2) and reveal word card 44. Point to the word *flap*, and have the students say the word.

5 Discuss Things That Flap in the Wind

Remind the students that sometimes the wind causes things to flap, or move up and down or back and forth, like the paperboy's empty bag.

Ask:

Q *What does a flag look like when it is flapping on a flagpole? What does it sound like?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "A flag flapping on a flagpole looks/sounds like . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *What do clothes look like when they are flapping on a clothesline? What do they sound like?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "Clothes flapping on a clothesline look/sound like . . ."

Have a few volunteers use the prompt to share their thinking with the class.

6 Act Out Flapping Like a Bird

Point out that birds flap their wings, and ask a volunteer to act out flapping her arms like a bird.

Discuss as a class:

Q *What did you see [Nadine] doing when she flapped her arms like a bird?*

Show prompt 5 (WA4) and have volunteers share their thinking.

PROMPT 5: "When [Nadine] flapped her arms like a bird, she . . ."

Point to the word *flap* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 3.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

routine
A *routine* is a "usual or normal way of doing something."

expert
An *expert* is a "person who knows a lot about something or does something very well."

fade
Fade means "grow lighter and lighter or slowly disappear."

flap
Flap means "move up and down or back and forth."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2



Then display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Explain that you will ask partners to discuss a question, and then a few of them will share their partners' thinking with the class.

Ask:

Q *Which of the words do you think is the most interesting? Why?* [Point to prompt 1.] *Turn to your partner.*

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student

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WA5

I think _____ is the most interesting word because . . .

PROMPT 1: "I think [*expert*] is the most interesting word because . . ."

After partners have talked, show prompt 2 (WA5). Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 2: "My partner said [he/she] thinks [*expert*] is the most interesting word because . . ."

PRACTICE USING THE WORDS

2 Introduce the Activity "What Do You Think About?"

Explain that partners will do an activity called "What Do You Think About?" Point to the word cards (WA2), and explain that you want the students to notice what they think about, or what picture comes into their mind, when they hear the words. Tell the students that before they do the activity in pairs, they will practice as a class.

Point to the word *fade* on the word cards (WA2), and explain that *fade* is the first word they will think about.

Model the activity by describing what you think about when you hear the word *fade*.

> **You might say:**
>
> "When I hear the word *fade*, in my mind I see a colorful rainbow in the sky fading away, getting less and less colorful until it is gone. The word *fade* also makes me think of how the sounds of the street get softer when I go in my house and shut the door. When I hear the word *fade*, I think about the toy dinosaur my son left out in the yard that is now white instead of green because the sun caused the color to fade."

Have the students close their eyes; then ask:

Q *What do you think about when you hear the word* fade*? What picture comes into your mind?*

Give the students a few moments to each make a mind picture, and then have them open their eyes. Show prompt 3 (WA5).

PROMPT 3: "When I hear the word *fade*, . . ."

Teacher Note

If the students struggle to make associations, provide support by asking questions such as "What is something you wear that has faded?" "When do you hear sounds fading away?" and "What is something in nature that fades?"

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Have a few volunteers use the prompt to share what they thought about with the class.

Point to the word *flap* on the word cards (WA2) and pronounce the word. Explain that the students will each make a mind picture about the word *flap* and then share their mind pictures with their partners.

Have the students close their eyes. Ask:

Q *What do you think about when you hear the word* flap*? What picture comes into your mind? Why?* [Pause.] *Open your eyes.* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "When I hear the word *flap*, . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Using the same procedure, discuss the words *expert* and *routine*.

Teacher Note

If the students struggle to make associations, call for attention and describe what comes into your mind when you hear the word *flap*.

For example, close your eyes and say "When I hear the word *flap*, I think about how my mother loves to hang the laundry outside and have it flap in the wind to dry. When I hear the word *flap*, I see myself as a little girl trying on my dad's shoes. They were too big and would make flapping sounds as I walked. The word *flap* also makes me think of the sounds ducks' wings make when they flap, flap, flap to take off from a pond."

Then ask the questions again. If the students continue to struggle, support them by asking questions such as "When have you seen something flap?" "When have you heard something flap?" and "Look out the window. What is something that might flap?"

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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Week 12

RESOURCES



Read-aloud

- *Babu's Song* by Stephanie Stuve-Bodeen, illustrated by Aaron Boyd

More Strategy Practice

- "Discuss Other Meanings of *Stuff*"
- "Discuss the Suffixes *-ion* and *-tion*"

More ELL Support

- "Discuss a Grandparent or Special Older Person"

Assessment Resource Book

- Week 12 vocabulary assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- "Class Vocabulary Assessment Record" sheet (CA1)
- "Individual Vocabulary Assessment: Word Check 3" answer sheet (IA1)
- "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) "Student Self-assessment" response sheet (SA1)

Reproducibles

- Week 12 family letter (BLM1)
- (Optional) "Week 12 Word Cards" (BLM2)
- (Optional) "Week 12 Crossword Puzzle" (BLM3)

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OVERVIEW

Words Taught	Words Reviewed
stuff	expert
tourist	fade
collect	flap
sniffle	routine
	vanish

Word-learning Strategies

- Recognizing words with multiple meanings (review)
- Using the suffixes *-ion* and *-tion* to determine word meanings

Vocabulary Focus

- Students learn and use four words from the story.
- Students recognize word with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students explain their thinking.
- Students build on one another's thinking.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 38, 41, 42, 43, and 44. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 170 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Ongoing Review, make a class set of the "Individual Vocabulary Assessment: Word Check 3" answer sheet (IA1); see page 174 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Ongoing Review, make a master copy of the "Student Self-assessment" response sheet (SA1); see page 177 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Discuss Other Meanings of *Stuff*" on page 202.
- ✓ (Optional) Prior to Day 2, review the more strategy practice activity "Discuss the Suffixes *-ion* and *-tion*" on page 206.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 12 Word Cards" (BLM2) and "Week 12 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 12

In this lesson, the students:

- Review words learned earlier
- Work in a responsible way
- Explain their thinking
- Build on one another's thinking

Words Reviewed

expert
An *expert* is a "person who knows a lot about something or does something very well."

fade
Fade means "grow lighter and lighter or slowly disappear."

flap
Flap means "move up and down or back and forth."

routine
A *routine* is a "usual or normal way of doing something."

vanish
Vanish means "disappear."

Materials

- Word cards 38, 41, 42, 43, 44
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)
- Class set of the "Individual Vocabulary Assessment: Word Check 3" answer sheet (IA1)
- Class set of the "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) Class set of the "Student Self-assessment" response sheet (SA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Review the Game "Make a Choice"

Tell the students that this week partners will play "Make a Choice." Point to the word *expert* in the pocket chart and review that you will describe two people, and partners are to decide which one is an expert. Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words.

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ELL Note

You may want to have the students discuss each choice individually by asking "Is someone who is playing for the first time an expert at tennis? Why?" and "Is someone who has won twelve championships an expert at tennis? Why?"

Ask:

Q *Which person is an expert at tennis: the person who is playing for the first time or the person who has won twelve championships? Why?* [Point to prompt 1.] *Turn to your partner.*

WA1

I think _____ is the **expert** because . . .

PROMPT 1: "I think [the person who has won twelve championships] is the expert because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Which one is an expert: someone who is just learning to count or a mathematics teacher? Why?* [Point to prompt 1.] *Turn to your partner.* (a mathematics teacher)

Q *Which one is an expert: a scientist who knows a lot about butterflies or someone who doesn't know anything about butterflies? Why?* [Point to prompt 1.] *Turn to your partner.* (a scientist who knows a lot about butterflies)

3 Continue the Game During the Week

Using the same procedure, continue playing the game during the week with the choices that follow. Briefly review the meanings of the words before playing the game.

[fade]

Q *Which one has faded: a shirt that has become lighter in color or a shirt that has stayed the same color? Why?* [Show prompt 2.] *Turn to your partner.* (a shirt that has become lighter in color)

Q *Which one has faded: the sound of a band as it marched toward you or the sound of a band as it marched away? Why?* [Point to prompt 2.] *Turn to your partner.* (the sound of a band as it marched away)

PROMPT 2: "I think [a shirt that has become lighter] has faded because . . ."

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[flap]

Q *Which one flaps: the wing of a bird that is flying or the wing of a bird that is sitting on a nest? Why?* [Show prompt 3.] *Turn to your partner.* (the wing of a bird that is flying)

Q *Which one flaps: a flag on a day when the wind is blowing or a flag on a day when the wind is not blowing? Why?* [Point to prompt 3.] *Turn to your partner.* (a flag on a day when the wind is blowing)

PROMPT 3: "I think [the wing of a bird that is flying] flaps because . . ."

[routine]

Q *Which one is part of a routine: walking to the bus stop every morning or traveling to Canada one time? Why?* [Show prompt 4.] *Turn to your partner.* (walking to the bus stop every morning)

Q *Which one is part of a pilot's routine: cooking Thanksgiving dinner or flying an airplane every day? Why?* [Point to prompt 4.] *Turn to your partner.* (flying an airplane every day)

PROMPT 4: "I think [walking to the bus stop every morning] is part of a routine because . . ."

[vanish]

Q *Which one vanishes: the snow on a cold day or a star on a sunny morning? Why?* [Show prompt 5.] *Turn to your partner.* (a star on a sunny morning)

Q *Which one is more likely to vanish: a sand castle on a beach or a stone castle on a hill? Why?* [Point to prompt 5.] *Turn to your partner.* (a sand castle on a beach)

PROMPT 5: "I think [a star on a sunny morning] vanishes because . . ."

Assessment Notes

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' choices show that they understand what the words mean?
- What words are difficult for the students to use or explain? (Note which words they have difficulty with.)
- Are the students using the words spontaneously at other times of the day?

(continues)

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Assessment Notes *(continued)*

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 169 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 13 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 9–12 using the "Individual Vocabulary Assessment: Word Check 3" answer sheet (IA1). For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 171 of the *Assessment Resource Book*.

STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 9–12 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 175 of the *Assessment Resource Book*.

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Introduce *Stuff* and *Tourist*

Day 1

In this lesson, the students:

- Learn and use the words *stuff* and *tourist*
- Discuss words with multiple meanings
- Build their speaking and listening skills
- Listen to one another

Words Taught

stuff (p. 12)
Stuff means "push or force something into something else."

tourist (p. 18)
A *tourist* is a "person who travels for fun or to learn about other places."

Materials

- *Babu's Song*
- Word cards (WA2)
- Day 1 prompts (WA3)

INTRODUCE AND USE *STUFF*

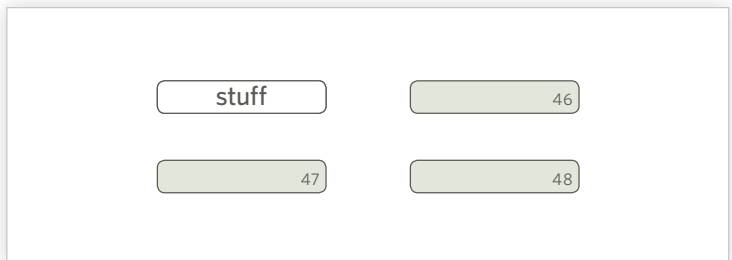
1 Introduce and Define *Stuff*

Briefly review *Babu's Song*. Show pages 12–13 and read page 12 aloud, emphasizing the word *stuffed*.

Explain that *stuff* means "push or force something into something else." In this part of the story, Bernardi stuffed, or pushed, the gunnysack full of salt into his bag.

Display this week's word cards (WA2), reveal word card 45, and have the students say the word *stuff*. Explain that when you stuff something, you push or force it into a bag, box, pocket, or other space that is already pretty full. Ask the students to watch carefully as you act out stuffing a sweater into a full suitcase.

WA2



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Discuss as a class:

Q *What did you see me do when I acted out stuffing a sweater into a suitcase?*

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA3

When you acted out **stuffing** a sweater into a suitcase, you . . .

PROMPT 1: "When you acted out stuffing a sweater into a suitcase, you . . ."

2 Discuss Stuffing Things

Review that when you stuff something, you push or force it into something else. Ask the students to imagine that their backpack is nearly full of books, papers, and other things, and that they have to stuff one more book into the backpack. Then have a volunteer act out stuffing a book into an already full backpack.

Ask:

Q *What did you see [Mira] do when she acted out stuffing a book into a full backpack?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "When [Mira] acted out stuffing the book into the backpack, she . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *When have you stuffed something into a bag, box, pocket, or other space?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I stuffed something when I . . ."

Point to the word *stuff* on the word cards (WA2) and review the pronunciation and meaning of the word.

ELL Note

To provide more practice with the word *stuff*, you might have a volunteer act out stuffing an object into a small space or container, such as stuffing a pair of mittens into a jacket pocket, and ask the students to comment on what they saw the volunteer doing.

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INTRODUCE AND USE *TOURIST*

3 Introduce and Define *Tourist*

Review that *Babu's Song* takes place in an African village, or small town. Show pages 18–19 and read page 18 aloud.

Point out that Bernardi sells toys to tourists, and explain that a *tourist* is a "person who travels for fun or to learn about other places."

Explain that the woman who buys Babu's music box is a tourist. She is visiting Bernardi's village for fun and to learn about it. Like many tourists, she is buying toys as gifts or souvenirs.

Direct the students' attention to the word cards (WA2) and reveal word card 46. Point to the word *tourist* and have the students say the word.

ELL Note

The Spanish cognate of *tourist* is *turista*.

Teacher Note

You might explain that a *souvenir* is an "object that people keep to remember a faraway place or an earlier time."

4 Discuss Being a Tourist

Remind the students that when we travel somewhere for fun or to learn about the place, we are being tourists. Explain that the place we travel to as tourists might be in another country or in our own country. Give an example of a time you or someone you know traveled as a tourist in the United States or in a foreign country. Tell some of the things you did as a tourist.

> **You might say:**
>
> "I was a tourist last summer when I went to Washington, D.C., with my family. We visited the White House where the President lives and saw lots of monuments and statues. On the way home, we were tourists again when we visited Yellowstone National Park in Wyoming. We had fun camping in the park. My uncle was a tourist recently when he went to Rome in Italy. He had lots of fun eating wonderful Italian food in restaurants and visiting museums to learn about the history of Rome."

Use "Think, Pair, Share" to discuss:

Q *When have you or someone you know been a tourist? Where did you or the person go? What did you or the person do?* [Pause; show prompt 4.] *Turn to your partner.*

PROMPT 4: "I was a tourist when I went to . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss as a class:

Q *Imagine that you can travel to any place in the world. Where would you most like to travel to as a tourist? What would you want to do there?*

Show prompt 5 (WA3).

PROMPT 5: "If I could be a tourist anywhere, I would go to . . ."

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Teacher Note

Save the word cards (WA2) to use on Day 2.

Have a few volunteers use the prompt to share their thinking.

Point to the word *tourist* on the word cards (WA2) and review the pronunciation and meaning of the word.

MORE STRATEGY PRACTICE

Discuss Other Meanings of *Stuff*

Remind the students that words often have more than one meaning and that sometimes the meanings are very different. Review that the word *stuff* can mean "push or force something into something else."

Discuss as a class:

Q *What else do you know about the word* stuff*?*

If necessary, ask follow-up questions such as:

Q *If your mom asks you to clean up your bedroom by putting your stuff away, what kind of stuff is she talking about?*

Q *If you stuff yourself at Thanksgiving dinner, what have you done?*

Explain that *stuff* can mean any of the following:

- *Belongings or personal property, as in "That's my stuff"*
- *To eat too much food, as in "I'm stuffed and couldn't eat another bite"*

Review the pronunciation and meanings of the word *stuff*.

MORE ELL SUPPORT

Discuss a Grandparent or Special Older Person

Review that in *Babu's Song*, Bernardi is very close to his grandfather, Babu. Show pages 24–27 of the book and review that neither Bernardi nor Babu want to spend the money on themselves. Instead, they want to help each other because they love each other very much.

Ask the students to think about a grandparent or other older person, such as an aunt, uncle, or friend, that they especially like and why they care for him or her. Then ask:

Q *Who is a grandparent or other older person that you care for or feel close to?*

Q *Why do you like that person?*

Q *Do you have a special name for him or her?*

Have one or two volunteers use the following prompt to share their thinking:

PROMPT: "I like [my great-uncle Juan Carlos] because . . ."

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Introduce *Collect* and *Sniffle*

Day 2

In this lesson, the students:

- Review the words *stuff* and *tourist* from Day 1
- Learn and use the words *collect* and *sniffle*
- Discuss the suffixes *-ion* and *-tion*
- Build their speaking and listening skills
- Listen to one another

Words Taught

collect (p. 21)
Collect means "gather things together."

sniffle (p. 23)
Sniffle means "sniff again and again, usually because you are crying or have a cold."

Materials

- *Babu's Song*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

REVIEW THE WORDS

1 Briefly Review *Stuff* and *Tourist*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *COLLECT*

2 Introduce and Define *Collect*

Show pages 18–19 of *Babu's Song* and review that a tourist wants to buy the music box that Babu made for Bernardi, but Bernardi does not want to sell it. Then show pages 20–21 and read the first two sentences on page 21 aloud, emphasizing the word *collection*: "The woman did not give up. She told Bernardi that she wanted the music box for her collection, but still Bernardi shook his head."

Tell the students that *collect* is the first word they will learn today and explain that *collect* means "gather things together." Describe how people often collect things, such as toys, stamps, or coins, because they think the things are interesting and fun to keep. Explain that we call the things that people collect for fun a *collection*, and that the tourist wants to add Bernardi's music box to her collection of music boxes.

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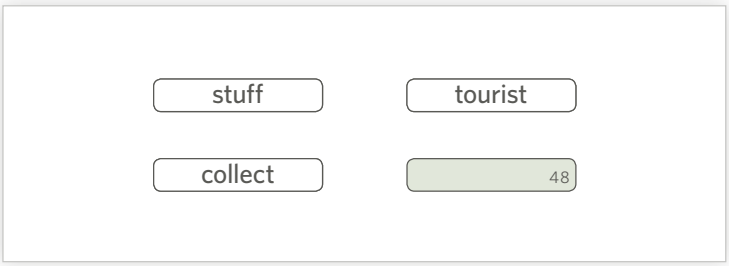
Direct the students' attention to the word cards (WA2) and reveal word card 47. Point to the word *collect* and have the students say the word.

WA2



3 Discuss Collecting Things for Fun

Remind the students that people sometimes collect things like toys, stamps, or coins for fun or because they think they are interesting. Discuss as a class:

Q *What is something that you or someone you know collects for fun? Where do you or the person keep the things you collect?*

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA4

I **collect** _____, which I keep _____.

PROMPT 1: "I collect [stamps], which I keep [in an album]."

Teacher Note

If students struggle to answer the questions, provide additional examples of things people collect such as baseball cards, stuffed animals, recipes, or snow globes.

4 Imagine Collecting Things to Be Neater or Tidier

Tell the students that we also use the word *collect* when we want to talk about gathering things together to be neater or tidier. Ask the students to imagine that they have finished drawing at their tables, and you ask them to collect their crayons and markers and put them away.

Ask:

Q *What did you do when you collected the crayons and markers?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "When I collected the crayons and markers, I . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

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Using the same procedure, discuss one or both of the following:

Q *What would you do to collect your things before going home in the afternoon?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "To collect my things before going home, I would . . ."

Q *What would you do to collect your toys and games after recess or play time?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "To collect my toys and games after recess or play time, I would . . ."

Point to the word *collect* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *SNIFFLE*

5 Introduce and Define *Sniffle*

Show pages 22–23 and remind the students that in this part of the story Bernardi has to tell Babu that he sold the music box. Read page 23 aloud, emphasizing the word *sniffled*.

Tell the students that *sniffle* means "sniff again and again, usually because you are crying or have a cold." Explain that Bernardi is sad and ashamed, and he sniffles, or sniffs again and again, as he tells Babu what he has done. Act out the way Bernardi sniffles as he tells Babu about the music box.

Ask a volunteer to act out sniffling because he has a cold. Then ask:

Q *What did you see [Kevin] do when he sniffled?*

Show prompt 5 (WA4) and have a few volunteers share their thinking with the class.

PROMPT 5: "When [Kevin] sniffled, he . . ."

Direct the students' attention to the word cards (WA2) and reveal word card 48. Point to the word *sniffle* and have the students say the word.

6 Play "Might You Sniffle?"

Tell the students that partners will play "Might You Sniffle?" Explain that you will describe different events or situations, and partners will discuss whether they would sniffle or not, and explain why they think so.

Begin by saying:

- *You are sick with the flu.*

Ask:

Q *Would you sniffle or not? Why?* [Show prompt 6.] *Turn to your partner.*

PROMPT 6: "I [would/would not] sniffle because . . ."

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After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following:

- *You are happy and feeling well.*
- *You are upset because your friend is moving away.*
- *You are excited about going to the beach.*
- *You are cold and wet after waiting in the rain for a bus.*

Point to the word *sniffle* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 3.

MORE STRATEGY PRACTICE

Discuss the Suffixes *-ion* and *-tion*

Materials

- Chart paper and a marker

TEKS 3.C.vi
TEKS 3.C.vii
Student/Teacher Activity
More Strategy Practice

Prepare a sheet of chart paper titled "Words with the Suffixes *-ion* and *-tion*." On the chart, create two vertical columns. Label the left column "Verb" and the right column "Noun." In the "Verb" column, write the word *collect*. In the "Noun" column, write the word *collection*.

Remind the students that when we collect things like toys or stamps, we create a collection. Explain that *collect* is the verb, or action word, that we use to tell what we do. *Collection* is the noun, or thing, that is the result of the action. Explain that we make the noun *collection* by adding the suffix *-ion* to the verb *collect*, and underline the suffix on the chart. Explain that the suffixes *-ion* and *-tion* can often be added to verbs to create nouns.

Teacher Note

You might remind the students that a *suffix* is a "letter or a group of letters that is added to the end of a word to make a new word."

Write the word *invent* in the left-hand column. Ask:

Q *What word do you make when you add the suffix* -ion *to the word* invent*?*

Write the word *invention* in the right-hand column next to *invent*.

Then ask:

Q *What is an invention? What is an example of an invention?*

If necessary, explain that an *invention* is a "thing that you invent."

Teacher Note

If the students struggle to think of words, stimulate their thinking by asking questions such as "What do you call the thing someone makes when he or she illustrates something?" and "What do you call the type of math we do when we subtract one number from another?"

Add a few more examples to the chart and discuss each one (for example, *celebrate/celebration*, *educate/education*). Then ask the students for other examples and add them to the chart.

Encourage the students to listen and watch for other *-ion* and *-tion* words and add them to the chart.

Teacher Note

Post the "Words with the Suffixes *-ion* and *-tion*" chart to use throughout the year.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

stuff
Stuff means "push or force something into something else."

tourist
A *tourist* is a "person who travels for fun or to learn about other places."

collect
Collect means "gather things together."

sniffle
Sniffle means "sniff again and again, usually because you are crying or have a cold."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2



Then display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 12 Crossword Puzzle" (BLM3) for each student

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Ask:

Q *If you were writing a story about a brother and sister traveling around the world, which of these words might you use to describe them? How might you use the word or words?* [Point to prompt 1.] *Turn to your partner.*

WA5

I might use the word _____. I might write . . .

PROMPT 1: "I might use the word [*tourist*]. I might write . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following:

Q *Which of these words might you use to describe what the brother and sister do when saying goodbye to their parents? Why?* [Point to prompt 1.] *Turn to your partner.* (sniffle)

Q *Which of these words might you use if the brother and sister find souvenirs to keep during their trip? Why?* [Point to prompt 1.] *Turn to your partner.* (collect)

Q *Which of these words might you use to describe what the brother and sister do when packing their suitcases? Why?* [Point to prompt 1.] *Turn to your partner.* (stuff)

PRACTICE USING THE WORDS

2 Play "Which Word Am I?"

Tell the students that partners will play "Which Word Am I?" Review that you will read a clue about one of the words, and partners will figure out the word and explain why they think it is that word.

Begin by reading the following clue aloud:

- *I'm what you might do after coming inside on a cold day.*

Ask:

Q *Which word am I? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think the word is [*sniffle*] because . . ."

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After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Using the same procedure, discuss:

- *I'm what you do if you gather all the basketballs and kick balls at the end of recess so that you can put them away.* (collect)
- *I'm what you do to get all of the leaves you raked into the garbage bag.* (stuff)
- *I'm a person who travels to Brazil for a week.* (tourist)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 11 and 12, you might distribute a copy of the "Week 12 Crossword Puzzle" (BLM3) to each student.

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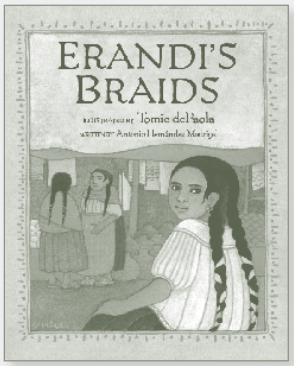
Week 13

RESOURCES



Read-aloud

- *Erandi's Braids* by Antonio Hernández Madrigal, illustrated by Tomie dePaola

More Strategy Practice

- "Discuss Shades of Meaning with *Grip*, *Grab*, and *Hold*"

Extension

- "Explore English Words Borrowed from Spanish"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA7

Reproducibles

- Week 13 family letter (BLM1)
- (Optional) "Week 13 Word Cards" (BLM2)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
prepare	collect
embarrass	expand
grip	sniffle
huddle	stuff
	tourist

Word-learning Strategies

- Using context to determine word meanings
- Recognizing shades of meaning (review)

Vocabulary Focus

- Students learn and use four words from the story.
- Students use context to determine word meanings.
- Students discuss shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students explain their thinking.
- Students build on one another's thinking.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 39, 45, 46, 47, and 48. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Day 2, collect a set of house keys, a coffee mug, or some other personal item to act out the word *grip*. (See Step 3.)

(continues)

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DO AHEAD *(continued)*

- ✓ (Optional) Prior to Day 2, review the more strategy practice activity "Discuss Shades of Meaning with *Grip*, *Grab*, and *Hold*" on page 224.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 13 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 13

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Take responsibility for themselves

Words Reviewed

collect
Collect means "gather things together."

expand
Expand means "grow bigger."

sniffle
Sniffle means "sniff again and again, usually because you are crying or have a cold."

stuff
Stuff means "push or force something into something else."

tourist
A *tourist* is a "person who travels for fun or to learn about other places."

Materials

- Word cards 39, 45, 46, 47, 48
- Pocket chart
- Ongoing review prompts (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Do the Activity "What Might You Say or Do?"

Tell the students that you will describe an imaginary situation, and partners will discuss what they might say or do if they were in that situation. Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words.

Have the students imagine the following scenario:

- *You are playing softball at your cousin's house. Your mother tells you to collect your things because it is time to go home.*

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Ask:

Q *What might you do to collect your things?* [Point to prompt 1.] *Turn to your partner.*

WA1

To **collect** my things, I might . . .

PROMPT 1: "To collect my things, I might . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *You want to expand the size of your tree house.*

Q *What might you do to expand the size of your tree house?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "To expand the size of my tree house, I might . . ."

- *You hear your best friend sniffling and coughing.*

Q *What might you say or do if your best friend were sniffling and coughing?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "If my best friend were sniffling and coughing, I might . . ."

3 Continue the Activity During the Week

Using the same procedure, continue the activity during the week with the situations and questions that follow. Briefly review the meanings of the words before the activity.

- *You are packing up your sleeping bag in a backpack. You are not sure if it will fit, but you try to stuff it in.*

Q *What might you do to stuff the sleeping bag into the backpack?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "To stuff the sleeping bag into the backpack, I might . . ."

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- *You are planning on being a tourist in Mexico for a week.*

Q *What might you say or do when planning to be a tourist in Mexico for a week?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "If I were planning to be a tourist in Mexico, I might . . ."

- *You want to expand the size of your soccer team.*

Q *What might you say or do to expand the size of your soccer team?* [Show prompt 6.] *Turn to your partner.*

PROMPT 6: "To expand the size of my soccer team, I might . . ."

- *Your grandmother asks you to help stuff the Thanksgiving turkey with sausage, apples, and bread.*

Q *What might you do to help stuff the Thanksgiving turkey?* [Show prompt 7.] *Turn to your partner.*

PROMPT 7: "To help stuff the Thanksgiving turkey, I might . . ."

- *Your brother hears you sniffle at the end of a sad movie.*

Q *What might you say or do if your brother heard you sniffle at the end of a sad movie?* [Show prompt 8.] *Turn to your partner.*

PROMPT 8: "If my brother heard me sniffle, I might . . ."

- *You decide to collect post cards for each of the places you visit.*

Q *What might you do to collect post cards for each of the places you visit?* [Show prompt 9.] *Turn to your partner.*

PROMPT 9: "To collect post cards for each place I visit, I might . . ."

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Day 1

Introduce *Prepare* and *Embarrass*

Materials

- *Erandi's Braids*
- "Sentences from *Erandi's Braids*" chart (WA2)
- Word cards (WA3)
- Day 1 prompts (WA4)

In this lesson, the students:

- Learn and use the words *prepare* and *embarrass*
- Use context to determine word meanings
- Build their speaking and listening skills
- Listen to one another

Words Taught

prepare (p. 5)
Prepare means "get ready to do something or make something ready."

embarrass (p. 20)
Embarrass means "make someone feel ashamed or uncomfortable."

ABOUT USING CONTEXT TO DETERMINE WORD MEANINGS

In this week, we formally introduce the students to using context to determine word meanings, an important word-learning strategy they can use in their independent reading. In this lesson, the students learn that they can sometimes figure out the meaning of a word by reading the sentence that includes the word, or the sentence before or after, and looking for clues to determine the word's meaning. In subsequent lessons, the students review and practice the strategy. It is important to point out that we have the students practice the strategy only when the text of a read-aloud provides explicit clues to a word's meaning. If you wish to use other texts to provide the students with more practice in using context, we suggest that you look for words that are clearly defined or explained by the context, so that the students will not have to guess at the meanings. For a complete table of words for which students use context to determine their meanings in grade 2 and the weeks in which they are introduced, see Appendix C. For more information about using context to determine word meanings and other word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

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INTRODUCE AND USE *PREPARE*

1 Introduce *Prepare* and Using Context to Determine Word Meanings

Briefly review *Erandi's Braids*.

Display the "Sentences from *Erandi's Braids*" chart (WA2). Show page 5 of the book and remind the students that in this part of the story Erandi is helping Mamá make tortillas. Read the charted sentences where they appear on page 5 aloud, emphasizing the word *prepare*.

Tell the students that the first word they will learn today is *prepare*. Direct their attention to the context sentences on the chart (WA2), and explain that these are the sentences you just read. Point to the word *prepare* and underline it.

Remind the students that they can sometimes figure out the meaning of an unfamiliar word—like *prepare*—by looking for clues. Review that they can look for clues in the sentence that includes the word or in the sentences that come before or after it. Explain that, as you read the sentence that includes the word *prepare* again, you want the students to think about what *prepare* might mean and which words in the sentence are clues to the meaning of *prepare*.

Read the sentence that includes *prepare* aloud. Then discuss as a class:

Q *Based on what you just heard, what do you think the word* prepare *might mean?*

Point to the first prompt and read it aloud.

PROMPT: "I think *prepare* might mean . . ."

If necessary, explain that *prepare* means "get ready to do something or make something ready." Then discuss:

Q *What clues help you figure out the meaning of the word* prepare*?*

Point to the second prompt and read it aloud.

WA2

Sentences from *Erandi's Braids*

When Mamá finished, Erandi helped her prepare the dough for the *tortillas*.

As she mixed and patted, Erandi heard voices from a loudspeaker in the street.

PROMPT: I think ***prepare*** might mean . . .

PROMPT: The clues _____ help me figure out the meaning of the word ***prepare***.

Teacher Note

Alternatively, you might write the context sentences where everyone can see them.

ELL Note

The Spanish cognate of *prepare* is *preparar*.

Technology Tip

To find web-based activities that focus on using context to determine word meanings, you might search online using the keywords "whiteboard context clues activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

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Teacher Note

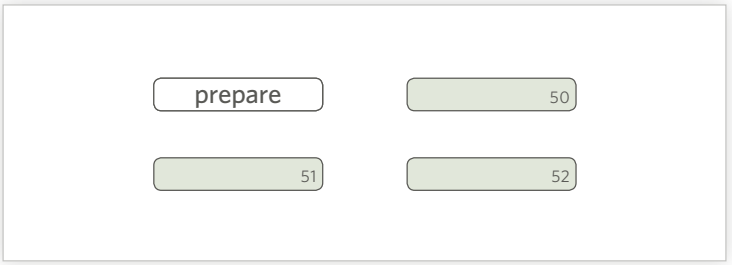
You may want to show the illustration on page 5 and explain that sometimes an illustration can help us figure out the meaning of a word. Point to Erandi in the illustration and point out that the picture shows her preparing the dough, or getting it ready, by mixing it in a bowl.

PROMPT: "The clues ['mixed and patted'] help me figure out the meaning of the word *prepare*."

Have a few volunteers use the prompt to share their thinking with the class. Circle the context clues on the chart as the students identify them. If necessary, point out that the words *mixed and patted* are clues that help us figure out that "prepare the dough" means "get the dough ready for the tortillas."

Display this week's word cards (WA3) and reveal word card 49. Point to the word *prepare* and have the students say the word.

WA3



2 Talk About How to Prepare

Tell the students that partners will use the word *prepare* to discuss some questions. Display the day 1 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *What toppings would you use to prepare a pizza? Why?* [Point to prompt 1.] *Turn to your partner.*

WA4



PROMPT 1: "To prepare a pizza, I would use . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

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Then ask:

Q *What would you do to prepare to go to the swimming pool? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "To prepare to go to the swimming pool, I would . . ."

Have a few volunteers share their thinking with the class.

Point to the word *prepare* on the word cards (WA3) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *EMBARRASS*

3 Introduce and Define *Embarrass*

Show pages 20–21 of *Erandi's Braids* and review that, in this part of the story, Mamá tries to sell her hair. Read the first three sentences on page 20 aloud, emphasizing the word *embarrassment*.

Explain that Mamá is embarrassed when the barber says her hair is not long enough, and that *embarrass* means "make someone feel ashamed or uncomfortable." Explain that Mamá is so embarrassed by the barber's words that her face gets red and she turns to leave without saying a word.

Direct the students' attention to the word cards (WA3), reveal word card 50, and have the students say the word *embarrass*.

4 Discuss Being Embarrassed

Explain that you will describe a situation, and partners will discuss whether they would be embarrassed and why.

Begin by reading the following situation aloud:

- *You fall asleep in class.*

Ask:

Q *Would you be embarrassed? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I [would/would not] be embarrassed because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *You trip and fall down while you are running.*
- *You ask someone to play with you and the person says no.*

Point to the word *embarrass* on the word cards (WA3) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA3) to use on Day 2.

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EXTENSION

Explore English Words Borrowed from Spanish

Remind the students that *Erandi's Braids* takes place in Mexico and that the author, Antonio Hernández Madrigal, uses Spanish words in the story, including *buenos días* (good morning), *mi hija* (my daughter), *Señor* (Mr.), and *Señora* (Mrs.). Tell the students that the story also includes some Spanish words that are so commonly used among speakers of English that they have become part of the English language. Explain that we say these words are "borrowed" from Spanish.

Show page 5 of *Erandi's Braids* and review that Erandi helps her mother prepare food in the morning. Read the first sentence on page 5 aloud, emphasizing the word *tortillas*. Explain that *tortilla* is a word borrowed from Spanish and now widely used by English speakers. Write the word *tortilla* where everyone can see it, and ask:

Q *What is a tortilla?*

Q *Who has eaten a tortilla? Tell us about it.*

If necessary, explain that *tortillas* are "thin pancakes made of cornmeal or flour."

Show page 8 and explain that the author uses another word borrowed from Spanish in this part of the story. Read the last sentence on page 8 aloud, emphasizing the word *fiesta*. Write the word *fiesta* where everyone can see it, and ask:

Q *What is a fiesta?*

Q *Who has been to a fiesta? Tell us about it.*

If necessary, explain that a *fiesta* is a "party or celebration with food, music, and dancing."

Explain that there are many other English words borrowed from Spanish, and discuss a few of the following: *canyon*, *lasso*, *mosquito*, *patio*, *rodeo*, *taco*, and *tornado*.

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Introduce *Grip* and *Huddle*

Day 2

In this lesson, the students:

- Review the words *prepare* and *embarrass* from Day 1
- Learn and use the words *grip* and *huddle*
- Discuss shades of meaning
- Build their speaking and listening skills
- Explain their thinking

Words Taught

grip (p. 17)
Grip means "hold something very tightly."

huddle (p. 17)
Huddle means "move in close to someone or crowd together in a tight group."

Materials

- *Erandi's Braids*
- Word cards (WA3) from Day 1
- Day 2 prompts (WA5)
- A set of house keys, a coffee mug, or some other item to use to act out gripping, collected ahead

REVIEW THE WORDS

1 Briefly Review *Prepare* and *Embarrass*

Display the word cards (WA3) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *GRIP*

2 Introduce and Define *Grip*

Show pages 16–17 of *Erandi's Braids* and remind the students that in this part of the story Mamá and Erandi are waiting in line at the barber shop. Read page 17 aloud, emphasizing the word *gripped*.

Tell the students that *grip* means "hold something very tightly." Explain that people sometimes grip things when they are feeling worried or afraid.

Point to Erandi in the illustration on page 17 and explain that she is gripping her mother's hand, or holding it tightly, because she is worried that the barber will cut off her braids.

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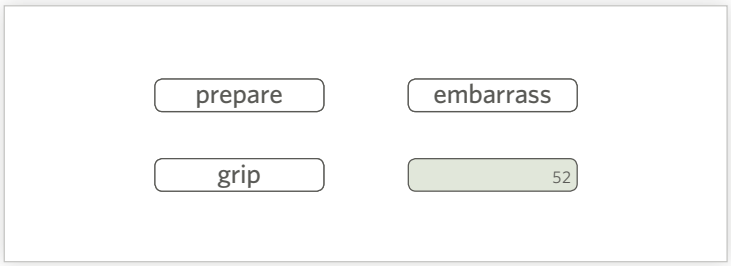
Direct the students' attention to the words cards (WA3) and reveal word card 51. Point to the word *grip* and have the students say the word.

WA3



3 Act Out and Discuss Gripping Things

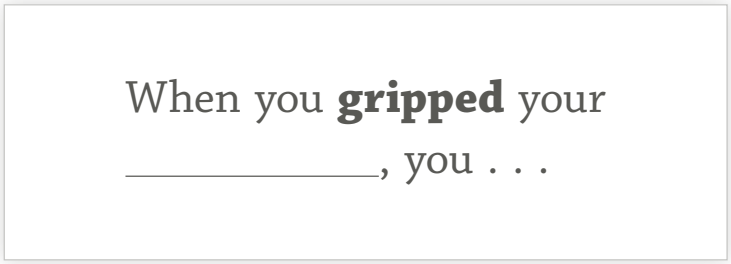
Review that people sometimes grip things when they are worried or afraid. Explain that people also grip things when they do not want to lose or drop them. Act out gripping something, such as a set of keys or a coffee mug.

Discuss as a class:

Q *What did you see me do when I gripped my [keys]?*

Display the day 2 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA5



PROMPT 1: "When you gripped your [keys], you . . ."

Then ask:

Q *When have you gripped something, or held something tightly? Why did you grip it?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I gripped [my little sister's hand] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *grip* on the word cards (WA3) and review the pronunciation and meaning of the word.

ELL Note

To provide more practice with the word *grip*, you might have a volunteer model gripping an object such as an eraser or a marker and ask the students to comment on what they saw the volunteer doing.

Teacher Note

Support struggling students by asking questions such as "When have you held onto something tightly because you were frightened?" and "When have you held something tightly because you did not want to drop or lose it?"

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INTRODUCE AND USE *HUDDLE*

4 Introduce and Define *Huddle*

Show page 17 again and review that Erandi is frightened. Reread this sentence aloud, emphasizing the word *huddled*: "She gripped Mamá's hand and huddled in her skirt."

Explain that *huddle* means "move in close to someone or crowd together in a tight group." Explain that Erandi huddles, or moves in close to Mamá, because she is afraid. Huddling in Mamá's skirt makes her feel safer.

Direct the students' attention to the word cards (WA3), reveal card 52, and have the students say the word *huddle*.

5 Think About Huddling

Explain that people often huddle when they are afraid, cold, or want to talk or look at something together. Show the illustration on page 17 and point to the huddling women. Explain that they are probably huddling because they want to talk together.

Tell the students that you will describe a situation and partners will discuss whether they would huddle if they were in that situation.

Begin by reading the following situation aloud:

- *Imagine you are camping with some friends in a tent in your backyard. You are telling scary stories. Suddenly you hear a strange noise outside the tent.*

Ask:

Q *Would you huddle with your friends? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I [would/would not] huddle with my friends because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *Imagine you are on a class trip to a farm. You notice an egg starting to hatch. You shout to your friends, "It's hatching! Come and look!"*

Point to the word *huddle* on the word cards (WA3) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA3) to use on Day 3.

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MORE STRATEGY PRACTICE

Discuss Shades of Meaning with *Grip*, *Grab*, and *Hold*

Write the words *grip*, *grab*, and *hold* where everyone can see them. As a class, discuss:

Q *How are the words* grip *and* hold *alike? How are they different?*

If necessary, review that *grip* and *hold* mean about the same thing, with one important difference: if you grip something, you don't just hold it, you hold it *very* tightly. You could hold something gently, but you could never grip something gently.

Ask:

Q *If you were on a roller coaster, would you grip the handle in front of you or simply hold it? Why? Turn to your partner.*

After partners have talked, have one or two volunteers briefly share their thinking with the class. Then ask:

Q *If your friend were showing you his new pet kitten and handed it to you, would you grip the kitten or simply hold it? Why? Turn to your partner.*

After partners have talked, have one or two volunteers share their thinking.

Now ask the students what they know about the word *grab*. Ask:

Q *How are the words* grip *and* grab *alike? How are they different?*

If necessary, explain that grabbing is related to gripping and holding, but grabbing is what we do when we *first* pick something up or *first* take hold of it. You might grab your bag on your way out of the house, but you don't continue grabbing it all the way to school.

Ask:

Q *If you were the batter in a game of softball, which would you do first: grab the bat or grip the bat? Why? Turn to your partner.*

After partners have talked, have one or two volunteers use the prompt to share their thinking.

Teacher Note

If you started a "Just the Right Word" chart, add the word *grip* to it along with its definition, "hold something very tightly."

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

prepare
Prepare means "get ready to do something or make something ready."

embarrass
Embarrass means "make someone feel ashamed or uncomfortable."

grip
Grip means "hold something very tightly."

huddle
Huddle means "move in close to someone or crowd together in a tight group."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA3) from Day 2.

WA3

prepare | embarrass | grip | huddle

Explain that you will ask partners to discuss a question, and then a few of them will share their partner's thinking with the class. Display the day 3 prompts (WA6) and explain that the students will use these prompts to discuss the words today.

Materials

- Word cards (WA3) from Day 2
- Day 3 prompts (WA6)
- Weekly review activity (WA7)
- Copy of this week's family letter (BLM1) for each student

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Ask:

Q *Which of the words do you think you might use as you talk to your friends or family this week? How might you use the word or words?* [Point to prompt 1.] *Turn to your partner.*

WA6

I might use the word _____ because . . .

PROMPT 1: "I might use the word [*prepare*] because . . ."

After partners have talked, point to prompt 2 (WA6) and have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 2: "My partner said [he/she] might use the word [*prepare*] because . . ."

PRACTICE USING THE WORDS

2 Introduce the Game "Finish the Story"

Tell the students that they are going to play a game called "Finish the Story." Explain that you are going to read some stories and that you will leave off the last word of each story. Then you will point to this week's words and the students will decide which word makes the best ending for the story. Tell the students that they will discuss the first story as a class, and then you will ask partners to discuss the other stories with each other and share their thinking with the class.

Display the weekly review activity (WA7) and begin playing the game:

1. Click ❶ to reveal the first story and the word choices. Point to the story and read it aloud twice, slowly and clearly. Point out that the ending is missing.
   - Story 1: *Mr. and Mrs. Harding are going out to dinner. "When do we need to be at the restaurant?" Mrs. Harding asks. "I need time to _____."*

Teacher Note

Each story on the weekly review activity (WA7) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story and the word choices.
- The second click reveals the prompt.
- The third click reveals the correct answer and the story with the answer in place.
- The fourth click clears the screen.

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2. Give the students a few moments to think about the story. Then point to the words and read each word aloud. Ask:

   Q *Which word makes the best ending for the story? Why do you think that?*

   Click 1 again to reveal the prompt. Point to the prompt and read it aloud.

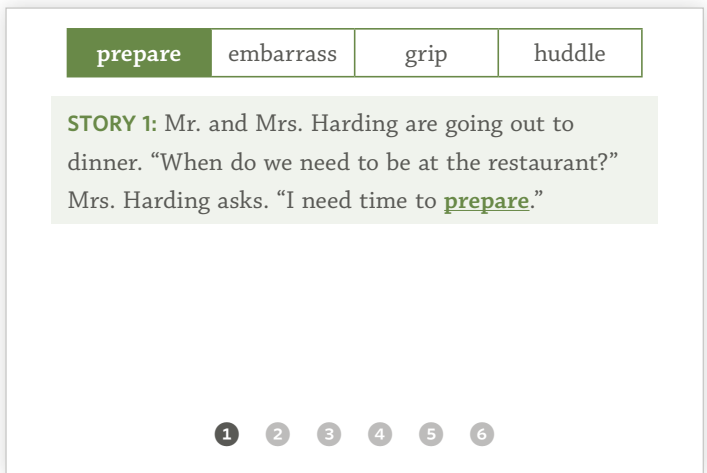
PROMPT: "I think [*prepare*] makes the best ending because . . ."

   Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion of this story by clicking 1 a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

   Reread the story with the word *prepare* at the end.

WA7



4. Click 1 to clear the screen.

3 Continue Playing the Game in Pairs

Now play the game in pairs:

1. Click 2 to reveal the second story. Read the story aloud twice, slowly and clearly.
   - Story 2: *During dinner, Mrs. Harding drops her water glass. "Goodness!" she exclaims. "The glass is slippery and hard to _____!"*
2. Give the students a few moments to think about the story. Then point to the words and ask:

   Q *Which of these words makes the best ending for the story? Why do you think that?* [Click 2 again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think [*grip*] makes the best ending because . . ."

Teacher Note

The prompt for this activity also appears as prompt 3 on the day 3 prompts (WA6).

Teacher Note

If you are not using an interactive whiteboard, you might post the word cards and write the clues where everyone can see them.

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Have partners use the prompt to take turns answering the questions. When partners have finished talking, signal for their attention and have one or two pairs use the prompt to share their thinking with the class.

3. Conclude the discussion of this story by clicking 2 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place. Then reread the story with the word *grip* at the end.
4. Click 2 to clear the screen.

Repeat the procedure to discuss the following stories:

- Story 3: *Later Mr. Harding accidentally trips the waiter. Food spills. Dishes shatter. There is quite a racket. "Oh my," Mr. Harding groans. "I am so _____."* (embarrassed)
- Story 4: *As Mr. and Mrs. Harding leave the restaurant, it starts to rain. Mrs. Harding opens her umbrella and says, "Come under the umbrella, dear. We can both fit if we _____."* (huddle)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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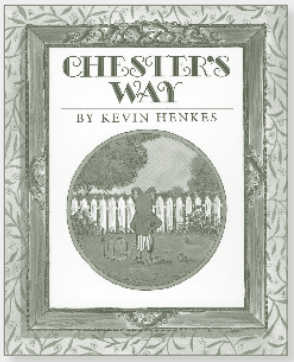
Week 14

RESOURCES



Read-aloud

- *Chester's Way* by Kevin Henkes

Assessment Resource Book

- Week 14 vocabulary assessment

More ELL Support

- "Discuss Favorite Parts of the Story"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 14 family letter (BLM1)
- (Optional) "Week 14 Word Cards" (BLM2)
- (Optional) "Week 14 Crossword Puzzle" (BLM3)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
miniature	embarrass
rarely	fade
duplicate	grip
disguise	huddle
	prepare

Word-learning Strategies

- Recognizing antonyms (review)
- Using context to determine word meanings (review)
- Recognizing synonyms (review)

Vocabulary Focus

- Students learn and use four words from the story.
- Students discuss antonyms.
- Students use context to determine word meanings.
- Students discuss synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing ideas with one another.
- Students use a prompt to give reasons for their thinking.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 43, 49, 50, 51, and 52. Set aside a few minutes periodically during the week to review these words.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 178 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 14 Word Cards" (BLM2) and "Week 14 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 14

In this lesson, the students:

- Review words learned earlier
- Work in a responsible way
- Develop the skill of sharing ideas with one another

Words Reviewed

embarrass
Embarrass means "make someone feel ashamed or uncomfortable."

fade
Fade means "grow lighter and lighter or slowly disappear."

grip
Grip means "hold something very tightly."

huddle
Huddle means "move in close to someone or crowd together in a tight group."

prepare
Prepare means "get ready to do something or make something ready."

Materials

- Word cards 43, 49, 50, 51, 52
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Discuss "Would You?" Questions

Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Tell the students that this week they will use the words to answer questions. Point to the words *embarrass* and *grip* in the pocket chart and ask:

Q *Would you be embarrassed if you could not grip the basketball very well and threw it out of bounds? Why?* [Point to prompt 1.] *Turn to your partner.*

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I [would/would not] be **embarrassed** because . . .

PROMPT 1: "I [would/would not] be embarrassed because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[prepare, grip]

Q *Would you prepare to cross a busy street with your little brother by gripping his hand? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I [would/would not] prepare by gripping my brother's hand because . . ."

[huddle, embarrass]

Q *Would you be embarrassed if you huddled with your brother under an umbrella during a rainstorm? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I [would/would not] be embarrassed if I huddled with my brother under an umbrella because . . ."

3 Continue the Discussion During the Week

Continue discussing "Would You?" questions during the week, using the questions that follow. Briefly review the meanings of the words before asking each question.

[huddle, prepare]

Q *Would you huddle with your soccer teammates when preparing to play a game? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "I [would/would not] huddle with my teammates when preparing to play a game because . . ."

[prepare, fade]

Q *Would you prepare a snack for yourself if your hunger had faded? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I [would/would not] prepare a snack for myself if my hunger had faded because . . ."

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[embarrass, gripped]

Q *Would it embarrass you if someone gripped your hand? Why?* [Show prompt 6.] *Turn to your partner.*

PROMPT 6: "It [would/would not] embarrass me if someone gripped my hand because . . ."

[huddle, fade]

Q *Would you huddle together with your friends while camping if your campfire had faded? Why?* [Show prompt 7.] *Turn to your partner.*

PROMPT 7: "I [would/would not] huddle with my friends while camping if our campfire had faded because . . ."

[embarrass, prepare]

Q *Would you be embarrassed if your friends came to your house for a sleepover and you had forgotten to prepare? Why?* [Show prompt 8.] *Turn to your partner.*

PROMPT 8: "I [would/would not] be embarrassed if my friends came to my house for a sleepover and I had forgotten to prepare because . . ."

[grip, prepare]

Q *Would you grip your backpack when preparing to get on the bus? Why?* [Show prompt 9.] *Turn to your partner.*

PROMPT 9: "I [would/would not] grip my backpack when preparing to get on the bus because . . ."

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they know what the words mean?
- Can they use the words to explain their thinking?
- Do they enjoy learning new words?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 178 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to draw a picture about the word and then talk about her drawing.

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Day 1 Introduce *Miniature* and *Rarely*

Materials

- *Chester's Way*
- Word cards (WA2)
- Day 1 prompts (WA3)

ELL Note

If you have a first-aid kit in the classroom, you might show it to the students and explain that it is the usual size, rather than miniature size.

ELL Note

The Spanish cognate of *miniature* is *miniatura*.

In this lesson, the students:

- Learn and use the words *miniature* and *rarely*
- Discuss antonyms
- Build their speaking and listening skills
- Listen to one another

Words Taught

miniature (p. 7)
Miniature means "very small." Something that is miniature is smaller than the usual size.

rarely (p. 9)
Rarely means "not often or hardly ever."

INTRODUCE AND USE *MINIATURE*

1 Introduce and Define *Miniature*

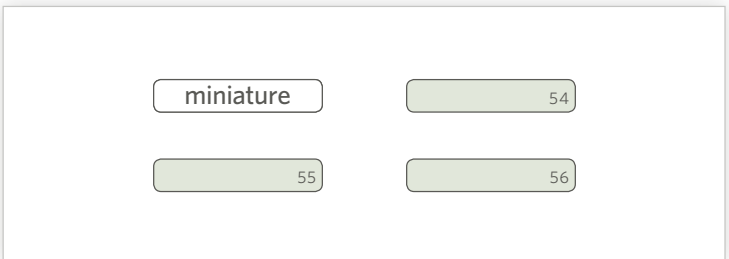
Briefly review *Chester's Way*. Show pages 6–7 and read the first two paragraphs on page 7 aloud, emphasizing the word *miniature*.

Tell the students that *miniature* means "very small." Explain that something that is *miniature* is smaller than the usual size.

Point to the illustration of Chester with his hand in his pocket. Explain that a first-aid kit is usually too big to fit in a pocket, but Chester's miniature first-aid kit is much smaller than the usual kit.

Display this week's word cards (WA2) and reveal word card 53. Point to the word *miniature* and ask the students to say the word.

WA2



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2 Discuss Miniature Objects

Review that something that is miniature is smaller than the usual size, and name some things that are miniature (for example, miniature marshmallows, a miniature golf course, and miniature toys, such as tea sets, dollhouses, cars, trucks, and trains). Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *When have you seen something miniature? Why would you describe it as miniature?* [Point to prompt 1.] *Turn to your partner.*

WA3

I saw a **miniature** . . .

PROMPT 1: "I saw a miniature . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Remind the students that Chester carries a miniature first-aid kit in his pocket, and explain that the kit will come in handy if Chester or a friend is hurt. Ask the students to imagine that they have the power to make anything they want miniature in size so that they can carry it in their pocket.

Briefly discuss as a class:

Q *What object would you make miniature and carry in your pocket? Why?*

Show prompt 2 on the day 1 prompts (WA3) and read it aloud.

PROMPT 2: "I would make a [bike] miniature because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Point to the word *miniature* on the word cards (WA2) and review the pronunciation and meaning of the word.

ELL Note

You might display any miniature toys you have in the classroom.

Teacher Note

If the students struggle to answer the question, give an example of something you would like to make miniature and explain why. For example, say "I would like to make my refrigerator miniature and carry it in my pocket so I could have a snack whenever I wanted one."

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INTRODUCE AND USE *RARELY*

3 Introduce *Rarely* and Discuss Antonyms

Review that, in the story, Chester has a best friend named Wilson who is exactly like him. Read the first paragraph on page 9 aloud, emphasizing the word *rarely*.

Explain that *rarely* means "not often or hardly ever" and that *rarely* and *often* are antonyms. Chester and Wilson *rarely*, or hardly ever, eat between meals.

Direct the students' attention to the word cards (WA2) and reveal word card 54. Point to the word *rarely* and have the students say the word.

Teacher Note

You might remind the students that *antonyms* are "words with opposite meanings." If you have started an antonym chart, add *rarely* and *often* to it at the end of the lesson.

TEKS 1.D.ii
Student/Teacher Activity
Step 4

4 Discuss Things We Rarely Do

Give some examples of things you rarely do.

> **You might say:**
>
> "I rarely, or hardly ever, play golf these days because I'm so busy doing other things. I rarely see my sister because she lives so far away. I rarely go to the movies on a school night because, if I do, I am too tired to teach the next day.

Ask:

Q *What is something you like to do but rarely get to do? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I rarely [go fishing with my granddad] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *rarely* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as "What is something fun you enjoy doing but rarely get the chance to do?" "Where is a place you like to go but rarely get to go?" and "Who is a person you like to see but rarely get a chance to see?"

Teacher Note

Save the word cards (WA2) to use on Day 2.

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Introduce *Duplicate* and *Disguise*

Day 2

In this lesson, the students:

- Review the words *miniature* and *rarely* from Day 1
- Learn and use the words *duplicate* and *disguise*
- Use context to determine word meanings
- Discuss synonyms
- Build their speaking and listening skills
- Listen to one another

Words Taught

duplicate (p. 10)
Duplicate means "copy."

disguise (p. 16)
A *disguise* is "something that changes or hides how you look." A costume is a disguise.

Materials

- *Chester's Way*
- Word cards (WA2) from Day 1
- "Sentence from *Chester's Way*" chart (WA4)
- Day 2 prompts (WA5)

REVIEW THE WORDS

1 Briefly Review *Miniature* and *Rarely*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *DUPLICATE*

2 Introduce *Duplicate* and Use Context to Determine Meaning

Display the "Sentence from *Chester's Way*" chart (WA4). Show page 10 of *Chester's Way* and review that this part of the story tells about how Chester and his best friend Wilson act alike and do many of the same things together. Read the charted sentence where it appears on page 10 aloud, emphasizing the word *duplicated*.

Tell the students that the first word they will learn today is *duplicate*. Direct their attention to the context sentence on the chart (WA4), and explain that this is the sentence you just read. Point to the word *duplicated* and underline it.

Remind the students that they can sometimes figure out the meaning of an unfamiliar word—like *duplicate*—by reading the sentence that includes the word and looking for clues. Explain that, as you read the sentence that includes the word *duplicated* again, you want the students

Teacher Note

Alternatively, you might write the context sentence where everyone can see it, underlining the word *duplicated*.

Technology Tip

To find web-based activities that focus on using context to determine word meanings, you might search online using the keywords "whiteboard context clues activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

TEKS 3.B.i
Student/Teacher Narrative Step 2 (third paragraph)

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TEKS 3.B.i
Student/Teacher Activity
Step 2
(discussion questions)

ELL Note

The Spanish cognate of *duplicate* is *duplicar*.

to think about what *duplicate* might mean and which words in the sentence are clues to the meaning of *duplicate*.

Read the sentence that includes *duplicated* aloud. Then discuss as a class:

Q *Based on what you just heard, what do you think the word* duplicate *might mean?*

Point to the first prompt and read it aloud.

PROMPT: "I think *duplicate* might mean . . ."

If necessary, explain that *duplicate* means "copy." Explain that *copy* and *duplicate* are *synonyms*, or "words that mean the same thing or almost the same thing." Then discuss:

Q *What clues help you figure out the meaning of the word* duplicate*?*

Point to the second prompt and read it aloud.

WA4

Sentence from *Chester's Way*

Chester duplicated his Christmas list every year and gave a copy to Wilson, because they always wanted the same things anyway.

PROMPT: I think ***duplicate*** might mean . . .

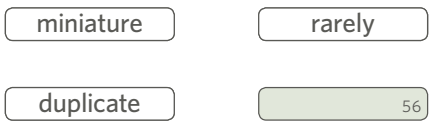
PROMPT: The clues _____ help me figure out the meaning of the word ***duplicate***.

PROMPT: "The clues ['copy' and 'same'] help me figure out the meaning of the word *duplicate*."

Have a few volunteers use the prompt to share their thinking with the class. Circle the context clues on the chart as the students identify them. If necessary, point out that the words *copy* and *same* are clues that help us figure out that *duplicate* means "copy."

Direct the students' attention to the word cards (WA2) and reveal word card 55. Point to the word *duplicate* and have the students say the word.

WA2



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3 Act Out Duplicating

Explain that you will do an action. When you say "Duplicate," the students will duplicate, or copy, what you did.

Clap your hands twice. Say "Duplicate," and have the students duplicate what you did. Using the same procedure, touch your nose and have the students duplicate the action.

Explain that partners will take turns duplicating, or copying, each other. Explain that one partner will do something and then say "Duplicate." The other person will copy the action. Then the partners will switch roles.

Have partners take turns duplicating each other. When both partners have had a turn, signal for their attention.

Discuss as a class:

Q *What movement did you ask your partner to duplicate?*

Display the day 2 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have the students use the prompt to answer the question.

WA5

I asked my partner to **duplicate** this movement . . .

PROMPT 1: "I asked my partner to duplicate this movement . . ." [Student demonstrates movement.]

Have two or three volunteers demonstrate their movements, and have the rest of the class duplicate them.

Point to the word *duplicate* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *DISGUISE*

4 Introduce *Disguise* and Discuss Synonyms

Show pages 16–17 of *Chester's Way* and remind the students that in this part of the story Lilly moves into the neighborhood. Read page 16 aloud, emphasizing the word *disguises*.

Explain that a *disguise* is "something that changes or hides how you look." Explain that a costume is a disguise and that the words *disguise* and *costume* are synonyms.

Teacher Note

You might remind the students that *synonyms* are "words that mean the same thing or almost the same thing."

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Show the illustrations on page 16 and point out the costumes that Lilly is wearing. Explain that Lilly wears these disguises, or costumes, to change how she looks.

Direct the students' attention to the word cards (WA2) and reveal word card 56. Point to the word *disguise* and ask the students to say the word.

5 Play "A Disguise or Not a Disguise?"

Tell the students that partners will play "A Disguise or Not a Disguise?" Explain that you will describe what someone is wearing, and partners will discuss whether it is or is not a disguise, and why they think so.

Ask the students to imagine the following scenario:

- *A boy is wearing a clown costume.*

Ask:

Q *Is he wearing a disguise or not? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think he [is/is not] wearing a disguise because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *A girl is wearing her school clothes.*
- *A man is wearing a wig and fake beard.*
- *A baby is wearing a diaper.*

Point to the word *disguise* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

If you have started a synonym chart, add *duplicate*, *copy*, *disguise*, and *costume* to it.

Teacher Note

Save the word cards (WA2) to use on Day 3.

MORE ELL SUPPORT

Discuss Favorite Parts of the Story

Briefly review the story *Chester's Way*. Ask the students to think about their favorite part of the story. Students may wish to illustrate that part of the story and use the illustration and the following prompt to discuss their favorite part with a partner:

PROMPT: "My favorite part of the story is [when Lilly frightens the older boys away] because . . ."

Ask a few volunteers to share their thinking.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA6)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 14 Crossword Puzzle" (BLM3) for each student

Words Reviewed

miniature
Miniature means "very small." Something that is miniature is smaller than the usual size.

rarely
Rarely means "not often or hardly ever."

duplicate
Duplicate means "copy."

disguise
A *disguise* is "something that changes or hides how you look." A costume is a disguise.

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2

miniature	rarely
duplicate	disguise

Then display the day 3 prompts (WA6) and explain that the students will use these prompts to discuss the words today.

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Ask:

Q *Which of these words might you use if you were writing a story about a mouse detective? How might you use the word or words?* [Point to prompt 1.] *Turn to your partner.*

WA6

I might use the word _____. I might write . . .

PROMPT 1: "I might use the word [*miniature*]. I might write . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Play "Which Word Am I?"

Tell the students that partners will play "Which Word Am I?" Review that you will give a clue about one of the words, and partners will figure out the word and explain why they think it is that word.

Begin by reading the following clue aloud:

- *I'm how you might describe a tiny toy house.*

Ask:

Q *Which word am I? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think the word is [*miniature*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *I'm what you might wear if you want to look like a superhero.* (disguise)
- *I'm a word that describes how often you wear a costume to school.* (rarely)
- *I'm a synonym for the word copy.* (duplicate)
- *I'm an antonym of the word often.* (rarely)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 13 and 14, you might distribute a copy of the "Week 14 Crossword Puzzle" (BLM3) to each student.

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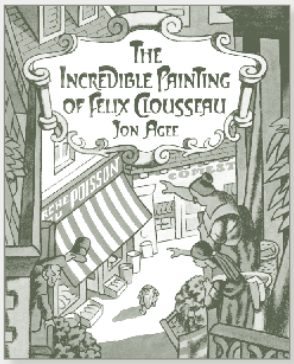
Week 15

RESOURCES



Read-aloud

- *The Incredible Painting of Felix Clousseau* by Jon Agee

More Strategy Practice

- "Discuss Shades of Meaning with *Surprised* and *Stunned*"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 15 family letter (BLM1)
- (Optional) "Week 15 Word Cards" (BLM2)

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OVERVIEW

Words Taught	Words Reviewed
stunned	convince
genius	disguise
chaos	grip
notorious	huddle
	prepare

Word-learning Strategy

- Recognizing shades of meaning (review)

Vocabulary Focus

- Students learn and use four words from the story.
- Students discuss shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing ideas with one another.

DO AHEAD

- ✓ Look over this week's Ongoing Review and collect the following word cards: 8, 49, 51, 52, and 56. Set aside a few minutes periodically during the week to review these words.
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Discuss Shades of Meaning with *Surprised* and *Stunned*" on page 253.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 15 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

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Week 15 Ongoing Review

Materials

- Word cards 8, 49, 51, 52, 56
- Pocket chart
- Ongoing review prompts (WA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

convince
Convince means "make someone believe something or decide to do something."

disguise
A *disguise* is "something that changes or hides how you look." A costume is a disguise.

grip
Grip means "hold something very tightly."

huddle
Huddle means "move in close to someone or crowd together in a tight group."

prepare
Prepare means "get ready to do something or make something ready."

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Do the Activity "What Might You Say or Do?"

ELPS 1.A.ii
Step 2

Tell the students that you will describe an imaginary situation and partners will discuss what they might say or do if they were in that situation. Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words.

Begin by describing the following situation:

- *You are playing soccer. You want your team to huddle so that you can talk about what to do next.*

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Ask:

Q *What might you say or do to get your team to huddle?* [Point to prompt 1.] *Turn to your partner.*

WA1

To get my team to **huddle**, I might . . .

PROMPT 1: "To get my team to huddle, I might . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *You want to make a funny disguise to wear to a party.*

Q *What might you use to make a funny disguise?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "To make a funny disguise, I might use . . ."

- *Your family is going camping for five days. Your parents tell you to prepare for the trip.*

Q *What might you do to prepare for the trip?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "To prepare for the trip, I might . . ."

3 Continue the Activity During the Week

Continue the activity during the week using the same procedure and the situations and questions below. Briefly review the meanings of the words before the activity.

- *Your little sister is learning to ride a bike. She asks you to show her how to grip the handlebars.*

Q *What might you do to show your little sister how to grip the handlebars on her bike?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "To show her how to grip the handlebars, I might . . ."

- *You want to convince your parents to let you stay up late to see a TV show.*

Q *What might you say or do to convince them?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "To convince them to let me stay up, I might . . ."

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Teacher Note

You might remind the students that *scrunched* means "squeezed or crushed."

- *You are on a field trip to the zoo. Your classmates are huddled tightly around you, watching the tiger. You are getting scrunched.*

Q *What might you say or do so your classmates are not huddled so closely around you?* [Show prompt 6.] *Turn to your partner.*

PROMPT 6: "To keep my classmates from huddling so closely, I might . . ."

- *You are carrying an umbrella on a rainy, windy day. You are trying to grip the umbrella so it won't blow away in the wind.*

Ask:

Q *What might you do to grip the umbrella so it doesn't blow away?* [Show prompt 7.] *Turn to your partner.*

PROMPT 7: "To grip the umbrella, I might . . ."

- *Your brother's birthday party starts in a few hours. Your father asks you to help prepare for the party.*

Ask:

Q *What might you do to help prepare for the birthday party?* [Show prompt 8.] *Turn to your partner.*

PROMPT 8: "To help prepare for the birthday party, I might . . ."

- *Your sister is playing with her friends. You want to convince her to let you play, too.*

Ask:

Q *What might you say or do to convince your sister to let you play?* [Show prompt 9.] *Turn to your partner.*

PROMPT 9: "To convince her, I might . . ."

- *You want to disguise an ugly garbage can in your yard.*

Ask:

Q *What might you do to disguise an ugly garbage can?* [Show prompt 10.] *Turn to your partner.*

PROMPT 10: "To disguise an ugly garbage can, I might . . ."

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Introduce *Stunned* and *Genius*

Day 1

In this lesson, the students:

- Learn and use the words *stunned* and *genius*
- Recognize shades of meaning
- Build their speaking and listening skills
- Listen to one another

Words Taught

stunned (p. 13)
Stunned means "shocked or very surprised."

genius (p. 14)
A *genius* is "someone who is very smart or talented."

Materials

- *The Incredible Painting of Felix Clousseau*
- Word cards (WA2)
- Day 1 prompts (WA3)

INTRODUCE AND USE *STUNNED*

1 Introduce and Define *Stunned* and Review Shades of Meaning

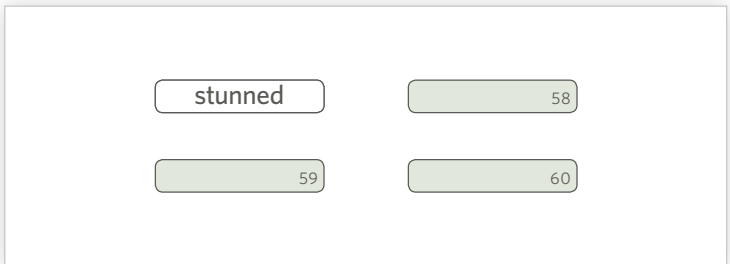
Review that *The Incredible Painting of Felix Clousseau* is about an artist who paints pictures that come to life. Show pages 12–13, and review that Clousseau shows his painting in the Grand Contest of Art. Read pages 10–13 aloud, emphasizing the word *stunned*.

Tell the students that *stunned* means about the same thing as *surprised*—with this important difference: If you are stunned by something, you are not just a little surprised, you are very surprised. You are shocked.

Show the illustration on pages 12–13 again, and point out that the judges' expressions and gestures show that they are not just surprised by Clousseau's quacking picture, they are stunned, or very surprised, by it. They are shocked.

Display this week's word cards (WA2) and reveal word card 57. Point to the word *stunned* and have the students say the word.

WA2



ELL Note

Using illustrations in a text to help explain a word's meaning is especially helpful to English Language Learners, who may struggle to understand a verbal explanation.

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Discuss as a class:

Q *Why are the judges stunned?*

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Point to prompt 1, and have a few volunteers use the prompt to share their thinking with the class.

WA3

The judges are **stunned** because . . .

PROMPT 1: "The judges are stunned because . . ."

2 Discuss Being Stunned

Explain that you will describe a situation and partners will discuss whether they would be stunned, or shocked or very surprised.

Begin by describing the following situation:

- *A classmate comes to school riding an elephant.*

Q *Would you be stunned? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I [would/would not] be stunned because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *It's raining outside, so your mother tells you to use an umbrella.*
- *You find out that your best friend is moving away.*

Point to the word *stunned* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *GENIUS*

3 Introduce and Define *Genius*

Show pages 14–15 and review that Clousseau's painting in the Grand Contest of Art stuns the judges. Read page 14 aloud, emphasizing the word *genius*.

Explain that a *genius* is "someone who is very smart or talented." Point out that people say that Clousseau is a genius, or a very talented person, because he makes a picture that quacks.

ELL Note

The Spanish cognate of *genius* is *genio*.

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Direct the students' attention to the word cards (WA2), reveal word card 58, and have the students say the word *genius*.

4 Play "Make a Choice"

Explain that partners will play the game "Make a Choice." You will describe two people, and partners will decide which one seems like a genius and why.

Ask:

Q *Who seems like a genius: someone who writes beautiful music or someone who listens to music? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I think [someone who writes beautiful music] seems like a genius because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Who seems like a genius: someone who puts together a model rocket or someone who designs a rocket that travels to the moon? Why?* [Point to prompt 3.] *Turn to your partner.*

Q *Who seems like a genius: someone who discovers a cure for the common cold or someone who takes cough medicine to get better? Why?* [Point to prompt 3.] *Turn to your partner.*

Point to the word *genius* on the word cards (WA2) and review the meaning and pronunciation of the word.

Teacher Note

You might remind the students that *discover* means "see or find out something for the first time."

Teacher Note

Save the word cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

Discuss Shades of Meaning with *Surprised* and *Stunned*

Write the words *surprised* and *stunned* where everyone can see them. As a class, discuss:

Q *How are the words* surprised *and* stunned *alike? How are they different?*

If necessary, review that *surprised* and *stunned* mean about the same thing, with one important difference: if you are stunned by something, you are not just a little surprised, you are *very* surprised or shocked by it.

Explain that you are going to describe something. Partners will discuss whether they would be a little surprised by it, or whether they would be stunned by it, and why.

Begin by describing the following situation:

- *You are walking to school. You turn the corner and see an elephant walking down the street toward you.*

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Ask:

Q *Would you be a little surprised, or would you be stunned, to see the elephant? Why? Turn to your partner.*

Read the following prompt aloud and have partners use the prompt to take turns answering the questions. Then have one or two volunteers briefly share with the class:

PROMPT: "I would be [stunned] because . . ."

Using the same procedure, discuss one or both of the following:

- *You are walking to school. You turn the corner and see police cars and a fire truck in the street.*
- *Your best friend calls you. Your friend says, "My family is moving to a city far away. I may never see you again."*

Tell the students that now that they know the word *stunned*, they have just the right word to use in their writing when they want to describe feeling very surprised or shocked.

Teacher Note

If you started a "Just the Right Word" chart, add the word *stunned* to it along with its definition, "shocked or very surprised."

Day 2 Introduce *Chaos* and *Notorious*

Materials

- *The Incredible Painting of Felix Clousseau*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *stunned* and *genius* from Day 1
- Learn and use the words *chaos* and *notorious*
- Build their speaking and listening skills
- Explain their thinking

Words Taught

chaos (p. 21)
Chaos means "great confusion."

notorious (p. 26)
Notorious means "well known, especially for something bad."

REVIEW THE WORDS

1 Briefly Review *Stunned* and *Genius*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

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INTRODUCE AND USE *CHAOS*

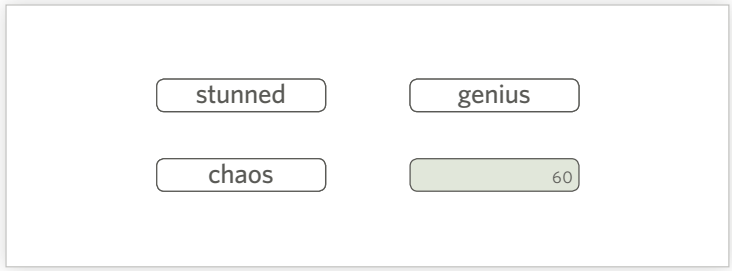
2 Introduce and Define *Chaos*

Show pages 20–21 of *The Incredible Painting of Felix Clousseau* and review that Clousseau's paintings begin to cause trouble. Read page 21 aloud, emphasizing the word *chaos*.

Explain that *chaos* means "great confusion."

Direct the students' attention to the word cards (WA2), reveal word card 59, and have the students say the word *chaos*.

WA2



Show pages 20–21 again. Point to the illustration and discuss as a class:

Q *Why are the paintings causing chaos, or great confusion?*

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA4

The paintings are causing **chaos** because . . .

PROMPT 1: "The paintings are causing chaos because . . ."

If necessary, explain that Clousseau's paintings are causing chaos because they come alive. This greatly upsets and confuses people.

3 Play "Chaos or Not Chaos?"

Tell the students that partners will play a game called "Chaos or Not Chaos?" You will describe a situation and partners will decide whether or not there is chaos, or great confusion, and why.

Begin by describing the following situation:

- *Students are studying quietly in a classroom.*

Teacher Note

You might explain that *chaos* and *confusion* are synonyms. If you started a synonym chart, add the words to it.

ELL Note

The Spanish cognate of *chaos* is *caos*.

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Q *Is there chaos? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think there [is/is not] chaos because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *All the traffic lights stop working just as everyone is driving home.*
- *People are standing silently in line, waiting for a bus.*

Point to the word *chaos* on the word cards (WA2) and review the meaning and pronunciation of the word.

INTRODUCE AND USE *NOTORIOUS*

4 Introduce and Define *Notorious*

Show pages 26–27 and review that Clousseau is sent to prison and all but one of his paintings are seized by the police. Read page 26 aloud, emphasizing the word *notorious*. Explain that *notorious* means "well known, especially for something bad."

Tell the students that the jewel thief is notorious, or well known, because he has been stealing jewels all over Paris without getting caught.

Direct the students' attention to the word cards (WA2) and reveal word card 60. Point to the word *notorious* and have the students say the word.

5 Play "Is This Person Notorious?"

Remind the students that the word *notorious* is usually used to describe a person who is well known for doing something bad. Explain that partners will play a game called "Is This Person Notorious?" You will describe someone, and partners will decide whether or not the person is notorious and why.

Begin by describing the following situation:

- *Bad Bart is a famous outlaw who robs banks.*

Ask:

Q *Is this person notorious? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I think this person [is/is not] notorious because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

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Using the same procedure, discuss:

- *Mrs. Brown does good deeds and is loved by everyone.*
- *No one will sit next to [Tonia] on the bus because she is mean and pinches people.*

Point to the word *notorious* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 3.

Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student

Words Reviewed

stunned
Stunned means "shocked or very surprised."

genius
A *genius* is "someone who is very smart or talented."

chaos
Chaos means "great confusion."

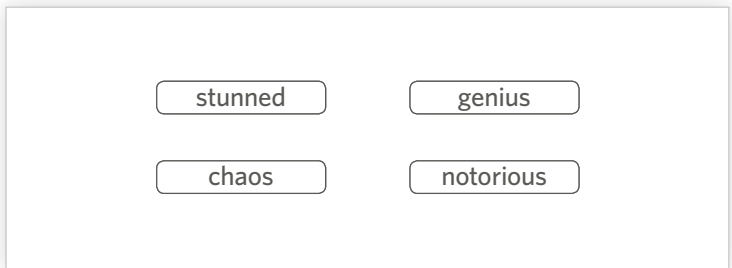
notorious
Notorious means "well known, especially for something bad."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Review the pronunciation and meaning of the word *stunned*, and have the students say the word.

WA2



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Then display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *When have you been stunned?* [Point to prompt 1.] *Turn to your partner.*

WA5

I was **stunned** when . . .

PROMPT 1: "I was stunned when . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining words:

[genius]

Q *Is a six-year-old girl who is an expert piano player a genius? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think she [is/is not] a genius because . . ."

[chaos]

Q *Would there be chaos in our classroom if everyone started to sing during math time? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I think there [would/would not] be chaos because . . ."

[notorious]

Q *Is a neighbor who is known for not recycling his trash notorious? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "I think a neighbor who is known for not recycling his trash [is/is not] notorious because . . ."

PRACTICE USING THE WORDS

2 Play "Which Word Goes With?"

Tell the students that partners will play the game "Which Word Goes With?" Review that you will write a word they know where everyone can see it, and partners will discuss which of this week's words goes with the word you wrote.

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Write the word *famous* where everyone can see it and read the word aloud. Direct the students' attention to the word cards (WA2) and ask:

Q *Which one of this week's words goes with* famous*? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I think [*genius*] goes with *famous* because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Continue the game using the following words:

- *pirate*
- *spaceship*

Teacher Note

If the students have trouble making associations, ask questions such as: [*stunned*] "How might the word *stunned* go with *famous*? Would you be stunned if someone famous walked through our classroom door? Why?" [*genius*] "How might the word *genius* go with *famous*? Might a genius be famous? Why? Can you name a famous genius?" [*chaos*] "How might the word *chaos* go with *famous*? Would there be chaos if someone famous visited our school?" [*notorious*] "How might the word *notorious* go with *famous*? Who can you name who is famous and notorious?"

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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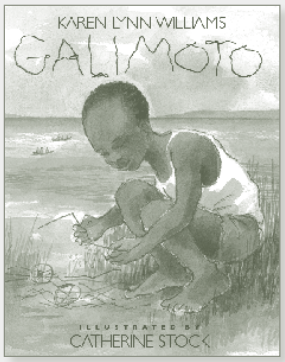
Week 16

RESOURCES



Read-aloud

- *Galimoto* by Karen Lynn Williams, illustrated by Catherine Stock

More Strategy Practice

- "Review *Murmur*, Shades of Meaning, and Antonyms"
- "Review Using a Print Dictionary"

Assessment Resource Book

- Week 16 vocabulary assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA7

Assessment Forms

- "Class Vocabulary Assessment Record" sheet (CA1)
- "Individual Vocabulary Assessment: Word Check 4" answer sheet (IA1)
- "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) "Student Self-assessment" response sheet (SA1)

Reproducibles

- Week 16 family letter (BLM1)
- (Optional) "Week 16 Word Cards" (BLM2)
- (Optional) "Week 16 Crossword Puzzle" (BLM3)

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OVERVIEW

Words Taught	Words Reviewed
fetch	duplicate
murmur	genius
sturdy	miniature
guide	rarely
	stunned

Word-learning Strategies

- Using context to determine word meanings (review)
- Recognizing shades of meaning (review)
- Recognizing antonyms (review)

Vocabulary Focus

- Students learn and use four words from the book.
- Students use context to determine word meanings.
- Students recognize shades of meaning and antonyms.
- Students discuss words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing ideas with one another.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 53, 54, 55, 57, and 58. Set aside a few minutes periodically during the week to review these words.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 179 of the *Assessment Resource Book*.
- ✓ Prior to Ongoing Review, make a class set of the "Individual Vocabulary Assessment: Word Check 4" answer sheet (IA1); see page 183 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Ongoing Review, make a master copy of the "Student Self-assessment" response sheet (SA1); see page 186 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Review *Murmur*, Shades of Meaning, and Antonyms" on page 269.
- ✓ (Optional) Prior to Day 2, review the more strategy practice activity "Review Using a Print Dictionary" on page 273. Be sure to collect enough dictionaries so that each pair of students will have one to share.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 16 Word Cards" (BLM2) and "Week 16 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 16

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Take responsibility for themselves

Words Reviewed

duplicate
Duplicate means "copy."

genius
A *genius* is "someone who is very smart or talented."

miniature
Miniature means "very small." Something that is miniature is smaller than the usual size.

rarely
Rarely means "not often or hardly ever."

stunned
Stunned means "shocked or very surprised."

Materials

- Word cards 53, 54, 55, 57, 58
- Pocket chart
- Ongoing review prompt (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)
- Class set of the "Individual Vocabulary Assessment: Word Check 4" answer sheet (IA1)
- Class set of the "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) Class set of the "Student Self-assessment" response sheet (SA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play "Which Word Am I?"

Explain that this week partners will play the game "Which Word Am I?" Review that you will give a clue about one of the words in the pocket chart and partners will figure out the word. Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words.

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Ask:

Q *I'm how you feel when someone tells you something shocking. Which word am I?* [Point to the prompt.] *Turn to your partner.*

WA1

I think the word is _____ because . . .

PROMPT: "I think the word is [*stunned*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *I'm how you would describe a rocking chair for a doll.* (miniature)
- *I'm how you would describe someone who is an extremely talented artist.* (genius)

3 Continue the Game During the Week

Continue playing the game during the week with the following clues. Briefly review the meanings of the words before you play.

- *I'm what you do when you build a snowman that looks just like your friend's snowman.* (duplicate)
- *I'm another way of saying "not often" or "hardly ever."* (rarely)
- *I'm how you would describe a scientist who has made many important discoveries.* (genius)
- *I'm how you might feel if you found a pirate's treasure.* (stunned)
- *I'm how you would describe a tiny flashlight that fits inside your pocket.* (miniature)
- *I'm how often you get to stay up past midnight.* (rarely)
- *I'm what you do when you play "Follow the Leader" and copy the leader's actions.* (duplicate)

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Assessment Notes

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they know what the words mean?
- Can they use the words to explain their thinking?
- Do they enjoy learning and talking about new words?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 179 of the *Assessment Resource Book*. Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting the students to draw pictures about the word and then talk about their drawings.

INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 17 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 13–16 using the "Individual Vocabulary Assessment: Word Check 4" answer sheet (IA1). For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 180 of the *Assessment Resource Book*.

STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 13–16 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 184 of the *Assessment Resource Book*.

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Day 1 Introduce *Fetch* and *Murmur*

Materials

- *Galimoto*
- "Sentences from *Galimoto*" chart (WA2)
- Word cards (WA3)
- Day 1 prompts (WA4)

In this lesson, the students:

- Learn and use the words *fetch* and *murmur*
- Review using context to determine word meanings
- Review shades of meaning and antonyms
- Discuss words with multiple meanings
- Build their speaking and listening skills
- Listen to one another

Words Taught

fetch (p. 16)
Fetch means "get something and bring it back."

murmur (p. 21)
Murmur means "talk very quietly."

INTRODUCE AND USE *FETCH*

1 Introduce and Define *Fetch* and Review Using Context to Determine Word Meanings

Show page 16 of *Galimoto* and review that this is the part of the story that tells how Kondi shows Munde how to catch ants using a stick, and trades his stick for her wire. Read the sentences aloud, emphasizing the word *fetch:* "'Go, fetch some water, for with that and a stick we will fool them.' When Munde came back, Kondi poured the water around one of the holes."

Tell the students that *fetch* is the first word they will learn today. Display the "Sentences from *Galimoto*" chart (WA2) and explain that these are the sentences you just read.

Point to the word *fetch* and underline it. Remind the students that they can sometimes figure out the meaning of an unfamiliar word—like *fetch*—by reading the sentence that includes the word, or the sentences that come before or after it to look for clues. Tell the students that as you read the sentence that includes the word *fetch* again, you want them to think about what *fetch* might mean and what words in the sentences are clues to the meaning of *fetch*.

Reread the sentences that include *fetch* aloud. Then discuss as a class:

Q *Based on what you just heard, what do you think the word* fetch *might mean?*

Teacher Note

Alternatively, you might write the context sentences where everyone can see them, underlining the word *fetch.*

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Point to the first prompt and read it aloud.

WA2

Sentences from *Galimoto*

"Go, fetch some water, for with that and a stick we will fool them." When Munde came back, Kondi poured the water around one of the holes.

PROMPT: I think ***fetch*** might mean . . .

PROMPT: The clues _____ help me figure out the meaning of the word ***fetch***.

PROMPT: "I think *fetch* might mean . . ."

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *fetch* means "get something and bring it back." Then ask:

Q *What clues help you figure out the meaning of the word* fetch*?*

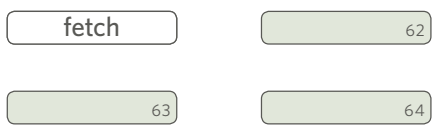
Point to the second prompt and have a few volunteers use the prompt to share their thinking with the class.

PROMPT: "The clues [*go* and *came back*] help me figure out the meaning of the word *fetch*."

Circle the context clues on the chart as the students identify them. If necessary, explain that the words *go* and *came back* are clues that tell you the meaning of *fetch*.

Display this week's word cards (WA3), reveal word card 61, and have the students say the word *fetch*.

WA3



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4 Act Out Fetching

Display the day 1 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Then ask the students to watch as you have a volunteer act out fetching something.

> **You might say:**
> "[Camilla], please fetch [the stapler]."

Discuss as a class:

Q *What did you see [Camilla] do when I asked her to fetch [the stapler]?*

Point to prompt 1 (WA4), and have a few volunteers use the prompt to share their thinking.

WA4

When _____ **fetched** _____, [he/she] . . .

PROMPT 1: "When [Camilla] fetched [the stapler], she . . ."

Ask:

Q *How might you use the word* fetch *to ask someone to get you a cold drink?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I would say, ['Please, fetch me a cold drink']."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *fetch* on the word cards (WA3) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *MURMUR*

3 Introduce and Define *Murmur*

Show pages 20–21 and review that Kondi is accused of stealing wire. Read the last four paragraphs on page 21 aloud, beginning with the sentence, "A policeman arrived." Emphasize the word *murmured* in the sentence: "'Galimoto,' the crowd murmured. 'Galimoto.'"

Explain that *murmur* means "talk very quietly."

Explain that when the people hear that Kondi wants to make a galimoto, they repeat the word *galimoto* quietly among themselves. Reread

ELL Note

The Spanish cognate of *murmur* is *murmurar*.

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this sentence, murmuring the word *galimoto*: "'Galimoto,' the crowd murmured. 'Galimoto.'"

Direct the students' attention to the word cards (WA3), reveal word card 62, and have the students say the word *murmur*.

4 Act Out Murmuring

Explain that when someone murmurs, the person talks so quietly that it is often hard to hear what is said. Explain that when you say "Turn to your partner," you want partners to take turns murmuring to each other about what they did yesterday after school.

Give the students a few moments to think about what they did after school. Then say "Turn to your partner," and have partners take turns murmuring.

When most pairs have finished talking, signal for their attention. Discuss as a class:

Q *How did your partner sound when he or she murmured?*

Show prompt 3 (WA4), and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 3: "When [Charlie] murmured, he . . ."

Then ask:

Q *Why might people murmur?*

Show prompt 4 and have volunteers use the prompt to share their thinking with the class.

PROMPT 4: "People might murmur because . . ."

Point to the word *murmur* on the word cards (WA3) and review the pronunciation and meaning of the word.

Teacher Note

You may want to explain that *murmur* can also mean "make a quiet, low, continuous sound," such as the sound the wind makes when it blows gently through the leaves of a tree, or the sound that water makes as it flows quietly in a stream.

Teacher Note

Save the word cards (WA3) to use on Day 2.

MORE STRATEGY PRACTICE

Review *Murmur*, Shades of Meaning, and Antonyms

Write the words *talk* and *murmur* where everyone can see them, and point to and pronounce each word. Tell the students that *talk* and *murmur* mean almost the same thing, but that they are different in one important way. Ask:

Q *In what way are the words* talk *and* murmur *different?*

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If necessary, remind the students that *murmur* means "talk very quietly," and explain that when people murmur, they do not talk in their regular voices. They whisper or talk very quietly. Discuss:

Q *When might you murmur instead of talking in your regular voice?*

Q *In what way is the word* murmur *different from the word* scream*?*

If necessary, explain that *murmur* and *scream* are *antonyms*, or "words that have opposite meanings." Tell the students that thinking about how the word *murmur* is like the words *talk* and *scream*, and how it is different, can help them remember the word and use it correctly. Explain that now that they know the word *murmur*, they have just the right word to use in their writing when they want to say that someone is talking very quietly.

Teacher Note

If you started a "Just the Right Word" chart, add *talk* and *murmur* to it. If you started an antonym chart in Week 7, add *murmur* and *scream* to it.

Day 2 Introduce *Sturdy* and *Guide*

Materials

- *Galimoto*
- Word cards (WA3) from Day 1
- Day 2 prompts (WA5)

In this lesson, the students:

- Review the words *fetch* and *murmur* from Day 1
- Learn and use the words *sturdy* and *guide*
- Use a print dictionary (review)
- Build their speaking and listening skills
- Listen to one another

Words Taught

sturdy (p. 23)
Sturdy means "strong or well built."

guide (p. 26)
Guide means "move someone or something in a particular direction or show someone the way."

REVIEW THE WORDS

1 Briefly Review *Fetch* and *Murmur*

Display the word cards (WA3) from Day 1. Review the words by having the students tell what they know about them.

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INTRODUCE AND USE *STURDY*

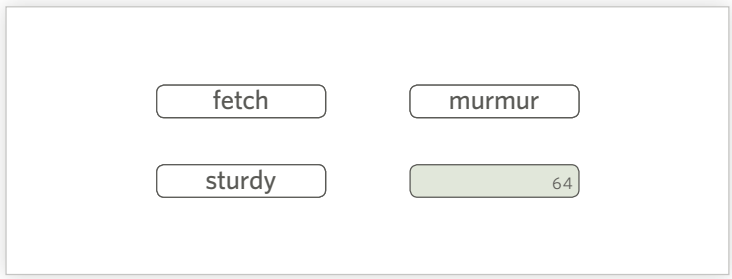
2 Introduce and Define *Sturdy*

Show pages 22–23 of *Galimoto* and review that Kondi is making a pickup truck with the wire he found. Read the last paragraph on page 23 aloud, emphasizing the word *sturdy*. Explain that *sturdy* means "strong or well built."

Show pages 24–25 and point out the piece of bamboo on the galimoto in the illustration. Explain that Kondi "drives" his vehicle by pushing it, using the bamboo rod. The rod needs to be sturdy, or strong, to steer the car.

Direct the students' attention to the word cards (WA3), reveal word card 63, and have the students say the word *sturdy*.

WA3



3 Play "Sturdy or Not Sturdy?"

Explain that partners will play a game called "Sturdy or Not Sturdy?" You will describe something, and partners will discuss whether it is sturdy or not sturdy and why they think so.

Display the day 2 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Then ask:

Q *A chair with a broken leg: sturdy or not sturdy? Why?* [Point to prompt 1.] *Turn to your partner.*

WA5

I think it is [**sturdy**/not **sturdy**] because . . .

PROMPT 1: "I think it is [sturdy/not sturdy] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

You might explain that *sturdy* and *strong* are synonyms, and that *sturdy* and *weak* are antonyms. If you started a synonym or antonym chart, add the words to it at the end of the lesson.

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Using the same procedure, discuss:

Q *A metal toolbox that holds several heavy hammers: sturdy or not sturdy? Why?* [Point to prompt 1.] *Turn to your partner.*

Q *A wooden bridge with boards missing: sturdy or not sturdy? Why?* [Point to prompt 1.] *Turn to your partner.*

Point to the word *sturdy* on the word cards (WA3) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *GUIDE*

4 Introduce and Define *Guide*

Show pages 26–27 of *Galimoto* and read the first sentence on page 26 aloud, emphasizing the word *guided*: "Now he carefully guided his galimoto over the dusty path."

Explain that *guide* means "move someone or something in a particular direction or show someone the way." Point to the illustration on page 27 and explain that Kondi guides, or moves, his galimoto along the path in the particular direction he wants it to go.

Direct the students' attention to the word cards (WA3), reveal word card 64, and have the students say the word *guide*.

5 Act Out Guiding

Remind the students that when you guide someone, you move the person in a particular direction or show the person the way. Ask the students to watch as you guide a volunteer from her place on the rug to the door of the classroom and back.

Discuss as a class:

Q *What did you see me do when I guided [Melissa]?*

Show prompt 2 (WA5), and have a few volunteers use the prompt to share their thinking.

PROMPT 2: "When you guided [Melissa], you . . ."

Have a pair of volunteers act out guiding by having one student guide the other from his place on the rug to the [pencil sharpener].

Discuss as a class:

Q *What did you see [Marvin] do to guide [Kwan] to the [pencil sharpener]?*

Show prompt 3 and have a few volunteers use the prompt to share their thinking.

PROMPT 3: "When [Marvin] guided [Kwan], he . . ."

Point to the word *guide* on the word cards (WA3) and review the pronunciation and meaning of the word.

Teacher Note

You might guide the student verbally or by taking the student's hand or putting your hand on the student's back or elbow.

Teacher Note

Save the word cards (WA3) to use on Day 3.

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MORE STRATEGY PRACTICE

Review Using a Print Dictionary

Remind the students that in Week 8 they used print dictionaries to look up words from *A Tree Is Nice*. Review that words in a dictionary are listed alphabetically, and that guide words appearing at the top of each page help us find where a word is listed. Point out that each entry includes the pronunciation and meaning of the word. Help the students look up the word *village* and point to each part of the dictionary entry.

Explain that often a dictionary entry includes more than one definition of a word. Remind the students that the word *guide*, for example, can mean "move someone or something in a particular direction" or "show someone the way." Ask:

Q *Is anyone familiar with another definition of the word* guide*?*

Have a few volunteers share their thinking with the class. Then ask the students to look up *guide* in their dictionaries and read each definition. If necessary, explain that *guide* also can mean "a person who leads others" (such as a tour guide) or "something that teaches or gives us information" (such as a field guide).

Tell the students that you are going to read a sentence and that they must listen carefully to determine the meaning of *guide* as it is used in the sentence. Turn to page 26 of *Galimoto*, show the illustration, and read: "Now he carefully guided his galimoto over the dusty path." Ask:

Q *Which definition best fits the way Kondi guides his galimoto in the story?*

Have volunteers share their thinking. If necessary, explain that the first definition, "move someone or something in a particular direction" best fits the way the word is used in the story. Point out that when a word has more than one meaning, reading the words around it helps readers know which meaning fits the story and understand the way the word is used.

Write the following excerpts from *Galimoto* where everyone can see them:

- *"Kondi opened an old shoe box and looked inside. These were his things. They belonged to him." (p. 5)*
- *"Kondi could hear his friends singing in the distance. They were calling him to play." (p. 24)*

Have partners look up the words *belong* and *play*, and choose the meaning of each word that best fits the story.

Encourage the students to continue to use the dictionary to look up and better understand words with multiple meanings.

Materials

- Print dictionaries for each pair of students

Teacher Note

You might explain that we use the term *guide words* because they guide, or move, us to the place in the dictionary where a word appears.

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Day 3 Weekly Review

Materials

- Word cards (WA3) from Day 2
- Day 3 prompts (WA6)
- Weekly review activity (WA7)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 16 Crossword Puzzle" (BLM3) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

fetch
Fetch means "get something and bring it back."

murmur
Murmur means "talk very quietly."

sturdy
Sturdy means "strong or well built."

guide
Guide means "move someone or something in a particular direction or show someone the way."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA3) from Day 2. Review the pronunciation and meaning of each word.

WA3



Tell the students that you will ask partners to discuss a question, and then a few of them will share their partners' thinking with the class. Display the day 3 prompts (WA6) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *If you were going to write a story about a pet, which of these words might you use in the story? How would you use the word?* [Point to prompt 1.] *Turn to your partner.*

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WA6

I might use the word _____. I might write . . .

PROMPT 1: "I might use the word [*fetch*]. I might write . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Review the Game "Find Another Word"

Tell the students that partners will play the game "Find Another Word." Remind the students that you will show several sentences with one or more words underlined. Explain that you will read each sentence aloud, and partners will decide which vocabulary word could replace the underlined part of the sentence. Tell the students that before they play the game in pairs, they will practice as a class.

Display the weekly review activity and begin playing the game:

1. Click 1 to reveal the first sentence (WA7). Point to the sentence and read it aloud, emphasizing the underlined word.
   - Sentence 1: *The box was so <u>strong</u> an elephant could sit on it.*
2. Give the students a few moments to think about the sentence and the underlined word. Then point to the four word choices and ask:

   Q *Which vocabulary word could replace the underlined word? Why?*

   Click 1 again to reveal the prompt. Point to the prompt and read it aloud.

PROMPT: "I think [*sturdy*] could replace *strong* because . . ."

   Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 1 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

Teacher Note

Each sentence on the weekly review activity (WA7) has a corresponding number: the first sentence is 1; the second sentence is 2; the third sentence is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the answer in place.
- The fourth click clears the screen.

Teacher Note

The prompts for this activity also appear as prompts 2–7 on the day 3 prompts (WA6).

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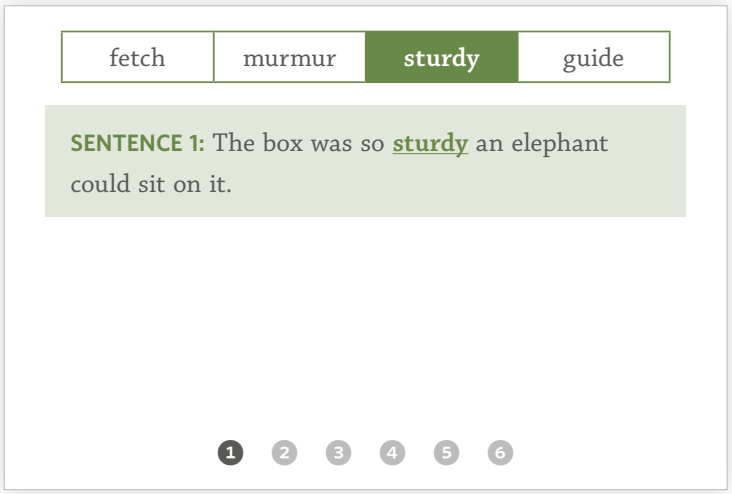

4. Click 1 to clear the screen.

3 Play the Game in Pairs

Now play the game in pairs:

1. Click 2 to reveal the second sentence and read it aloud, emphasizing the underlined words.
   - Sentence 2: *Berta will move her toy car along the race track.*
2. Give the students a few moments to think about the sentence and the underlined words. Then point to the four word choices and ask:

   Q *Which word could replace* move *in this sentence? Why?* [Click 2 again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think [*guide*] could replace *move* because . . ."

Have partners take turns using the prompt to talk about the question. Then have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 2 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.
4. Finally, click 2 to clear the screen.

Using the same procedure, discuss the following sentences:

- Sentence 3: *Ted must talk very quietly so he won't awaken the baby.* (murmur)
- Sentence 4: *Jenny threw a stick and told Rover, "Go get it!"* (fetch)
- Sentence 5: *Bobby's new treehouse was very well built.* (sturdy)
- Sentence 6: *Mimi used the map to direct us toward the library.* (guide)

Teacher Note

If you are not using an interactive whiteboard, you might post the word cards and write the sentences where everyone can see them.

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 15 and 16, you might distribute a copy of the "Week 16 Crossword Puzzle" (BLM3) to each student.

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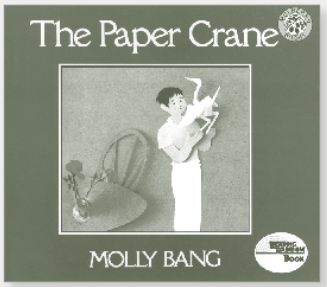
Week 17

RESOURCES



Read-aloud

- *The Paper Crane* by Molly Bang

More Strategy Practice

- "Review *Overjoyed* and Shades of Meaning"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 17 family letter (BLM1)
- (Optional) "Week 17 Word Cards" (BLM2)

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OVERVIEW

Words Taught	Words Reviewed
host	chaos
hospitality	eavesdropper
gratitude	expert
overjoyed	fearful
	notorious

Word-learning Strategies

- Using context to determine word meanings (review)
- Recognizing shades of meaning (review)

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students discuss shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing ideas with one another.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 6, 14, 42, 59, and 60. Set aside a few minutes periodically during the week to review these words.

✓ (Optional) Prior to Day 2, review the more strategy practice activity "Review *Overjoyed* and Shades of Meaning" on page 288.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.

✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 17 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

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Week 17 Ongoing Review

Materials

- Word cards 6, 14, 42, 59, 60
- Pocket chart
- Ongoing review prompt (WA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

chaos
Chaos means "great confusion."

eavesdropper
Eavesdropper means a "person who eavesdrops, or person who secretly listens to other people talking."

expert
An *expert* is a "person who knows a lot about something or does something very well."

fearful
Fearful means "afraid or filled with fear."

notorious
Notorious means "well known, especially for something bad."

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play "Finish the Story"

Tell the students that they will use the words to play the game "Finish the Story." Review that you are going to read some stories, leaving off the last word of each one. Partners will figure out which word makes the best ending for each story.

Begin by reading this story aloud twice:

- *Phillip went to the bus station to meet his aunt. The bus station was crowded. People were rushing about and pushing, shoving, and shouting. "Oh, dear!" Phillip exclaimed. "I'll never find Aunt Edith in this _____."*

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Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words. Ask:

Q *Which word makes the best ending for this story? Why?* [Point to the prompt.] *Turn to your partner.*

WA1

I think _____ makes the best ending because . . .

PROMPT: "I think [*chaos*] makes the best ending because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Then retell the story, adding the word *chaos* at the end.

Using the same procedure, discuss:

- *Lucy pointed to the photograph of the man in the newspaper. "Who's that?" she asked her mom. "He's a man everyone has been talking about because he got into trouble," her mom answered. "He's _____."* (notorious)
- *Javier heard a familiar voice talking softly in the next room. "I'd like to listen," he thought to himself. "But I don't want to be an _____."* (eavesdropper)

3 Continue the Game During the Week

Continue playing the game during the week with the following stories. Briefly review the meanings of the words before you play.

- *Jason tried and tried, but he couldn't understand his math homework. "I know—I'll ask Dr. Rosen for help," he said to himself. "She teaches math and is a real _____."* (expert)
- *Wilma wanted to pet the goat at the petting zoo, but she was afraid it would bite her. She told her father, "I won't pet it. I'm too _____."* (fearful)
- *Bruce's father caught him listening at the door. "I'm disappointed in you," his father said. "It's not nice to be an _____."* (eavesdropper)
- *Farmer Franny left the door to the chicken coop open, and all the chickens escaped. They were running here and there, making lots of noise and frightening the other animals. The chickens were causing _____.* (chaos)

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- *Mariko had been climbing mountains for years. When her nephew asked to join her on her next trip, Mariko had to say no. "Sorry, but this mountain is too dangerous for beginners," she said. "To stay safe, you need to be a climbing _____."* (expert)
- *The garbage cans were overturned and garbage was everywhere. Mr. Hatari grumbled, "It's those raccoons again. Everyone knows they get in the garbage at night. They are _____."* (notorious)
- *Lallie had a bad dream. She ran to her sister's bed and asked, "Can I get in with you? I'm _____."* (fearful)

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Introduce *Host* and *Hospitality* Day 1

In this lesson, the students:

- Learn and use the words *host* and *hospitality*
- Use context to determine word meanings
- Build their speaking and listening skills
- Listen to one another

Words Taught

host (p. 11)
A *host* is "someone who welcomes and looks after visitors or guests."

hospitality
Hospitality is "the friendly and caring way that a host looks after visitors or guests."

Materials

- *The Paper Crane*
- Day 1 prompts (WA2)
- Word cards (WA3)

INTRODUCE AND USE *HOST*

1 Introduce and Define *Host* and Use Context to Determine Word Meanings

Briefly review *The Paper Crane*. Show pages 10–11 and review that a stranger comes to the restaurant. Read the pages aloud, emphasizing the word *host*.

Explain that a *host* is "someone who welcomes and looks after visitors or guests." Point to the picture of the owner on page 10 and explain that he is the host. Point to the old man in the picture on page 11 and explain that he is the guest.

Tell the students that, as you read this part of the story again, you want the students to listen for what the owner does that shows he is a good host. Reread page 10 aloud.

Discuss as a class:

Q *What does the owner do that shows he is a good host? How does he welcome and look after the stranger?*

Display the day 1 prompts (WA2) and explain that the students will use these prompts to discuss the words today. Point to prompt 1,

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and have a few volunteers use the prompt to share their thinking with the class.

WA2

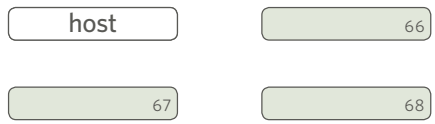
The owner shows he is a good **host** by . . .

PROMPT 1: "The owner shows he is a good host by . . ."

If necessary, explain that the owner acts as a good host when he invites the stranger to sit down, prepares a meal for him, and serves him. Explain that the sentences that tell how the owner treats the stranger are clues that help us figure out what a host is.

Display this week's word cards (WA3) and reveal word card 65. Have the students say the word *host*.

WA3



2 Play "Is Norton a Good Host?"

Tell the students that partners will play a game called "Is Norton a Good Host?" Remind the students that Norton is a make-believe second grader. Explain that you will describe something that Norton is doing and partners will discuss whether Norton is being a good host and why.

Begin by saying:

- *Norton invites John to play at his house after school. He offers John a glass of lemonade. Then he lets John pick the game they will play.*

Ask:

Q *Is Norton a good host? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think Norton [is/is not] a good host because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

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Using the same procedure, discuss:

- *At Norton's birthday party, he bosses his guests around and won't let them play with his toys.*
- *A girl Norton's age moves in next door. Norton invites her to sit next to him on the bus. He introduces her to the teacher and shows her where everything is in the classroom.*

Point to the word *host* on the word cards (WA3) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *HOSPITALITY*

3 Introduce and Define *Hospitality*

Tell the students that the next word the students will learn is *hospitality* and that *hospitality* is "the friendly and caring way that a host looks after visitors or guests."

Show pages 10–11 again, and explain that inviting the stranger to sit down, cooking him a meal, and serving him are all examples of the owner's hospitality, or the friendly way he looks after his guest.

Direct the students' attention to the word cards (WA3), reveal word card 66, and have the students say the word *hospitality*.

4 Talk About Hospitality

Tell the students that you will describe a situation and partners will discuss what they might do to show hospitality.

Begin by saying:

- *You invite a friend to sleep over at your house and want your friend to have a good time.*

Ask:

Q *What would you do to show hospitality to your friend?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I would show hospitality by . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *hospitality* on the word cards (WA3) and review the pronunciation and the meaning of the word.

Teacher Note

You might explain that the word *introduce* means "present yourself or someone you know by name to another person."

ELL Note

The Spanish cognate of *hospitality* is *hospitalidad.*

Teacher Note

If the students struggle to think of ways to show hospitality, call for their attention and describe some things you might do. For example, say "I would greet my friend at the door and tell him I'm glad to see him. I'd make him popcorn because that's the snack he likes best, and I would ask him what games he wants to play." Then ask the question again.

Teacher Note

Save the word cards (WA3) to use on Day 2.

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Day 2 Introduce *Gratitude* and *Overjoyed*

Materials

- *The Paper Crane*
- Word cards (WA3) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *host* and *hospitality* from Day 1
- Learn and use the words *gratitude* and *overjoyed*
- Recognize shades of meaning
- Build their speaking and listening skills
- Explain their thinking

Words Taught

gratitude
Gratitude is a "feeling of being grateful or thankful."

overjoyed (p. 23)
Overjoyed means "extremely happy."

REVIEW THE WORDS

1 Briefly Review *Host* and *Hospitality*

Display the word cards (WA3) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *GRATITUDE*

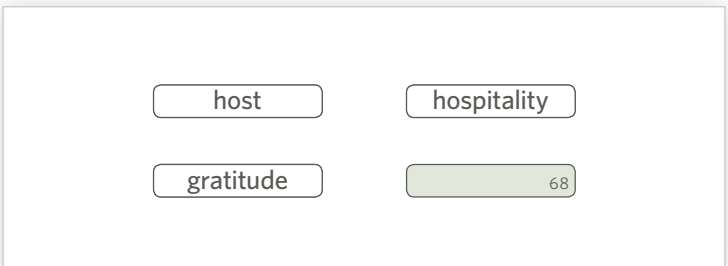
2 Introduce and Define *Gratitude*

Show pages 10–11 of *The Paper Crane* and review that the owner shows the stranger hospitality. Remind the students that the stranger wants to thank the owner for his hospitality, and reread page 11 aloud.

Explain that the stranger feels gratitude for the hospitality the owner has shown him, and that *gratitude* is the first word the students will learn today. Explain that *gratitude* is a "feeling of being grateful or thankful."

Direct the students' attention to the word cards (WA3), reveal word card 67, and have the students say the word *gratitude*.

WA3



ELL Note
The Spanish cognate of *gratitude* is *gratitud*.

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Show pages 12–13 and discuss as a class:

Q *What does the stranger do to show his gratitude, that he is thankful?*

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Point to prompt 1, and have a few volunteers use the prompt to share their thinking with the class.

WA4

To show his **gratitude**, the stranger . . .

PROMPT 1: "To show his gratitude, the stranger . . ."

3 Talk About Showing Gratitude

Explain there are many ways to show gratitude: saying "Thank you," giving a gift, or doing something nice for someone.

Ask:

Q *If you wanted to show gratitude to your mom for all the things she does for you, what might you do or say?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I might show gratitude by . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *gratitude* on the word cards (WA3) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *OVERJOYED*

4 Introduce and Define *Overjoyed* and Review Shades of Meaning

Show pages 22–23 of *The Paper Crane* and review that many months after his first visit, the stranger comes back to the restaurant. Read page 23 aloud, emphasizing the word *overjoyed*.

TEKS 1.A.iii
Student/Teacher Narrative
Step 2
(fifth paragraph, first sentence)

TEKS 1.A.iii
Student/Teacher Activity
Step 2 (fifth paragraph, second sentence) and Step 3

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Teacher Note

You might explain that in the word *overjoyed*, the prefix *over-* means "more than or beyond." Since the idea of being "beyond happy" may be difficult for students to grasp, the lesson opts to teach the word's meaning through context rather than analyze the structure of the word.

Tell the students that *overjoyed* means about the same thing as *happy*—with this important difference: If you are overjoyed, you are not just a little happy, you are extremely happy, or *very, very* happy.

Ask:

Q *Why do you think the owner is overjoyed, or extremely happy, to see the man?*

Show prompt 3 (WA4) and have volunteers use the prompt to share their thinking.

PROMPT 3: "The owner is overjoyed to see the man because . . ."

If necessary, explain that the owner is overjoyed to see the man because the man had given the owner the magical paper crane, and the dancing crane had attracted customers to his restaurant.

Direct the students' attention to the word cards (WA3), reveal word card 68, and have the students say the word *overjoyed*.

5 Talk About Being Overjoyed

Tell the students about a time you were overjoyed. (For example, talk about a surprise visit from a friend or relative you had not seen for a long time, the birth of a child, or finding a great new house or apartment.)

Use "Think, Pair, Share" to discuss:

Q *When have you felt overjoyed?* [Pause; show prompt 4.] *Turn to your partner.*

PROMPT 4: "I felt overjoyed when . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then show prompt 5 (WA4) and have a few volunteers share their partners' thinking with the class.

PROMPT 5: "[Terrell] said he felt overjoyed when . . ."

Point to the word *overjoyed* on the word cards (WA3) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA3) to use on Day 3.

Materials

- Word cards (WA3)

MORE STRATEGY PRACTICE

Review *Overjoyed* and Shades of Meaning

Display the word cards (WA3) from Day 2, point to the word *overjoyed*, and ask:

Q *How are the words* overjoyed *and* happy *alike? How are they different?*

If necessary, explain that *overjoyed* and *happy* mean almost the same thing, with this important difference: if you are overjoyed, you are not

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just a little happy, you are extremely happy—you are *very*, *very* happy. Ask the students to imagine that they have gotten some news, and they are overjoyed. Ask:

Q *What might you say if you were overjoyed? What might you do?*

Have a few volunteers share their thinking with the class. Invite the volunteers to act out what they might say and do if they were overjoyed.

Now ask the students to imagine that they have gotten some news, and they are just a little happy. Ask:

Q *What might you say if you were just a little happy? What might you do?*

Again, have a few volunteers share their thinking with the class. Invite the volunteers to act out what they might say and do if they were just a little happy.

Teacher Note

You might tell the students that thinking about how the word *overjoyed* is like the word *happy*, and how it is different, can help them remember the word and use it correctly. Explain that now that they know the word *overjoyed*, they have just the right word to use in their writing when they want to describe someone who is extremely happy. If you started a "Just the Right Word" chart, add the word *overjoyed* with its definition.

Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Materials

- Word cards (WA3) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student

Words Reviewed

host
A *host* is "someone who welcomes and looks after visitors or guests."

hospitality
Hospitality is "the friendly and caring way that a host looks after visitors or guests."

gratitude
Gratitude is a "feeling of being grateful or thankful."

overjoyed
Overjoyed means "extremely happy."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA3) from Day 2. Review the pronunciation and meaning of each word.

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WA3



Then display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *Which of the words we learned this week did you think was especially fun to talk about? Why?* [Point to prompt 1.] *Turn to your partner.*

WA5

I thought _____ was fun to talk about because . . .

PROMPT 1: "I thought [*host*] was fun to talk about because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Do the Activity "What Might You Say or Do?"

Explain that you will describe an imaginary situation and partners will discuss what they might say or do.

Begin by asking:

ELPS 3.H.iii
ELPS 4.F.viii
Step 2

Q *Our class has a new student named Daniella. You have been asked to be her host. What might you say or do to be a good host?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "To be a good host, I might . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *You invite Daniella to your house after school. What are some things you might say or do to show her hospitality?* [Show prompt 3.] *Turn to your partner.*

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PROMPT 3: "To show hospitality, I might . . ."

Q *To thank you for being a good friend, Daniella asks if you would like to go to a movie with her. You are overjoyed. What might you say or do to show that you are overjoyed?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "To show I am overjoyed, I might . . ."

Q *At the end of the day, you and Daniella show your gratitude to each other. What might you say to Daniella? What might Daniella say to you?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "To show gratitude to Daniella, I might say . . ." or "To show gratitude to me, Daniella might say . . ."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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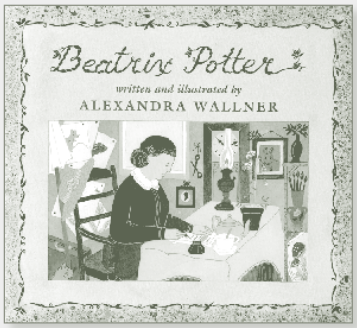
Week 18

RESOURCES



Read-aloud

- *Beatrix Potter* by Alexandra Wallner

More Strategy Practice

- "Use an Online Dictionary"
- "Discuss the Prefix *dis-*"

Assessment Resource Book

- Week 18 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 18 family letter (BLM1)
- (Optional) "Week 18 Word Cards" (BLM2)
- (Optional) "Week 18 Crossword Puzzle" (BLM3)

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OVERVIEW

Words Taught	Words Reviewed
occasionally	fetch
encourage	guide
disapprove	murmur
approve	overjoyed
	sturdy

Word-learning Strategies

- Using the suffix *-ly* to determine word meanings
- Using an online dictionary
- Using the prefix *dis-* to determine word meanings
- Recognizing antonyms (review)

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students use the suffix *-ly* to determine word meanings.
- Students use an online dictionary to determine a word's meaning.
- Students use the prefix *dis-* to determine word meanings.
- Students recognize antonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students contribute ideas that are different from other people's ideas.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 61, 62, 63, 64, and 68. Set aside a few minutes periodically during this week to review these words.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 187 of the *Assessment Resource Book*.
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Use an Online Dictionary" on page 301.
- ✓ (Optional) Prior to Day 2, review the more strategy practice activity "Discuss the Prefix *dis-*" on page 304.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 18 Word Cards" (BLM2) and "Week 18 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 18

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

Words Reviewed

fetch
Fetch means "get something and bring it back."

guide
Guide means "move someone or something in a particular direction or show someone the way."

murmur
Murmur means "talk very quietly."

overjoyed
Overjoyed means "extremely happy."

sturdy
Sturdy means "strong or well built."

Materials

- Word cards 61, 62, 63, 64, 68
- Pocket chart
- Ongoing review prompt (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play "Which Word Am I?"

Explain that partners will play the game "Which Word Am I?" Review that you will give a clue about one of the words and partners will figure out the word.

Begin by saying:

- *I'm what you do when you talk to a friend and you don't want others to hear.*

Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words.

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Ask:

Q *Which word am I? Why?* [Point to the prompt.] *Turn to your partner.*

WA1

I think the word is _____ because . . .

PROMPT: "I think the word is [*murmur*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *I'm what you do when you show someone the way to the school office.* (guide)
- *I'm how you would describe a toy that you can play with roughly and it doesn't break.* (sturdy)

3 Continue the Game During the Week

Continue playing the game during the week with the following clues. Briefly review the meanings of the words before you play.

- *I'm what you do when your dad asks you to go to the mailbox and get the mail.* (fetch)
- *I'm how you feel when you are very, very happy.* (overjoyed)
- *I'm how you would describe a house that doesn't fall down in strong winds.* (sturdy)
- *I'm what firefighters do when they show people the way out of a burning house.* (guide)
- *I'm what you might do to keep an eavesdropper from hearing your phone conversation.* (murmur)
- *I'm how you feel when you have tried hard and won a game or contest.* (overjoyed)
- *I'm what you ask your sister to do when you want her to get you a snack.* (fetch)

Teacher Note

You might remind the students that *eavesdropper* means a "person who eavesdrops, or person who secretly listens to other people talking."

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CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' explanations indicate that they understand the words' meanings?
- Do they have difficulty using or explaining the meaning of any of the words? (Note which words they have difficulty with.)
- Do they enjoy learning and talking about words?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 187 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice modeled on "What Might You Do?" (see Week 4, Ongoing Review, Step 2). For example, if the students are struggling with the word *overjoyed*, have them discuss what they might say or do if they were overjoyed about the summer.

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Day 1 Introduce *Occasionally* and *Encourage*

Materials

- *Beatrix Potter*
- Word cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *occasionally* and *encourage*
- Discuss the suffix *-ly*
- Build their speaking and listening skills
- Listen to one another

Words Taught

occasionally (p. 4)
Occasionally means "once in a while, but not often."

encourage (p. 8)
Encourage means "give someone confidence (belief in himself or herself) by praising or helping the person."

ELL Note

The Spanish cognate of *occasionally* is *ocasionalmente*.

TEKS 3.C.xi
Student/Teacher Activity
Step 1

INTRODUCE AND USE *OCCASIONALLY*

1 Introduce and Define *Occasionally* and the Suffix *-ly*

Briefly review *Beatrix Potter*. Show pages 4–5 and read page 4 aloud, emphasizing the word *occasionally*. Explain that *occasionally* means "once in a while, but not often."

Point to the illustration and review that a governess teaches Beatrix and her brother at home. The only other children Beatrix and Bertram see are their cousins, and they are only allowed to play with their cousins occasionally, or once in a while.

Explain that the suffix *-ly* means "happening at a certain time." We can add this suffix to the word *occasional* to form the word *occasionally*. Tell the students that if something is an occasional event, it does not happen all the time—it happens occasionally. Explain that although the students go to school every day, they might only go to the movies once in a while, or occasionally.

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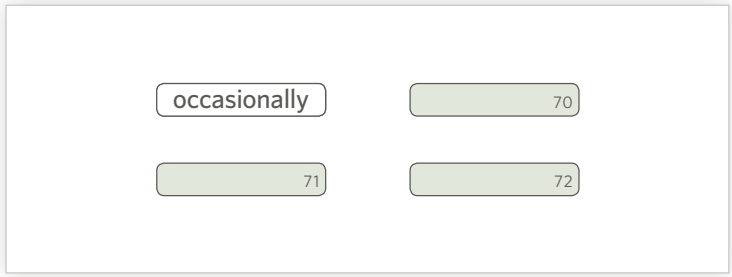
Display this week's word cards (WA2), reveal word card 69, and have the students say the word *occasionally*.

WA2



2 Discuss the Word *Occasionally*

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *Who is someone you see only occasionally, or once in a while? Why do you see the person only occasionally?* [Point to prompt 1.] *Turn to your partner.*

WA3

I see _____ only
occasionally because . . .

PROMPT 1: "I see [my grandmother] only occasionally because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3 Play "Make a Choice"

Tell the students that partners will play the game "Make a Choice." Review that you will describe two activities and they will decide which one they do only occasionally, or once in a while.

Ask:

Q *Which do you do only occasionally: brush your teeth or stay up past your bedtime on a school night? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I only occasionally [stay up past my bedtime on a school night] because . . ."

TEKS 3.C.xi
Student/Teacher Activity
Step 1

ELL Note

You may want to have the students discuss each choice individually by asking, "Do you only occasionally brush your teeth? Why?" and "Do you only occasionally stay up past your bedtime on a school night? Why?"

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After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Which do you do only occasionally: say "Hello" or say "Hippopotamus"?* [Point to prompt 2.] *Turn to your partner.*

Q *Which do you do only occasionally: go to the doctor or go to school?* [Point to prompt 2.] *Turn to your partner.*

Point to the word *occasionally* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *ENCOURAGE*

4 Introduce and Define *Encourage*

Show page 8 of *Beatrix Potter* and review that because Beatrix and Bertram are lonely, they spend a lot of time drawing and painting. Read page 8 aloud, emphasizing the word *encouraged*.

Explain that *encourage* means "give someone confidence (belief in himself or herself) by praising or helping the person."

Explain that Mr. Potter encourages Beatrix to become an artist by taking her to museums and introducing her to a famous painter. Beatrix learns how an artist lives and works, and this helps her believe that she can be an artist, too.

Direct the students' attention to the word cards (WA2), reveal word card 70, and have the students say the word *encourage*.

5 Talk About Being Encouraged

Share examples of ways other people encouraged you.

ELPS 3.H.iii
Step 5

> **You might say:**
>
> "When I was a child, my mother encouraged me to keep practicing the piano. She told me that I was getting better and better, and her praise helped give me confidence in my playing. A teacher encouraged me to try out for a school play, even though I was scared. She told me that I would be great, and that helped me believe that I could get the part—and I did."

Tell the students that partners will discuss when someone has encouraged them, and then a few of them will share what their partner said with the class.

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Use "Think, Pair, Share" to discuss:

Q *When has someone encouraged you? What did that person do or say to encourage you?* [Pause; show prompt 3.] *Turn to your partner.*

PROMPT 3: "[My big brother] encouraged me when . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then show prompt 4 (WA3) and have a few volunteers use the prompt to share their partners' thinking.

PROMPT 4: "My partner said [his big brother] encouraged him when . . ."

Point to the word *encourage* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as "When has someone in your family helped you believe you could do something you thought you couldn't do?" and "When has a friend encouraged you? A teacher?"

Teacher Note

Save the word cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

Use an Online Dictionary

Write the following words from *Beatrix Potter* where everyone can see them: *wealthy*, *romantic*, *publish*, *version*, *research*, and *modest*.

Have partners sit together. Have the students navigate to the online dictionary you selected. Direct their attention to the Search box. Ask them to type a familiar word, such as *bicycle* or *explore*, into the box and click the Search button or icon. Then discuss:

Q *What information is provided for the word* [bicycle]*?*

Have volunteers share their thinking. As necessary, point out these key features:

- The division of the word into syllables
- The pronunciation of the word, which may include both a phonetic respelling and an audio pronunciation, accessed through an Audio button or icon
- The word's part of speech (whether the word is a noun, verb, adjective, or other part of speech)
- Definitions of the word
- A sentence or phrase that shows how the word is used

Then briefly discuss:

Q *In what ways is this online dictionary [different from/the same as] a print (book) dictionary?*

Q *Which type of dictionary do you prefer? Why?*

Direct the students' attention to the words you have displayed and explain that the words are from *Beatrix Potter*. Tell the students that partners will choose one of the words they want to know about, search

Materials

- Computers or tablets with Internet access for each pair of students

Technology Tip

To find an appropriate online dictionary, search online using the keywords "children's dictionary" or "online dictionary for students."

For an activity on using a print dictionary, see the more strategy practice activity "Use a Print Dictionary" in Week 8, Day 1.

TEKS 3.A.i
Student/Teacher Activity
More Strategy Practice

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for the word in the online dictionary, and share what they learned about the word with the class.

Give pairs a minute or two to choose a word, look it up in the online dictionary, and read and discuss the word entry. When most pairs have finished, discuss each word as a class by asking:

Q *Who looked up the word* [modest]*? What did you find out about the word?*

Q *Who else looked up the word* [modest]*? What can you add to what [Roberta and Shannon] told us about the word?*

Encourage the students to continue to use an online or print dictionary to look up the meanings of words they do not know.

Day 2 Introduce *Disapprove* and *Approve*

Materials

- *Beatrix Potter*
- Word cards (WA2) from Day 1
- Day 2 prompt (WA4)

In this lesson, the students:

- Review the words *occasionally* and *encourage* from Day 1
- Learn and use the words *disapprove* and *approve*
- Use the prefix *dis-* to determine word meanings
- Recognize antonyms
- Build their speaking and listening skills
- Explain their thinking

Words Taught

disapprove (p. 26)
If you disapprove of something, you do not agree with it. You think it is bad or wrong.

approve
If you approve of something, you agree with it. You think it is good or right.

REVIEW THE WORDS

1 Briefly Review *Occasionally* and *Encourage*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

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INTRODUCE AND USE *DISAPPROVE* AND *APPROVE*

2 Introduce and Define *Disapprove*

Show pages 26–27 of *Beatrix Potter* and explain that Beatrix makes enough money from her tales to buy a farm, but she has to keep living at home because she is unmarried. Read the first two paragraphs on page 26 aloud, emphasizing the word *disapproved*.

Tell the students that *disapprove* is the first word they will learn today, and explain that if you disapprove of something, you do not agree with it. You think it is bad or wrong. Explain that Beatrix's parents think marrying William Heelis, or anyone else, is the wrong thing for Beatrix to do. They disapprove of Beatrix getting married.

Direct the students' attention to the word cards (WA2), reveal word card 71, and have the students say the word *disapprove*.

WA2



ELL Note

The Spanish cognate of *disapprove* is *desaprobar*.

3 Introduce and Define *Approve*

Tell the students that the other word they will learn today is *approve*. Point out that *disapprove* and *approve* are *antonyms,* or "words with opposite meanings." Explain that if you approve of something, you agree with it. You think it is good or right.

Direct the students' attention to the word cards (WA2), reveal word card 72, and have the students say the word *approve*.

Teacher Note

If you started an antonym chart, add *approve* and *disapprove* to it.

ELL Note

The Spanish cognate of *approve* is *aprobar*.

4 Play "Approve or Disapprove?"

Explain that partners will play a game called "Approve or Disapprove?" You will describe something an imaginary friend does, and partners will discuss whether they approve or disapprove of how the friend behaves and why.

Begin by saying:

- *Your friend takes your eraser without asking you.*

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Display the day 2 prompt (WA4) and explain that the students will use this prompt to discuss the words today. Ask:

Q *Do you approve or disapprove of what your friend did? Why?* [Point to the prompt.] *Turn to your partner.*

WA4

I [**approve/disapprove**] because . . .

PROMPT: "I [approve/disapprove] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *Your friend helps a little girl who has tumbled and bruised her leg.*
- *Your friend embarrasses another student by calling him names.*
- *Your friend invites a new student to sit with you at lunch.*

Point to the words *disapprove* and *approve* on the word cards (WA2) and review the pronunciation and meaning of each word.

Teacher Note

You might remind the students that they learned the words *tumble* ("fall and roll over and over") and *embarrass* ("make someone feel ashamed or uncomfortable") earlier.

Teacher Note

Save the word cards (WA2) to use on Day 3.

Materials

- Chart paper and a marker

MORE STRATEGY PRACTICE

Discuss the Prefix *dis-*

Remind the students that a *prefix* is a "letter or a group of letters that is added to the beginning of a word to make a new word." Explain that the prefix *dis-* means "not," and that when *dis-* is added to the word *approve*, it makes the word *disapprove*, which is the opposite of *approve* and means "not approve." Tell the students that knowing that the prefix *dis-* means "not" can help the students figure out the meanings of other words that use the prefix.

Create a two-column chart on a sheet of chart paper and post it where everyone can see it. In the left column, write the word *approve*. In the right column, write the word *disapprove*.

Remind the students that earlier they learned the word *content*, which means "happy with what is happening or what you are doing." Add the word *content* to the left column of the chart. Explain that when you add the prefix *dis-* to *content*, you make the word *discontent*, and ask the students to figure out the meaning of *discontent*. If necessary, explain that *discontent* means the opposite of *content*, or "unhappy with what is

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happening or what you are doing." Then add the word *discontent* to the right column of the chart.

Using the same procedure, add the words *honest* and *dishonest* to the chart and discuss their meanings.

Tell the students that you will now read several sentences, and the students will choose either the base word on the chart or its opposite, the word with the prefix *dis-*, to complete each sentence.

- *The thumbs-up sign means that I* _____. (approve)
- *The thumbs-down sign means that I* _____. (disapprove)
- *When people smile, they are usually* _____. (content)
- *When people frown, they are usually* _____. (discontent)
- *When people take something that doesn't belong to them, they are being* _____. (dishonest)
- *When people return something that does not belong to them, they are being* _____. (honest)

Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 18 Crossword Puzzle" (BLM3) for each student

Words Reviewed

occasionally
Occasionally means "once in a while, but not often."

encourage
Encourage means "give someone confidence (belief in himself or herself) by praising or helping the person."

disapprove
If you disapprove of something, you do not agree with it. You think it is bad or wrong.

approve
If you approve of something, you agree with it. You think it is good or right.

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REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

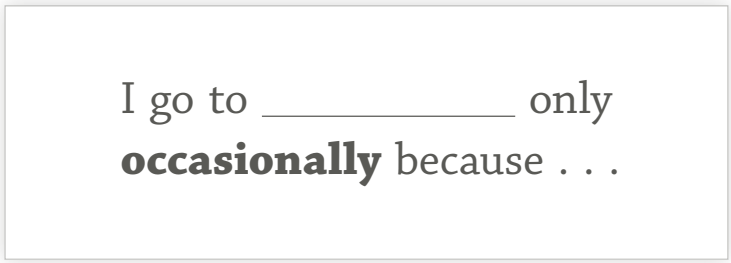
WA2



Then display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Ask:

Q *Where is a place you go only occasionally? Why do you go there only occasionally?* [Point to prompt 1.] *Turn to your partner.*

WA5



PROMPT 1: "I go to [my aunt's house] only occasionally because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[encourage]

Q *Would you encourage a friend to do something dangerous or unsafe? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I [would/would not] encourage a friend to do something dangerous or unsafe because . . ."

[disapprove]

Q *What might you say to someone if you disapprove of what the person is doing? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "If I disapprove of what someone is doing, I might say . . ."

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[approve]

Q *What might you say to someone if you approve of what the person is doing? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "If I approve of what someone is doing, I might say . . ."

PRACTICE USING THE WORDS

2 Play "Make a Choice"

Tell the students that partners will play the game "Make a Choice." Review that you will give them two choices and they will pick one and explain why they chose it.

Ask:

Q *Would you like to have pizza for lunch occasionally or often? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I would like to have pizza [occasionally/often] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Would you approve or disapprove of having school on Saturday? Why?* [Show prompt 6.] *Turn to your partner.*

PROMPT 6: "I would [approve/disapprove] of having school on Saturday because . . ."

Q *If your friend were afraid of the water, would you encourage him to learn to swim? Why?* [Show prompt 7.] *Turn to your partner.*

PROMPT 7: "I [would/would not] encourage him to learn to swim because . . ."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 17 and 18, you might distribute a copy of the "Week 18 Crossword Puzzle" (BLM3) to each student.

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Week 19

RESOURCES

Article

Read-aloud

- "Draw, Draw, Draw: A Short Biography of Tomie dePaola" by Robyn Raymer (see pages 326–327)

More Strategy Practice

- "Review the Suffixes *-ion* and *-tion* and Discuss the Word *Creation*"
- "Play 'Synonym Match'"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Reproducibles

- Week 19 family letter (BLM1)
- (Optional) "Week 19 Word Cards" (BLM2)

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OVERVIEW

Words Taught	Words Reviewed
insist	approve
create	encourage
predict	gratitude
fabulous	host
	overjoyed

Word-learning Strategies

- Using the suffixes *-ion* and *-tion* to determine word meanings (review)
- Recognizing synonyms (review)

Vocabulary Focus

- Students learn and use four words from the story.
- Students discuss the suffixes *-ion* and *-tion*.
- Students discuss synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students share their partners' thinking with the class.
- Students work in a responsible way.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 65, 67, 68, 70, and 72. Set aside a few minutes periodically during the week to review these words.

✓ (Optional) Prior to Day 1, review the more strategy practice activity "Review the Suffixes *-ion* and *-tion* and Discuss the Word *Creation*" on page 317.

✓ (Optional) Prior to Day 2, review the more strategy practice activity "Play 'Synonym Match'" on page 321.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 19 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 19

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Work in a responsible way

Words Reviewed

approve
If you approve of something, you agree with it. You think it is good or right.

encourage
Encourage means "give someone confidence (belief in himself or herself) by praising or helping the person."

gratitude
Gratitude is a "feeling of being grateful or thankful."

host
A *host* is "someone who welcomes and looks after visitors or guests."

overjoyed
Overjoyed means "extremely happy."

Materials

- Word cards 65, 67, 68, 70, 72
- Pocket chart
- Ongoing review prompts (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Do the Activity "What Might You Say or Do?"

Tell the students that this week partners will do the activity "What Might You Say or Do?" Explain that you will describe imaginary situations and partners will discuss what they might say or do.

Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words.

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Begin by saying:

Q *It is "Parent Night" at our school. You are the host in our classroom. What might you say or do to welcome parents to our classroom?* [Point to prompt 1.] *Turn to your partner.*

WA1

As the **host**, I might . . .

PROMPT 1: "As the host, I might . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following situations:

Q *Your grandmother knows you want to learn how to draw cartoons. She gives you art lessons as a birthday present. What might you say or do to show gratitude to your grandmother?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "To show gratitude, I might . . ."

Q *Your brother is having trouble putting together a model train set. He says he wants to quit. What might you say or do to encourage him to finish the project?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "To encourage him to finish the project, I might . . ."

3 Continue the Activity During the Week

Continue the activity during the week with the situations and questions below. Briefly review the meanings of the words before the activity.

Q *Your friends and family throw you a surprise party for your birthday. What might you say or do if you were overjoyed?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "If I were overjoyed, I might . . ."

Q *Your cousin suggests that the two of you build a fort in her backyard. What might you say or do if you approved of her idea?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "If I approved of her idea, I might . . ."

Q *You are sick and your dad stays home from work to take care of you. What might you say or do to show gratitude to your dad?* [Show prompt 6.] *Turn to your partner.*

PROMPT 6: "To show gratitude, I might . . ."

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Q *You are having a party. The people you have invited do not all know one another. What might you say or do to be a good host?* [Show prompt 7.] *Turn to your partner.*

PROMPT 7: "To be a good host, I might . . ."

Q *Your friend is competing in an arm-wrestling contest, and you hope he wins. What might you say or do to encourage him?* [Show prompt 8.] *Turn to your partner.*

PROMPT 8: "To encourage my friend, I might . . ."

Q *Your class is voting on what game to play during recess. Your friend suggests that you play kickball. What might you say or do if you approved of this idea?* [Show prompt 9.] *Turn to your partner.*

PROMPT 9: "If I approved of this idea, I might . . ."

Q *Your parents agree to buy a pet puppy. What might you say or do if you were overjoyed by this?* [Show prompt 10.] *Turn to your partner.*

PROMPT 10: "If I were overjoyed, I might . . ."

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Day 1 Introduce *Insist* and *Create*

Materials

- "Draw, Draw, Draw" (see pages 326–327)
- Word cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *insist* and *create*
- Review the suffixes *-ion* and *-tion*
- Share their partners' thinking with the class
- Work in a responsible way

Words Taught

insist (p. 326)
Insist means "demand or ask for something very firmly." When someone insists that you do something, the person expects you to do it.

create (p. 326)
Create means "make something new."

ELPS 2.C.iii
Step 1, Step 2, and margin notes on pp. 314–315

ELL Note
The Spanish cognate of *insist* is *insistir*.

INTRODUCE AND USE *INSIST*

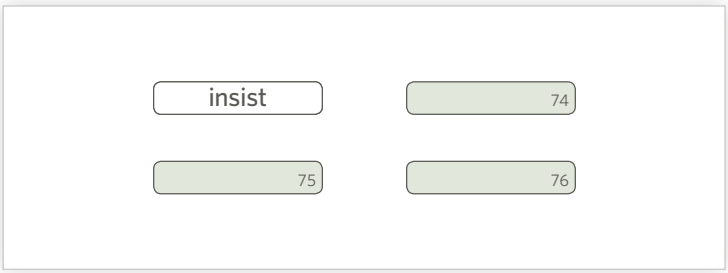
1 Introduce and Define *Insist*

Briefly review "Draw, Draw, Draw." Read the sixth paragraph on page 326 aloud, emphasizing the word *insisted*.

Tell the students that *insist* is the first word they will learn today, and explain that *insist* means "demand or ask for something very firmly." Walt Disney insisted, or demanded, that Tomie keep practicing.

Display this week's word cards (WA2), reveal word card 73, and have the students say the word *insist*.

WA2



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2 Talk About Insisting

Explain that when someone insists that you do something, the person expects you to do it. Explain that sometimes parents and teachers insist that children do things because they want the children to be safe or healthy. Give some examples of things adults insist that children do.

> **You might say:**
>
> "Parents often insist, or demand, that their children go to bed early on school nights so that they will be rested the next day for school. Parents insist that their children eat good food so that they will be strong and healthy. Teachers also insist on certain things. I insist that you walk in the classroom because you might get hurt if you run. I insist that you push in your chairs so no one will trip on a chair and get hurt."

Explain that you will ask partners to discuss when someone insisted that they do something. Then you will ask a few students to share what their partners said.

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Then use "Think, Pair, Share" to discuss:

Q *When has someone insisted, or demanded, that you do something? Why do you think the person insisted that you do it?* [Pause; point to prompt 1.] *Turn to your partner.*

WA3

_____ **insisted** that I _____ because . . .

PROMPT 1: "[My mom] insisted that I [put my bike in the garage] because . . ."

After partners have talked, show prompt 2 on the day 1 prompts (WA3). Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 2: "My partner said that [her mom insisted she put her bike in the garage] because . . ."

Point to the word *insist* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as "When has a parent or other adult at home insisted, or asked you very firmly, to do something?" and "When has a teacher or another adult at school insisted that you do something?"

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ELL Note

The Spanish cognate of *create* is *crear*.

ELPS 2.D.i
ELPS 3.B.iii
Step 4, Step 5, and both margin notes on p. 316

Teacher Note

You might explain that the words *creative* and *creator* are related to the word *create*. A creative person is someone who has the imagination and ability needed to create something. When someone makes something, that person is a creator.

INTRODUCE AND USE *CREATE*

3 Introduce and Define *Create*

Explain that the other word the students will learn today is *create*. Reread the fourth paragraph on page 326, emphasizing the word *creating*.

Explain that *create* means "make something new." Review that Tomie liked to create, or make, artwork in addition to reading and dancing.

Direct the students' attention to the word cards (WA2), reveal word card 74, and have the students say the word *create*.

4 Talk About Things the Students Have Created

Point out that the students constantly create stories, poems, and other writing, as well as drawings and other artwork, and give an example or two of things the students created earlier in the year.

Ask:

Q *What is something you have created in our classroom recently?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I created . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

5 Imagine Creating a New Sandwich

Review that like many artists, Tomie dePaola enjoyed creating new things. Explain that people in other professions often create new things as well. Chefs, for example, sometimes create new recipes. Ask the students to imagine that they each get to create a new sandwich. Explain that they can put anything they want into their sandwiches, including favorite foods that are not usually served in sandwiches.

Use "Think, Pair, Share" to discuss:

Q *If you were creating a sandwich, what would you put into it?* [Pause; show prompt 4.] *Turn to your partner.*

PROMPT 4: "If I were creating a sandwich, I would put . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *create* on the word cards (WA2) and review the pronunciation and meaning of the word.

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MORE STRATEGY PRACTICE

Review the Suffixes *-ion* and *-tion* and Discuss the Word *Creation*

Post the chart titled "Words with the Suffixes *-ion* and *-tion*" that you began in Week 12 where everyone can see it.

Remind the students that when we add the suffixes *-ion* or *-tion* to many verbs, or action words, we can create the noun, or thing, that is the result of the action.

Read aloud several of the word pairs that you have already added to the chart, including *collect/collection*, *celebrate/celebration*, and *invent/invention*. Then write the word *create* in the left column. Ask:

Q *What word do you make when you add the suffix* -ion *to the word* create*?*

Write the word *creation* in the right column next to *create*.

Then ask:

Q *What is a creation? What is an example of a creation?*

If necessary, explain that a *creation* is a "thing that you create."

Then ask the students for other examples and add them to the chart. If the students struggle to think of words, stimulate their thinking by asking questions such as "What do you call the action when a group of builders constructs something? What do you call the conversation we have when we discuss something?"

Encourage the students to listen and watch for other *-ion* and *-tion* words and add them to the chart.

Materials

- "Words with the Suffixes *-ion* and *-tion*" chart from Week 12
- A marker

Teacher Note

You might remind the students that a *suffix* is a "letter or group of letters that is added to the end of a word to make a new word."

Teacher Note

You might explain that when you add *-ion* to *create*, you omit the final *e* to spell *creation*.

TEKS 3.C.vi
TEKS 3.C.vii
Student/Teacher Activity
More Strategy Practice

Teacher Note

If you did not create this chart in Week 12, refer to the more strategy practice activity "Discuss the Suffixes *-ion* and *-tion*" on page 206 for the procedure.

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Day 2 Introduce *Predict* and *Fabulous*

Materials

- "Draw, Draw, Draw" (see pages 326–327)
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *insist* and *create* from Day 1
- Learn and use the words *predict* and *fabulous*
- Build their speaking and listening skills
- Listen to one another

Words Taught

predict (p. 326)
Predict means "say what you think will happen in the future."

fabulous (p. 327)
Fabulous means "wonderful or terrific."

REVIEW THE WORDS

1 Briefly Review *Insist* and *Create*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *PREDICT*

2 Introduce and Define *Predict*

Remind the students that Tomie dePaola was such an active baby before he was born that his mother thought he might grow up to be a dancer. Read this sentence from the second paragraph of "Draw, Draw, Draw" aloud: "A family legend says that before he was born, Tomie's mother joked to her cousin that she thought the active baby might grow up to be a dancer."

Explain that later when Tomie grew up, he did become a dancer, and read these sentences from the fourth paragraph aloud, emphasizing the word *predicted*: "Besides creating artwork, Tomie loved reading. He also loved dancing, just as his mother had predicted. He began taking tap dancing lessons at age five and continued for many years, often performing onstage."

ELPS 4.C.iii
ELPS 4.C.iv
Steps 2–5 and all margin notes on pp. 318–320

ELPS 1.F.i
ELPS 3.D.i
ELPS 3.D.ii
Step 2, Step 3, and both margin notes on p. 319

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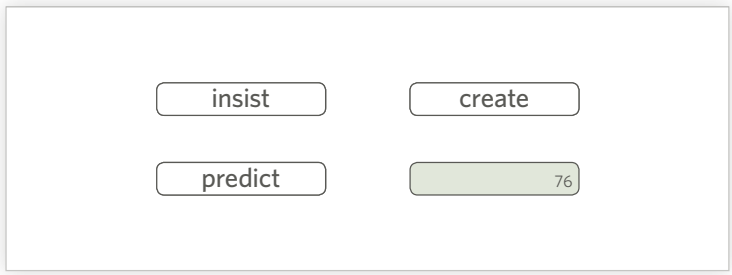
Tell the students that the first word they will learn today is *predict*, and explain that *predict* means "say what you think will happen in the future." Review that before Tomie was born, his mother predicted, or said what she thought might happen to Tomie in the future. She said that she thought he might be a dancer, and what she predicted came true.

Direct the students' attention to the word cards (WA2) and reveal word card 75. Have the students say the word *predict*.

WA2



3 Predict What Might Happen to Norton

Explain that you will describe something our imaginary friend Norton is doing. Partners will discuss what Norton is doing and then predict what might happen to him.

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Then ask the students to imagine the following scenario:

- *Norton is riding his bike on a bumpy road. He takes both of his hands off the handlebars and rides with no hands.*

Ask:

Q *What do you predict will happen? Why?* [Point to prompt 1.] *Turn to your partner.*

WA4

I **predict** _____
because . . .

PROMPT 1: "I predict [Norton will fall] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then, using the same procedure, have the students imagine and discuss the following scenario:

- *Norton is picking blackberries so that his mom can make a pie. The berries taste so good that he begins eating them as fast as he picks them.*

Teacher Note

The students may be familiar with the word *prediction* if you have asked them to make predictions as they read or listen to stories. You might explain that when they make predictions about a story, they are predicting what they think will happen.

ELL Note

The Spanish cognate of *predict* is *predicir*.

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Ask:

Q *What do you predict will happen? Why?* [Point to prompt 1.] *Turn to your partner.*

Point to the word *predict* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *FABULOUS*

4 Introduce and Define *Fabulous*

Review that when Tomie became a writer, he wrote books based on his own life. Read this sentence from the ninth paragraph of "Draw, Draw, Draw" aloud, emphasizing the word *fabulous*: "*Oliver Button Is a Sissy* reveals that as a boy Tomie was terrible at sports, though he was a fabulous tap dancer."

Tell the students that *fabulous* is the first word they will learn today. Explain that *fabulous* means "wonderful or terrific," and that *fabulous*, *wonderful*, and *terrific* are synonyms. Explain that as a boy Tomie was not good at sports, but he was a fabulous, or wonderful, dancer.

Direct the students' attention to the word cards (WA2) and reveal word card 76. Point to the word *fabulous* and have the students say the word.

Teacher Note

You may also want to explain that *fabulous* and *terrible* are antonyms. If you started an antonym chart in Week 7, add *fabulous* and *terrible* to the chart.

ELL Note

The Spanish cognate of *fabulous* is *fabuloso/a*.

5 Play "Which Do You Think Is Fabulous?"

Tell the students that partners will play "Which Do You Think Is Fabulous?" Explain that you will describe two things and partners will decide which of them is fabulous.

Begin by asking:

Q *Which do you think is fabulous: going to the Arctic to see polar bears or lying in bed sick? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think [going to the Arctic to see polar bears] is fabulous because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:

Q *Which do you think is fabulous: getting a special present or giving a present to someone special? Why?* [Point to prompt 2.] *Turn to your partner.*

Q *Which do you think is fabulous: a dancing elephant or a sleeping cat? Why?* [Point to prompt 2.] *Turn to your partner.*

Point to the word *fabulous* on the word cards (WA2) and review the pronunciation and meaning of the word.

ELL Note

You might discuss each choice individually by asking, "Do you think going to the Arctic to see polar bears is fabulous? Why?" and "Do you think lying in bed sick is fabulous? Why?"

Teacher Note

The students may reasonably argue that both getting and giving a present are fabulous.

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MORE STRATEGY PRACTICE

Play "Synonym Match"

Write these words in two columns on a sheet of chart paper:

1	2
miniature	terrific
duplicate	needed
fabulous	tiny
stunned	copy
necessary	shocked

Tell the students that partners will play a game called "Synonym Match." Remind the students that *synonyms* are "words that mean the same thing or almost the same thing." Point to the words in column 1 and explain that these are vocabulary words the students have learned. Point to the words in column 2 and explain that these are synonyms of the words in column 1. Explain that partners will match each vocabulary word to its synonym.

Write the following prompt where everyone can see it, and explain that the students will use this prompt to discuss the words in this activity.

PROMPT: "I think _____ is the synonym of _____ because . . ."

Point to the word *miniature*, pronounce it, and have the students pronounce it.

Then point to the words in column 2 and ask:

Q *Which word in column 2 is the synonym of* miniature? [Point to the prompt.] *Turn to your partner.*

Have one or two volunteers use the prompt to share their thinking. Then have a volunteer draw a line from the word *miniature* to the word *tiny*.

Discuss the remaining words the same way. When you get to the final two words, have the students discuss them together by asking:

Q *Which word in column 2 is the synonym of* stunned *and which word is the synonym of* necessary? [Point to the prompt.] *Turn to your partner.*

Materials

- Chart paper and a marker

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Day 3 Weekly Review

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Weekly review activity (WA6)
- Copy of this week's family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

insist
Insist means "demand or ask for something very firmly." When someone insists that you do something, the person expects you to do it.

create
Create means "make something new."

predict
Predict means "say what you think will happen in the future."

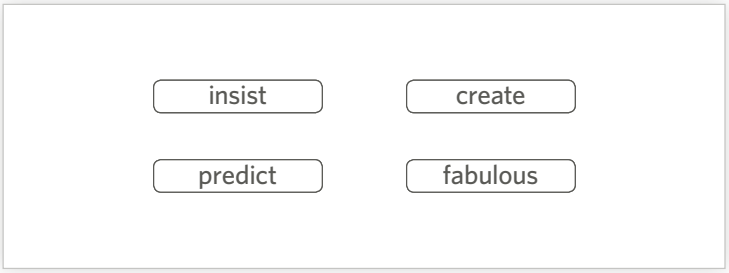
fabulous
Fabulous means "wonderful or terrific."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2



Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

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Ask:

Q *Which of the words do you think is especially interesting or fun? Why?* [Show prompt 1.] *Turn to your partner.*

WA5

I think the word _____
is [interesting/fun] because . . .

PROMPT 1: "I think the word [*create*] is [interesting/fun] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Play "Find Another Word"

Tell the students that partners will play the game "Find Another Word." Explain that you will show several sentences with a word or words underlined. Then you will read the first of these sentences aloud, and partners will discuss which of the vocabulary words could replace the underlined part of the sentence.

Display the weekly review activity (WA6) and begin playing the game:

1. Click 1 to reveal the first sentence. Point to the sentence and read it aloud, emphasizing the underlined word.
   - Sentence 1: *"I <u>demand</u> that you let me pay for dinner," Millie told her sister.*
2. Give the students a few moments to think about the sentence and the underlined word. Then point to the four word choices and ask:

   Q *Which vocabulary word could replace the underlined word? Why?*

   Click 1 again to reveal the prompt. Point to the prompt and read it aloud.

PROMPT: "I think [*insist*] could replace *demand* because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

Each sentence on the weekly review activity (WA6) has a corresponding number: the first sentence is 1; the second sentence is 2; the third sentence is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the answer in place.
- The fourth click clears the screen.

Teacher Note

The prompts for this activity also appear as prompts 2–7 on the day 3 prompts (WA5).

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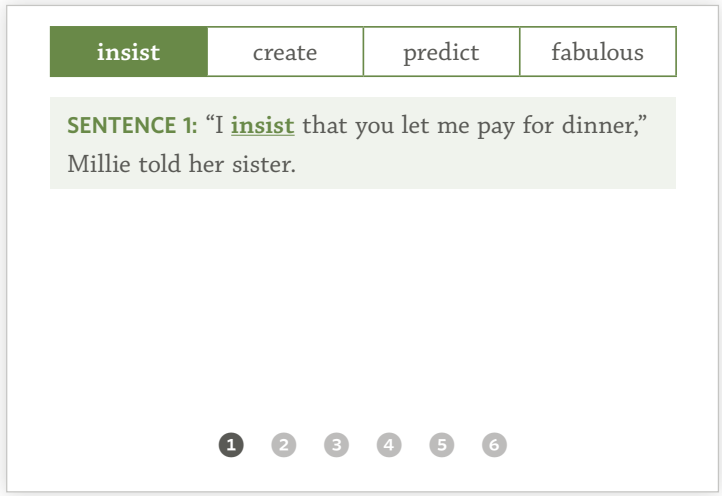
3. After they have shared, conclude the discussion by clicking 1 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

WA6



4. Click 1 to clear the screen.

Repeat the procedure to discuss the second sentence:

1. Click 2 to reveal the second sentence and read it aloud, emphasizing the underlined word.
   - Sentence 2: *"We expect that it will snow five inches tonight," said the weatherman.*
2. Give the students a few moments to think about the sentence and the underlined word. Then point to the four word choices and ask:

   Q *Which vocabulary word could replace the underlined word? Why?* [Click 2 again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think [*predict*] could replace *expect* because . . ."

   Have partners take turns using the prompt to talk about the question. Then have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 2 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.
4. Click 2 to clear the screen.

Teacher Note

If you are not using an interactive whiteboard, you might post the word cards and write the sentences where everyone can see them.

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3 Continue to Play the Game

Continue playing the game, using the same procedure to discuss the following sentences:

- Sentence 3: *"This tree is terrific!" Marie said. "It will be a <u>wonderful</u> place for a tree house."* (fabulous)
- Sentence 4: *"I <u>demand</u> that you help me build the tree house," Marie said to her brother.* (insist)
- Sentence 5: *"First, we'll <u>make</u> a drawing of the tree house," said Marie. "Then we'll build it."* (create)
- Sentence 6: *"In the future I <u>say</u> that everyone will want to play in our tree house," declared Marie.* (predict)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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Article

Draw, Draw, Draw: A Short Biography of Tomie dePaola

by Robyn Raymer

Tomie dePaola was born on September 15, 1934, in Meriden, Connecticut, where his father worked as a barber. His parents named him Thomas Anthony dePaola after his two grandfathers. His Irish grandpa, Tom Downey, was a hero of Tomie's. He appears in many of the author's books, including *Now One Foot, Now the Other* and *Tom*. His Italian grandpa, Antonio dePaola, died before Tomie was born.

Why does Tomie spell his name the way he does? A family legend says that before he was born, Tomie's mother joked to her cousin that she thought the active baby might grow up to be a dancer. Her cousin, Morton Downey, a famous singer, knew that Mrs. dePaola was planning to name her son Thomas. According to the story, Morton said that if little Tommy was going to be famous, he would have to spell his name "differently." So Tomie did, and he is—famous, that is.

Tomie was the second child in a family of four children. Maureen, who was born after Tomie, was his favorite sibling. His book *The Baby Sister* tells how happy Tomie was when she was born. The two loved making puppets together and putting on shows for their family. The grown-up brother and sister are still close friends.

Besides creating artwork, Tomie loved reading. He also loved dancing, just as his mother had predicted. He began taking tap dancing lessons at age five and continued for many years, often performing onstage.

As a boy, Tomie had many great teachers. The ones he loved best were Beulah Bowers, the art teacher he describes in *The Art Lesson*; his fifth-grade teacher, Rose Mulligan, who read aloud to the class every day; and Miss Leah, his tap dancing teacher.

When he was in fourth grade, Tomie sent one of his pictures to Walt Disney, the famous cartoonist who created Mickey Mouse. Tomie was sure that Mr. Disney would see what a good artist he was and hire him to help make Disney cartoons. Disney wrote back with a letter of advice. He insisted Tomie keep practicing. Tomie paid attention to this advice. He drew all the time. Tomie dePaola says that when children write to him today he takes their letters very seriously because he knows how important good advice can be.

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Draw, Draw, Draw:
A Short Biography of Tomie dePaola

(continued)

Tomie's twin cousins, Franny and Fuffy McLaughlin, went to an art college called Pratt Institute. After high school, Tomie went there, too. He loved art school and worked hard there. His teachers encouraged him to keep his eyes open and draw, draw, draw. Some of Tomie's friends at Pratt also went on to create popular children's books. One was Arnold Lobel, who wrote and illustrated the Frog and Toad series.

Even though he practiced all the time, it took many years for Tomie to get his first job as a book illustrator, drawing the pictures for a nonfiction book called *Sound*, written by Lisa Miller.

Soon Tomie began writing his own books instead of just illustrating other writers' work. Many of his books are based on his own life. In *The Art Lesson* he describes his beloved art teacher, Mrs. Bowers, and the box of 64 crayons that he received as a birthday gift. *Nana Upstairs & Nana Downstairs* tells about Tomie's Irish grandma and great-grandma. *Oliver Button Is a Sissy* reveals that as a boy Tomie was terrible at sports, though he was a fabulous tap dancer.

Tomie dePaola also writes and illustrates religious stories, folktales, and made-up stories with funny characters such as Strega Nona, Big Anthony, and Bill and Pete, pals who happen to be a crocodile and a bird.

Today Tomie dePaola lives in New London, New Hampshire. To make an art studio, he fixed up a large 200-year-old barn. Though he has no children, he has many nieces and nephews. He also has a dog named Brontë.

The symbol for dePaola's company, Whitebird Inc., is a little white bird with a pink heart on its chest. This symbol appears in many of his books. When Tomie dePaola signs his name, he often adds a little pink heart to his signature.

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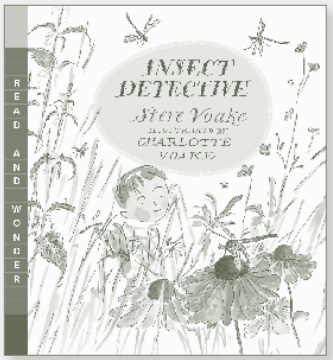
Week 20

RESOURCES



Read-aloud

- *Insect Detective* by Steve Voake, illustrated by Charlotte Voake

More ELL Support

- "Illustrate and Discuss Compound Words"

Assessment Resource Book

- Week 20 vocabulary assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- "Class Vocabulary Assessment Record" sheet (CA1)
- "Individual Vocabulary Assessment: Word Check 5" answer sheet (IA1)
- "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) "Student Self-assessment" response sheet (SA1)

Reproducibles

- Week 20 family letter (BLM1)
- (Optional) "Week 20 Word Cards" (BLM2)
- (Optional) "Week 20 Crossword Puzzle" (BLM3)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
teamwork	accompany
damp	create
regularly	fabulous
gleam	insist
	predict

Word-learning Strategies

- Using knowledge of compound words to determine word meanings (review)
- Recognizing shades of meaning (review)
- Recognizing antonyms (review)

Vocabulary Focus

- Students learn and use four words from or about the book.
- Students discuss compound words.
- Students recognize shades of meaning.
- Students discuss antonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students share their partners' thinking with the class.
- Students work in a responsible way.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 15, 73, 74, 75, and 76. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 188 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Ongoing Review, make a class set of the "Individual Vocabulary Assessment: Word Check 5" answer sheet (IA1); see page 192 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Ongoing Review, make a master copy of the "Student Self-assessment" response sheet (SA1); see page 195 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 20 Word Cards" (BLM2) and "Week 20 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 20

In this lesson, the students:

- Review words learned earlier
- Share their partners' thinking with the class
- Work in a responsible way

Words Reviewed

accompany
Accompany means "go somewhere with another person."

create
Create means "make something new."

fabulous
Fabulous means "wonderful or terrific."

insist
Insist means "demand or ask for something very firmly." When someone insists that you do something, the person expects you to do it.

predict
Predict means "say what you think will happen in the future."

Materials

- Word cards 15, 73, 74, 75, 76
- Pocket chart
- Ongoing review prompt (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)
- Class set of the "Individual Vocabulary Assessment: Word Check 5" answer sheet (IA1)
- Class set of the "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) Class set of the "Student Self-assessment" response sheet (SA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Review the Activity "What Do You Think About?"

ELPS 1.A.i
ELPS 4.F.viii
Step 2

Explain that partners will do the activity "What Do You Think About?" Point to the word cards and remind the students that they will describe what they think about, or what pictures comes into their minds, when they hear each of the words. Then display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words.

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Teacher Note

If the students struggle to make associations, call for their attention and talk about what comes into your mind when you hear the word *accompany*. For example, say "When I hear the word *accompany*, I think about when I was young and I accompanied my mother to the market on Saturdays. I would go with her and she would teach me how to pick out fruit and vegetables. When I hear the word *accompany*, I also think about how now I accompany my mother to the doctor. I drive her to all of her appointments."

If the students continue to struggle, support them by asking questions such as "What person/animal do you picture in your mind when you hear the word *accompany*? When do you accompany them or they accompany you?" and "Where do you go?"

Point to and pronounce the word *accompany* and explain that *accompany* is the first word the students will think about. Have the students close their eyes. Then use "Think, Pair, Share" to discuss:

Q *What do you think about when you hear the word* accompany*?* [Pause.] *Why? Open your eyes.* [Point to the prompt.] *Turn to your partner.*

WA1

When I hear the word _____, I think about _____ because . . .

PROMPT: "When I hear the word [*accompany*], I think about [my dog Pepe] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3 Continue the Activity During the Week

Continue the activity during the week, discussing the remaining words. Briefly review the meanings of the words before the activity.

Point to and pronounce the word *create*. Have the students close their eyes. Use "Think, Pair, Share" to discuss:

Q *What do you think about when you hear the word* create*?* [Pause.] *Why? Open your eyes.* [Point to the prompt.] *Turn to your partner.*

Teacher Note

If the students struggle to make associations, support them by asking questions such as "What do you like to create?" "What is something that someone else has created that you like?" and "What person comes into your mind when you hear the word *create*?"

PROMPT: "When I hear the word [*create*], I think about [making things with clay] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the words *fabulous*, *insist*, and *predict*.

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Assessment Notes

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they understand what the words mean?
- Do the students have difficulty describing what they think about, or what pictures come into their minds? (Note which words they have difficulty with.)
- Do they enjoy learning and using new words?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 188 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having the students play "Which Word Am I?" (see Week 2, Ongoing Review, Step 2).

INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 21 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 17–20 using the "Individual Vocabulary Assessment: Word Check 5" answer sheet (IA1). For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 189 of the *Assessment Resource Book*.

STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate his understanding of words taught in Weeks 17–20 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 193 of the *Assessment Resource Book*.

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Day 1 Introduce *Teamwork* and *Damp*

Materials

- *Insect Detective*
- Word cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *teamwork* and *damp*
- Discuss compound words
- Discuss shades of meaning
- Work in a responsible way

Words Taught

teamwork
Teamwork is the "work of a team, or group, that is acting together to get something done."

damp (p. 17)
Damp means "a little wet."

INTRODUCE AND USE *TEAMWORK*

1 Introduce and Define *Teamwork* and Review Compound Words

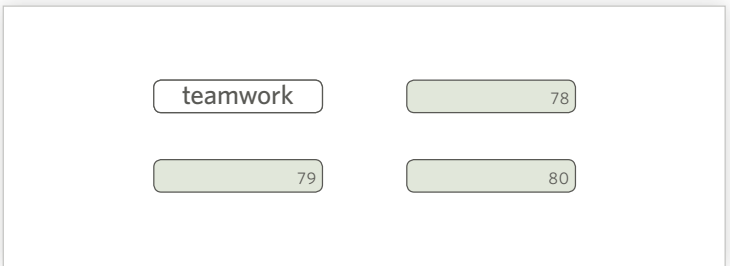
ELPS 1.A.ii
Steps 1 and 2

Briefly review *Insect Detective*.

Show pages 8–9 and read page 8 aloud. Point out the way that the wasps work together to build a nest, and explain that when they work together, the wasps are using teamwork.

Display this week's word cards (WA2), reveal word card 77, and have the students say the word *teamwork*. Explain that *teamwork* is the "work of a team, or group, that is acting together to get something done." In *Insect Detective*, the wasps use teamwork, or work together, to build their nests.

WA2



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Point out that the word *teamwork* is a compound word, and review that a *compound word* is a "word made up of two or more shorter words." Point to the words *team* and *work* in *teamwork* and tell the students that these are the shorter words that make up *teamwork*. Explain that if you put together the meanings of *team* and *work*, you can figure out that teamwork is work being done by a team, or group.

Provide examples of instances in the classroom when the students have used teamwork.

> **You might say:**
>
> "It took teamwork for us to put on our class play. We all had to work together as a team to learn our parts and to make the scenery. You also use teamwork each time you work with one another to clean up your tables."

Discuss as a class:

Q *What are other times when you have used teamwork in the classroom or on the playground?*

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA3

We used **teamwork** when we . . .

PROMPT 1: "We used teamwork when we . . ."

2 Play "Teamwork or Not Teamwork?"

Tell the students that partners will play "Teamwork or Not Teamwork?" Explain that you will describe something the students are doing, and partners will discuss whether or not they are using teamwork and why they think so.

Read the following scenario aloud:

- *Helping your sister and brother clean their bedrooms*

Ask:

Q *Are you using teamwork? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think I [am/am not] using teamwork because . . ."

Teacher Note

You might remind the students that they discussed compound words when they learned the word *overalls* while reading *Girl Wonder*.

Technology Tip

To find web-based activities that focus on using knowledge of compound words to determine word meanings, you might search online using the keywords "whiteboard compound words activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

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After partners have talked, have a few volunteers share their thinking with the class.

Using the same procedure, discuss:

- *Drawing by yourself*
- *Building a sandcastle with your whole family*
- *Playing checkers with your best friend*

Point to the word *teamwork* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *DAMP*

3 Introduce and Define *Damp*

Reread page 17 of *Insect Detective* aloud, emphasizing the word *damp*.

Tell the students that the other word they will learn today is *damp*, and explain that *damp* means "a little wet." Explain that if something is damp, it is not soaking wet or dripping with water. It is just slightly wet.

Point out that earwigs like to hide in damp and dark places, such as under stones. Explain that earwigs do not live in lakes or rivers, which are full of water. Instead, they like places that are damp, or only a little bit wet.

Direct the students' attention to the word cards (WA2) and reveal card 78. Point to the word *damp* and have the students say the word.

4 Play "Is It Soaking Wet or Damp?"

Explain that partners will play a game called "Is It Soaking Wet or Damp?" You will describe something and partners will discuss whether the thing you describe is soaking wet or damp, and why they think so. Begin by saying:

- *Your hair right after you step out of the shower*

Ask:

Q *Is your hair right after you step out of the shower soaking wet or damp? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "My hair right after I step out of the shower is [soaking wet] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

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Using the same procedure, discuss one or more of the following:

- *Your hair after you have showered and rubbed it with a towel*

PROMPT 4: "My hair after I have showered and rubbed it with a towel is [damp] because . . ."

- *The grass in your yard after it has rained just a little*

PROMPT 5: "The grass in my yard after it has rained just a little is [damp] because . . ."

- *The grass in your yard after it has rained a lot*

PROMPT 6: "The grass in my yard after it has rained a lot is [soaking wet] because . . ."

Point to the word *damp* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 2.

MORE ELL SUPPORT

Illustrate and Discuss Compound Words

Remind the students that a *compound word* is a "word made up of two or more shorter words" and that you can sometimes figure out the meaning of a compound word by thinking about the meanings of the shorter words. Write the compound words *teamwork*, *sunlight*, and *dragonfly* from *Insect Detective* where everyone can see them. Then add several other compound words to the list (for example, *mailbox*, *dishwasher*, and *snowstorm*). Pronounce each word, have the students pronounce it, and discuss the word's meaning.

Ask the students to choose one of the words and illustrate it. Have them share and discuss their illustrations in pairs using the prompt.

PROMPT: "My compound word is [*mailbox*], and it means [a 'box for holding mail']. It has the words [*mail*] and [*box*] in it."

Collect the illustrations and make a book for the classroom library.

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Day 2 Introduce *Regularly* and *Gleam*

Materials

- *Insect Detective*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *teamwork* and *damp* from Day 1
- Learn and use the words *regularly* and *gleam*
- Discuss antonyms
- Share their partners' thinking with the class
- Work in a responsible way

Words Taught

regularly (p. 17)
If you do something regularly, you do it a lot, and often at the same time or in the same way.

gleam (p. 20)
Gleam means "glow or shine."

REVIEW THE WORDS

1 Briefly Review *Teamwork* and *Damp*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *REGULARLY*

2 Introduce and Define *Regularly*

Review pages 16 and 17 of *Insect Detective*. Remind the students that this part of the book tells about earwigs, insects that like to hide in damp, dark places. Read the sidebar text aloud, emphasizing the word *regularly*: "They work hard to keep their eggs clean, turning and washing them regularly."

Tell the students that *regularly* is the first word they will learn today. Explain that if you do something regularly, you do it a lot, and often at the same time or in the same way. Point out that the earwigs wash and turn their eggs regularly, or often. Explain that when we do something regularly, it often becomes part of our usual routine. For the earwigs, regularly washing their eggs is part of their routine.

Teacher Note

You might remind the students that on some pages of *Insect Detective*, the author gives extra facts and details apart from the main information, and that these extra facts appear in smaller type in the book's sidebars and captions.

Teacher Note

You might remind the students that they learned the word *usual* in Week 7, and that if something is usual, it is normal, common, or expected. It is what happens most of the time or in most situations. You might also remind the students that they learned the word *routine* in Week 11, and that a *routine* is a "usual or normal way of doing something."

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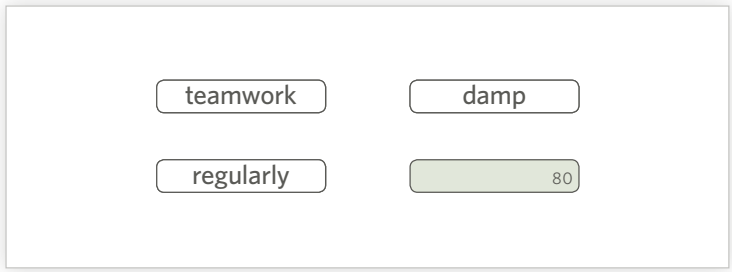
Remind the students that earlier they learned the word *rarely* and that *rarely* means "not often or hardly ever." Explain that *rarely* and *regularly* are antonyms.

Direct the students' attention to the word cards (WA2) and reveal word card 79. Point to the word *regularly* and have the students say the word.

WA2



3 Discuss Things We Do Regularly

Explain that we all have things that we do regularly. Provide examples of things that you do regularly, or of things that you see others do regularly.

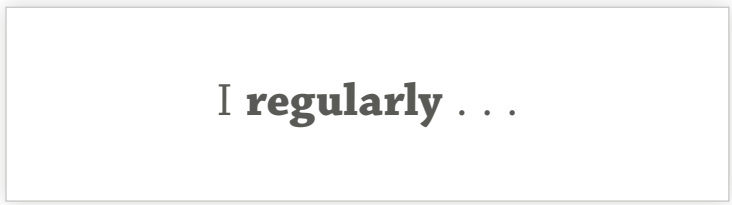
> **You might say:**
>
> "I exercise regularly; I walk every day and go hiking every weekend. My grandmother has been ill, so I visit her regularly—three or four times each week. I notice that Latisha and Dawn regularly play four square at recess. They play that game often. We regularly gather on the rug to talk about vocabulary words. We do it a lot."

Discuss as a class:

Q *What is something that you do regularly? How often do you do it?*

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA4



PROMPT 1: "I regularly . . ."

Teacher Note

If you started an antonym chart in Week 7, add the words *regularly* and *rarely* to the chart.

Teacher Note

If the students struggle to answer the questions, provide additional examples of things you or people you know do regularly.

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Ask:

Q *What is something you would like to do more regularly? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I would like to [play softball] more regularly because . . ."

After partners have talked, show prompt 3 on the day 2 prompts (WA4). Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 3: "My partner said that he would like to [play softball] more regularly because . . ."

Point to the word *regularly* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *GLEAM*

4 Introduce and Define *Gleam*

Show pages 20–21 of *Insect Detective* and remind the students that this part of the book is about ground beetles. Read page 20 aloud, emphasizing the word *gleaming*.

Tell the students that *gleam* is the other word they will learn today and explain that *gleam* means "glow or shine." Explain that *gleam*, *glow*, and *shine* are synonyms and review that *synonyms* are "words that mean the same thing or almost the same thing." Explain that the colored ground beetle gleams, or glows or shines, in the sunlight.

Direct the students' attention to the word cards (WA2) and reveal word card 80. Point to the word *gleam* and have the students say the word.

5 Imagine Things That Gleam

Give examples of things that gleam (for example, a car after being washed and waxed, a silver candlestick after being polished, or a pair of shoes after being shined). Ask the students to imagine this situation:

- *You have just finished helping your dad clean your kitchen. You look around the kitchen and see objects that are so clean they are gleaming.*

Ask:

Q *What objects in the kitchen are gleaming?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "[The pots and pans] are gleaming."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. Then use the same procedure to discuss the following situation:

- *You are walking in the park with a friend. You see an object gleaming in the grass.*

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Ask:

Q *What object might be gleaming in the grass? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "A [piece of glass] might be gleaming in the grass because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *gleam* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 3.

Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 20 Crossword Puzzle" (BLM3) for each student

Words Reviewed

teamwork
Teamwork is the "work of a team, or group, that is acting together to get something done."

damp
Damp means "a little wet."

regularly
If you do something regularly, you do it a lot, and often at the same time or in the same way.

gleam
Gleam means "glow or shine."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

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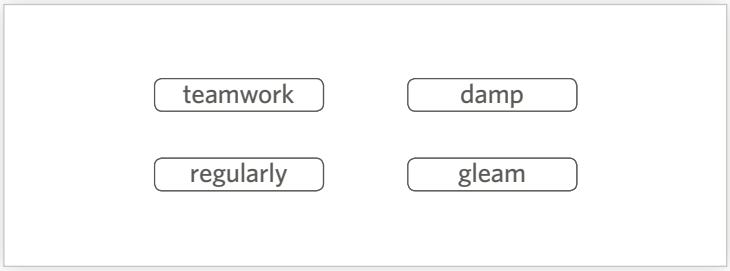
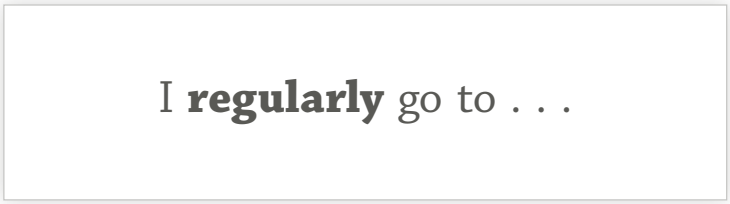
WA2



Display the word cards (WA2) from Day 2. Review the pronunciation and meaning of each word. Point to the word *regularly* on the word cards (WA2), and ask:

Q *What is a place that you go to regularly?* [Point to prompt 1.] *Turn to your partner.*

WA5



PROMPT 1: "I regularly go to . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[gleam]

Q *Do you think a motorcycle that you washed and polished would gleam? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think the motorcycle [would/would not] gleam because . . ."

[damp]

Q *Do you think a rock in the desert would be damp? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I think a rock in the desert [would/would not] be damp because . . ."

[teamwork]

Q *Does a rock band use teamwork while playing together? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "I think a rock band [does/does not] use teamwork because . . ."

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PRACTICE USING THE WORDS

2 Play "Which Word Goes With?"

Tell the students that partners will play the game "Which Word Goes With?" Review that you will write a word that the students know where everyone can see it, and partners will discuss which of this week's words goes with the word you wrote. Remind the students that the word you write might go with more than one of the vocabulary words.

Write the word *raincoat* where everyone can see it and read the word aloud. Direct the students' attention to the word cards (WA2) and ask:

Q *Which one of this week's words goes with* raincoat*? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I think the word [*damp*] goes with [*raincoat*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Continue the game using the following words:

- *sailboat*
- *schoolbus*
- *bathtub*

Teacher Note

If the students have trouble making associations, signal for their attention, and talk about an association you might make, or ask questions such as "How might the word *damp* go with *raincoat*? Would you be damp if you wore a raincoat in a thunderstorm? Why?" "How might the word *regularly* go with *raincoat*?" and "Would you regularly wear a raincoat if you lived in a place where it rains a lot? Why?"

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 19 and 20, you might distribute a copy of the "Week 20 Crossword Puzzle" (BLM3) to each student.

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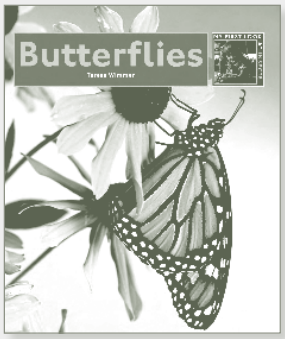
Week 21

RESOURCES



Read-aloud

- *Butterflies* by Teresa Wimmer

More Strategy Practice

- "Discuss Using a Glossary"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA7

Reproducibles

- Week 21 family letter (BLM1)
- (Optional) "Week 21 Word Cards" (BLM2)

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OVERVIEW

Words Taught	Words Reviewed
fragile	damp
sip	disapprove
picky	hospitality
attract	occasionally
	regularly

Word-learning Strategies

- Using a glossary to determine word meanings
- Using context to determine word meanings (review)

Vocabulary Focus

- Students learn and use four words from or about the book.
- Students use a glossary to determine word meanings.
- Students use context to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students share their partners' thinking with the class.
- Students relate the value of responsibility to their behavior.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 66, 69, 71, 78, and 79. Set aside a few minutes periodically during the week to review these words.

✓ (Optional) Prior to Day 1, review the more strategy practice activity "Discuss Using a Glossary" on page 353.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 21 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 21

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Work in a responsible way

Words Reviewed

damp
Damp means "a little wet."

disapprove
If you disapprove of something, you do not agree with it. You think it is bad or wrong.

hospitality
Hospitality is "the friendly and caring way that a host looks after visitors or guests."

occasionally
Occasionally means "once in a while, but not often."

regularly
If you do something regularly, you do it a lot, and often at the same time or in the same way.

Materials

- Word cards 66, 69, 71, 78, 79
- Pocket chart
- Ongoing review prompts (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play "Make a Choice"

Tell the students that this week partners will play the game "Make a Choice." Point to the word *hospitality* in the pocket chart and review that you will describe two actions or events, and partners are to decide which one would best show hospitality. Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words.

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Ask:

Q *Which would best show hospitality: inviting your friends into your house and offering them a snack, or asking them to wait for you in the doorway? Why?* [Point to prompt 1.] *Turn to your partner.*

WA1

I think _____ would best show **hospitality** because . . .

PROMPT 1: "I think [inviting my friends in and offering them a snack] would best show hospitality because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same prompt and the same procedure, discuss:

Q *Which would best show hospitality: playing games with your cousins who are visiting, or reading by yourself in your bedroom? Why?* [Point to prompt 1.] *Turn to your partner.* (playing games with your cousins who are visiting)

3 Continue the Game During the Week

Using the same procedure, continue playing the game during the week with the questions that follow. Briefly review the meanings of the words before the activity.

[damp]

Q *Which are more likely to be damp: the shoes you left out in the rain, or the socks that had been in the dryer for an hour? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think the [shoes I left out in the rain] are more likely to be damp because . . ."

Q *Which are more likely to be damp: the books you read in the school library, or the books you carried to school in a snowstorm? Why?* [Point to prompt 2.] *Turn to your partner.* (the books you carried through the snowstorm)

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[disapprove]

Q *Which would your parents disapprove of: you finishing your homework before dinner, or you crossing the street without looking both ways? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I think my parents would disapprove of [me crossing the street without looking both ways] because . . ."

Q *Which would your parents disapprove of: you washing your hands before dinner, or you dropping food on the floor? Why?* [Point to prompt 3.] *Turn to your partner.* (you dropping food on the floor)

[occasionally]

Q *Which one would a person do only occasionally: go to bed at night, or go to the doctor's office? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "A person would only occasionally [go to the doctor's office] because . . ."

Q *Which one would a person do only occasionally: drink a glass of water, or visit a lake that is far away? Why?* [Point to prompt 4.] *Turn to your partner.* (visit a lake that is far away)

[regularly]

Q *Which one do you do regularly: eat breakfast at home, or eat breakfast at a nice restaurant? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I regularly [eat breakfast at home] because . . ."

Q *Which one do you do regularly: sleep in your bed at home, or sleep in a bed in a fancy hotel? Why?* [Point to prompt 5.] *Turn to your partner.* (sleep in your bed at home)

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Day 1 Introduce *Fragile* and *Sip*

Materials

- *Butterflies*
- Word cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *fragile* and *sip*
- Discuss using a glossary
- Build their speaking and listening skills
- Relate the value of responsibility to their behavior

Words Taught

fragile
Fragile means "easily broken or destroyed."

sip (p. 16)
Sip means "drink something slowly, swallowing only small amounts."

INTRODUCE AND USE *FRAGILE*

1 Introduce and Define *Fragile*

Briefly review *Butterflies*.

Read page 11 aloud, and point out that pieces of a butterfly's wings may break as the butterfly gets older. Explain that the butterfly's wings are very fragile, and tell the students that *fragile* is the first word they will learn today. Explain that *fragile* means "easily broken or destroyed."

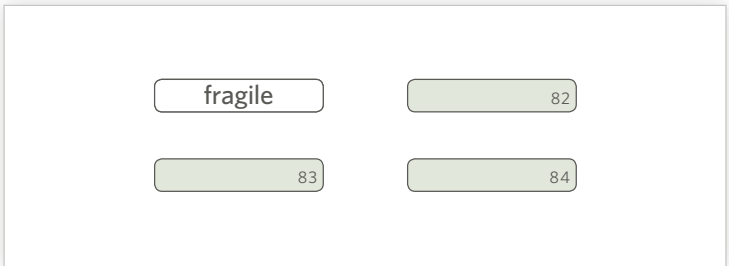
Provide some examples of things that are fragile.

> **You might say:**
> "I have some teacups that used to belong to my grandmother. They are very fragile and can break very easily. Many holiday ornaments are fragile and need to be handled very carefully. My nephew builds model airplanes that he won't let others touch because they are so fragile."

ELL Note
The Spanish cognate of *fragile* is *frágil*.

Display this week's word cards (WA2), reveal word card 81, and have the students say the word *fragile*.

WA2



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2 Play "Fragile or Not Fragile?"

Explain that if something is fragile, it is not sturdy, and it could break very easily. Tell the students that partners will play "Fragile or Not Fragile?" You will describe something; then partners will discuss whether it is fragile or not fragile and explain why they think so.

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Then begin by asking:

Q *Is a bird's nest fragile or not fragile? Why?* [Point to prompt 1.] *Turn to your partner.*

WA3

I think it is [**fragile**/not **fragile**] because . . .

PROMPT 1: "I think it is [fragile/not fragile] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Is a snow shovel fragile or not fragile? Why?* [Point to prompt 1.] *Turn to your partner.*

Q *Is a glass vase fragile or not fragile? Why?* [Point to prompt 1.] *Turn to your partner.*

Point to the word *fragile* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *SIP*

3 Introduce and Define *Sip*

Reread the first paragraph on page 16 of *Butterflies*, emphasizing the word *sip*. Tell the students that the other word they will learn today is *sip* and explain that *sip* means "drink something slowly, swallowing only small amounts." Point out that butterflies sip the nectar that they get from flowers. They drink only a small amount at a time.

Explain that people often sip drinks, such as tea or coffee, that are too hot to drink more quickly. People might also sip something delicious that they do not want to finish too quickly. Ask the students to watch carefully as you act out sipping from a cup of water. Then ask:

Q *What did you notice when I sipped the cup of water?*

Teacher Note

You might remind the students that *sturdy* means "strong or well built," and explain that *fragile* and *sturdy* are antonyms. If you started an antonym chart, add the words *fragile* and *sturdy* to it at the end of the lesson.

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Show prompt 2 (WA3) and have a few volunteers use the prompt to share their thinking.

PROMPT 2: "When you sipped the cup of water, you . . ."

Direct the students' attention to the word cards (WA2), reveal word card 82, and have the students say the word *sip*.

4 Play "Would You Sip?"

Tell the students that partners will play "Would You Sip?" Explain that you will describe situations in which the students might drink something, and partners will discuss whether they would sip the drink or not.

Begin by saying:

- *You have finished playing softball on a hot day, and you are very thirsty. You pour yourself a large glass of water.*

Ask:

Q *Would you sip the water or not? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I [would/would not] sip the water because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following:

- *You are running out of water on a long hike. You need the rest of your water to last.*

Q *Would you sip the water or not? Why?* [Point to prompt 3.] *Turn to your partner.*

- *You are spending a summer afternoon on a hot beach. Your aunt pours you a large glass of cold lemonade.*

Q *Would you sip the lemonade or not? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "I [would/would not] sip the lemonade because . . ."

- *You are sitting next to a fireplace and drinking a very hot cup of hot chocolate.*

Q *Would you sip the hot chocolate or not? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I [would/would not] sip the hot chocolate because . . ."

Point to the word *sip* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 2.

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MORE STRATEGY PRACTICE

Discuss Using a Glossary

Direct the students' attention to page 24 of *Butterflies* and point to the list titled "Words to Know." Tell the students that they will find this type of list in many nonfiction books, and that these lists are usually called *glossaries*. Explain that a *glossary* is a "list of words the author thinks readers might need to know to understand the book." Point out that a glossary is usually found at the end of a book and is organized like a dictionary. It lists words in alphabetical order and tells what each word means.

Tell the students that if they come across a word in a nonfiction book that they do not understand, they can often look it up in the glossary. Explain that authors will often use bold print to help readers know which words in a book can be found in the glossary.

Model using the glossary by showing page 6 of *Butterflies* and pointing out the word in bold type, *insects*. Read the first paragraph on page 6, locate the word *insects* in the glossary, and read the definition.

Show page 16 of the book, and read the first two sentences aloud, emphasizing the word *nectar*. Point to the word *nectar* and ask:

Q *What do you notice about the word* nectar?

Explain that this word appears in bold print and review that the word's meaning can be found in the glossary. Read the definition of *nectar* on page 24 aloud. Then reread the sentence on page 16 that includes *nectar* and ask:

Q *What is nectar?*

Have one or two volunteers explain their thinking. Using this same procedure, discuss the definition of the word *pollen* (page 16).

Material

- *Butterflies*

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Day 2 Introduce *Picky* and *Attract*

Materials

- *Butterflies*
- Word cards (WA2) from Day 1
- "Sentences from *Butterflies*" chart (WA4)
- Day 2 prompts (WA5)

In this lesson, the students:

- Review the words *fragile* and *sip* from Day 1
- Learn and use the words *picky* and *attract*
- Review using context to determine word meanings
- Share their partners' thinking with the class
- Relate the value of responsibility to their behavior

Words Taught

picky (p. 17)
Picky means "hard to please." A picky person likes only certain things.

attract
Attract means "get the attention of people or animals and cause them to come closer."

REVIEW THE WORDS

1 Briefly Review *Fragile* and *Sip*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *PICKY*

2 Introduce *Picky* and Use Context to Determine Its Meaning

Show page 16 of *Butterflies* and review that this part of the book tells how butterflies get their food. Read the following sentences aloud, emphasizing the word *picky*: "Caterpillars are picky eaters. They will eat only certain kinds of plants."

Tell the students that *picky* is the first word they will learn today. Display the "Sentences from *Butterflies*" chart (WA4) and explain that these are the sentences you just read.

Point to the word *picky* on the chart and underline it. Remind the students that they can sometimes figure out the meaning of an unfamiliar word—like *picky*—by looking for clues. Review that they can look for clues by reading the sentence that includes the word, or the sentences before or after. Tell the students that, as you read the sentence

Teacher Note

Alternatively, you might write the context sentences where everyone can see them, underlining the word *picky*.

TEKS 3.B.ii
Student/Teacher Narrative
Step 2
(third paragraph)

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that includes the word *picky* again, you want them to think about what *picky* might mean and what words in the sentence are clues to the meaning of *picky*.

Read the sentence that includes *picky* aloud. Then discuss as a class:

TEKS 3.B.ii
Student/Teacher Activity
Step 2
(discussion questions)

Q *Based on what you just heard, what do you think the word* picky *might mean?*

Point to the first prompt and read it aloud.

WA4

Sentences from *Butterflies*

Caterpillars are picky eaters. They will eat only certain kinds of plants.

PROMPT: I think ***picky*** might mean . . .

PROMPT: The clues _____ help me figure out the meaning of the word ***picky***.

PROMPT: "I think *picky* might mean . . ."

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *picky* means "hard to please," and that a picky person likes only certain things. Then ask:

Q *What clues help you figure out the meaning of the word* picky*?*

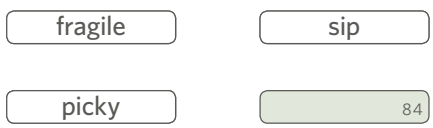
Point to the second prompt and read it aloud.

PROMPT: "The clues [*only* and *certain kinds*] help me figure out the meaning of the word *picky*."

Have a few volunteers use the prompt to share their thinking with the class. Circle the context clues on the chart as the students identify them. If necessary, explain that the words *only* and *certain kinds* are clues that tell you the meaning of *picky*. Caterpillars only eat certain plants because they are picky eaters.

Display the word cards (WA2) from Day 1, reveal word card 83, and have the students say the word *picky*.

WA2



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3 Play "Is Norton Being Picky?"

Provide some examples of ways that people are picky.

> **You might say:**
>
> "My three-year-old daughter is a picky eater. She will eat only foods that are white. She eats pasta and potatoes and cauliflower, but she won't eat any foods that are more colorful. My four-year-old nephew is picky about the toys he plays with. He loves toy trucks, but when I gave him a toy train, he wouldn't touch it. I'm picky about the tea that I drink. I love black tea, but I never drink green tea or herbal tea."

Explain that you will describe what our imaginary friend Norton says or does in different situations. Partners will discuss whether Norton is being picky or not, based on his behavior.

Display the day 2 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Then ask the students to imagine the following scenario:

- *Norton is having dinner at a Chinese restaurant with his family. He doesn't want to eat anything on the menu, and says that he will eat only a grilled cheese sandwich.*

Ask:

Q *Is Norton being picky? Why?* [Point to prompt 1.] *Turn to your partner.*

WA5

I think Norton [is/is not] being **picky** because . . .

PROMPT 1: "I think Norton [is/is not] being picky because . . ."

After partners have talked, show prompt 2 on the day 2 prompts (WA5). Have a few volunteers use the prompt to share their partner's thinking with the class.

PROMPT 2: "My partner said she thinks that Norton [is/is not] being picky because . . ."

Using the same procedure, have the students imagine and discuss the following scenarios:

- *Norton is picking berries with his family. He can't decide whether he likes the strawberries, raspberries, or blueberries the best, because they all taste so good.*

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- *Norton is getting ready to go fishing with his uncle. Norton's uncle gives him a red hat to wear to protect him from the sun, but Norton wants a blue hat instead. Norton says he won't go fishing without a blue hat.*

Point to the word *picky* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *ATTRACT*

4 Introduce and Define *Attract*

Show pages 20–21 of *Butterflies* and read page 20 aloud. Point out that people plant flowers that they know butterflies will like. Explain to the students that these flowers attract butterflies, and that *attract* is the other word they will learn today. Explain that *attract* means "get the attention of people or animals and cause them to come closer." Tell the students that people plant "butterfly gardens" full of flowers because they want more butterflies to visit their gardens. Explain that some people place a bird feeder in their backyards to attract different kinds of birds.

Direct the students' attention to the word cards (WA2) and reveal word card 84. Have the students say the word *attract*.

ELL Note

The Spanish cognate of *attract* is *atraer*.

5 Do the Activity "Imagine That!"

Ask the students to imagine the following scene:

- *It is a hot summer day. You have set up a table on the sidewalk in front of your house and are selling cups of cold lemonade.*

Ask:

Q *What would you do to attract customers, or get their attention and cause them to come and buy your lemonade?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "To attract customers, I would . . ."

After partners have talked, show prompt 4 (WA5). Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 4: "To attract customers, my partner said he would . . ."

Using the same procedure, have the students imagine and discuss the following scene:

- *You are at recess and see your friend across the yard. Your friend doesn't notice you.*

Ask:

Q *What would you do or say to attract your friend's attention?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "To attract my friend's attention, I would . . ."

TEKS 7.F.i
Student/Teacher Activity
Step 5

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After partners have talked, show prompt 6 (WA5). Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 6: "To attract her friend's attention, my partner said she would . . ."

Point to the word *attract* on the word cards (WA2) and review the pronunciation and meaning of the word.

Day 3 Weekly Review

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA6)
- Weekly review activity (WA7)
- Copy of this week's family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

fragile
Fragile means "easily broken or destroyed."

sip
Sip means "drink something slowly, swallowing only small amounts."

picky
Picky means "hard to please." A picky person likes only certain things.

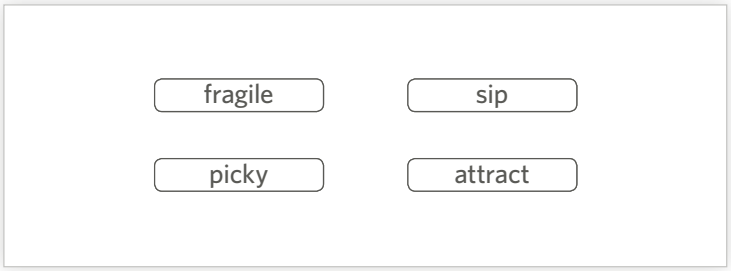
attract
Attract means "get the attention of people or animals and cause them to come closer."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2



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Then, display the day 3 prompts (WA6) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *Which of the words do you think is especially interesting or fun? Why?* [Show prompt 1.] *Turn to your partner.*

WA6

I think the word _____ is [interesting/fun] because . . .

PROMPT 1: "I think the word [*fragile*] is [interesting/fun] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

ELPS 2.I.iii
Step 2

2 Play "Finish the Story"

Tell the students that they are going to play the game "Finish the Story." Explain that you are going to read some stories and that you will leave off the last word of each story. Then you will point to this week's words and the students will decide which word makes the best ending for the story. Tell the students that you will ask partners to discuss the stories with each other and share their thinking with the class.

Display the weekly review activity (WA7) and begin playing the game:

1. Click ❶ to reveal the first story. Point to the story and read it aloud twice, slowly and clearly. Point out that the ending is missing.
   - Story 1: *Julie's aunt and uncle were out of ideas. They had offered her cereal, eggs, toast, and fruit, but she wouldn't eat any of it. "Julie," said her uncle, "why are you so _____?"*
2. Give the students a few moments to think about the story. Then point to the words and read each word aloud. Ask:

   Q *Which word makes the best ending for the story? Why do you think that?* [Click ❶ again to reveal the prompt and read it aloud.] *Turn to your partner.*

PROMPT: "I think [*picky*] makes the best ending because . . ."

After partners have talked, have one or two pairs use the prompt to share their thinking with the class.

Teacher Note

Each story on the weekly review activity (WA7) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

Teacher Note

The prompt for this activity also appears as prompt 2 on the day 3 prompts (WA6).

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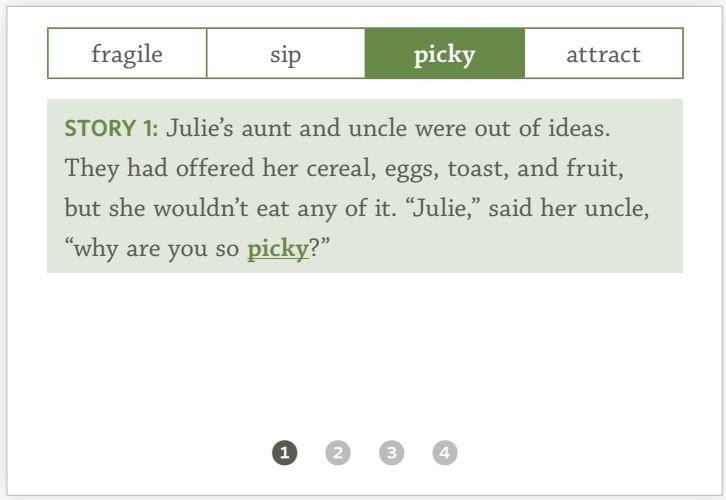
3. Conclude the discussion of this story by clicking 1 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place. Then reread the story with the word *picky* at the end.

WA7



Teacher Note

If you are not using an interactive whiteboard, you might post the word cards and write the clues where everyone can see them.

4. Click 1 to clear the screen.

Repeat the procedure to discuss the second story:

1. Click 2 to reveal the second story. Read the story aloud twice, slowly and clearly.
   - Story 2: *Bobby's sister asked him why he was making a bird feeder in the backyard. He told her, "You won't believe all the different birds that my bird feeder will _____."*
2. Give the students a few moments to think about the story. Then point to the words and ask:

   Q *Which word makes the best ending for the story? Why do you think that?* [Click 2 again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think [*attract*] makes the best ending because . . ."

After partners have talked, have one or two pairs use the prompt to share their thinking with the class.

3. Conclude the discussion of this story by clicking 2 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place. Then reread the story with the word *attract* at the end.
4. Click 2 to clear the screen.

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3 Continue to Play the Game in Pairs

Using the same procedure, discuss the following stories:

- Story 3: *"That's the last of the hot cider," Lauren's mother told her. "If you want that mug to last, you can't drink it so fast. You need to _____."* (sip)
- Story 4: *"Please be careful with this mirror," Leo's father told him. "It belonged to my grandmother, and it is very _____."* (fragile)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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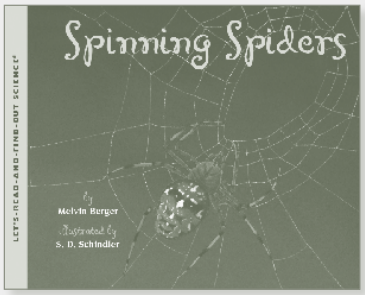
Week 22

RESOURCES



Read-aloud

- *Spinning Spiders* by Melvin Berger, illustrated by S. D. Schindler

More Strategy Practice

- "Play 'Antonym Match'"

More ELL Support

- "Discuss a Pair of Illustrations in *Spinning Spiders*"

Assessment Resource Book

- Week 22 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 22 family letter (BLM1)
- (Optional) "Week 22 Word Cards" (BLM2)
- (Optional) "Week 22 Crossword Puzzle" (BLM3)

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OVERVIEW

Words Taught	Words Reviewed
dull	attract
solid	fragile
mushy	gleam
slurp	sip
	teamwork

Word-learning Strategies

- Recognizing antonyms (review)
- Recognizing words with multiple meanings (review)
- Recognizing shades of meaning (review)

Vocabulary Focus

- Students learn and use four words from or about the book.
- Students discuss antonyms.
- Students discuss words with multiple meanings.
- Students discuss shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing their partners' thinking during whole-class discussions.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 77, 80, 81, 82, and 84. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 196 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Play 'Antonym Match'" on page 371.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 22 Word Cards" (BLM2) and "Week 22 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 22

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Work in a responsible way

Words Reviewed

attract
Attract means "get the attention of people or animals and cause them to come closer."

fragile
Fragile means "easily broken or destroyed."

gleam
Gleam means "glow or shine."

sip
Sip means "drink something slowly, swallowing only small amounts."

teamwork
Teamwork is the "work of a team, or group, that is acting together to get something done."

Materials

- Word cards 77, 80, 81, 82, 84
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Discuss "Would You?" Questions

Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Tell the students that this week they will use the words to answer questions. Point to the words *attract* and *gleam* in the pocket chart and ask:

Q *Would you expect a gleaming sports car to attract a lot of attention? Why?* [Point to prompt 1.] *Turn to your partner.*

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I [would/would not] expect a **gleaming** sports car to **attract** attention because . . .

PROMPT 1: "I [would/would not] expect a gleaming sports car to attract attention because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[sip, fragile]

Q *Would you want to sip very hot tea from a very fragile teacup? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I [would/would not] want to sip very hot tea from a very fragile teacup because . . ."

[teamwork, attract]

Q *Would you expect great teamwork to attract fans to your basketball game? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I [would/would not] expect great teamwork to attract fans because . . ."

3 Continue the Discussion During the Week

Continue discussing "Would you?" questions during the week, using the questions that follow. Briefly review the meanings of the words before asking each question.

[gleam, teamwork]

Q *If you and your brother wanted to make your kitchen gleam, would you use teamwork? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "We [would/would not] use teamwork to make the kitchen gleam because . . ."

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[fragile, attract]

Q *If you built a fragile model house out of toothpicks, do you think it would attract visitors? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I think a fragile model house [would/would not] attract visitors because . . ."

[sip, gleam]

Q *Would you want to sip cold water from a gleaming silver cup on a cold day? Why?* [Show prompt 6.] *Turn to your partner.*

PROMPT 6: "I [would/would not] want to sip cold water from a gleaming silver cup on a cold day because . . ."

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they know what the words mean?
- Can they use the words to explain their thinking?
- Are the students using the words spontaneously at other times of the day?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 196 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to draw a picture about the word and then talk about her drawing.

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Day 1 Introduce *Dull* and *Solid*

Materials

- *Spinning Spiders*
- Word cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *dull* and *solid*
- Review antonyms
- Discuss words with multiple meanings
- Review synonyms
- Build their speaking and listening skills
- Listen to one another

Words Taught

dull (p. 6)
Dull means "not bright, colorful, or shiny." *Dull* also means "boring, or not interesting or exciting."

solid (p. 13)
Solid means "hard and firm." Something that is solid is not a liquid or a gas.

INTRODUCE AND USE *DULL*

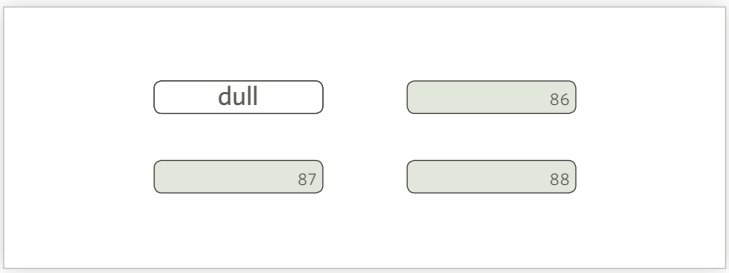
1 Introduce and Define *Dull*

Briefly review *Spinning Spiders*. Show pages 6–7 and read page 6 aloud, emphasizing the word *dull*.

Tell the students that *dull* is the first word they will learn today. Explain that *dull* means "not bright, colorful, or shiny" and that *dull* and *bright* are antonyms. Explain that many spiders are gray, brown, or black, which are dull colors. Some other spiders are not dull, but instead are bright and colorful, like flowers.

Display this week's word cards (WA2), reveal word card 85, and have the students say the word *dull*.

WA2



Teacher Note

If you started an antonym chart, you might add *dull* and *bright* to it.

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2 Look for Dull Things

Remind the students that something that is dull is not bright, colorful, or shiny, and review that gray and brown are dull colors. Explain that *dull* is also used to describe a light that is not bright.

Explain that you want the students to look around the room and find something they think is dull. Give them a few moments to look quietly around the room.

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Then ask:

Q *What do you see that you think is dull? Why do you think it is dull?* [Point to prompt 1.] *Turn to your partner.*

WA3

I think _____ is **dull** because . . .

PROMPT 1: "I think [the floor] is dull because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3 Discuss Another Meaning of *Dull*

Tell the students that often a word has more than one meaning, and explain that the word *dull* has another meaning.

Discuss as a class:

Q *What else do you know about the word* dull?

If necessary, ask a follow-up question such as:

Q *What do we mean when we say, "I saw a dull movie" or "The party was dull"?*

Explain that *dull* can mean "boring, or not interesting or exciting." Then give some examples of things you think are dull.

> **You might say:**
>
> "Sometimes I start watching a program on TV that I think will be interesting, but it isn't. It is dull, so I stop watching it. I think playing golf is dull. It does not have enough action for me, so I find it boring."

Explain that you will ask partners to talk about something they think is dull. Then you will ask a few students to share what their partners said.

Teacher Note

Support struggling students by asking questions such as "What do you see that is not brightly colored?" "What do you see that is not shiny?" and "Where do you see a light that is not bright?"

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Teacher Note

Support struggling students by asking questions such as "What is something you have done recently that was not very interesting?" "What is a movie or TV show you have seen that was not interesting?" and "What is something you don't like to do because it's boring?"

Ask:

Q *What do you think is dull, or not interesting? Why?* [Point to prompt 1.] *Turn to your partner.*

After partners have talked, show prompt 2 on the day 1 prompts (WA3). Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 2: "My partner said [waiting for the bus] is dull because . . ."

Point to the word *dull* on the word cards (WA2) and review the pronunciation and meanings of the word.

INTRODUCE AND USE *SOLID*

4 Introduce and Define *Solid*

ELL Note

The Spanish cognate of *solid* is *sólido/a*.

Tell the students that the next word they will learn today is *solid*. Read the first paragraph on page 13 of *Spinning Spiders* again, emphasizing the word *solid*.

Explain that *solid* means "hard and firm." Something that is solid is not a liquid or a gas. Point out that a liquid comes out of the spiders' spinnerets, but that this liquid hardens into a solid thread of silk. Explain that *liquid* and *solid* are antonyms.

Teacher Note

If you started an antonym chart, you might add *solid* and *liquid* to it.

Tell the students that ice is solid, or hard and firm. Explain that water is made from the same thing as ice, but water is liquid and not solid. Then show prompt 3 (WA3) and discuss as a class:

Q *If I stir my tea with a teaspoon, is the spoon solid or liquid? Why do you think so?*

PROMPT 3: "I think the spoon is [solid] because . . ."

Have one or two volunteers use the prompt to share their thinking with the class. Then show prompt 4 (WA3) and ask:

Q *Is the tea that I drink solid or liquid? Why do you think so?*

PROMPT 4: "I think the tea is [liquid] because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Direct the students' attention to the word cards (WA2), reveal word card 86, and have the students say the word *solid*.

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5 Discuss Classroom Objects That Are Solid

Explain that many of the things we see or use every day are solid, and give some examples.

> **You might say:**
>
> "A rock is solid, or hard and firm. Wood, concrete, and bricks are solid, also. That is why we build things out of those materials. The walls of our school building are solid, and so are the floors and ceiling. The chair I'm sitting on is solid."

Explain that you want the students to look around the classroom and find things that are solid. Partners will then discuss the solid things they find.

Have the students look for solid things. After a few moments, ask:

Q *What is something in our classroom that is solid? Why do you say it is solid?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I think the [desks] [is/are] solid because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *solid* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

Play "Antonym Match"

Materials

- Chart paper and a marker

Write these words in two columns on a sheet of chart paper:

1	2
host	bright
solid	rarely
fragile	guest
dull	liquid
regularly	sturdy

Explain that partners will play a game called "Antonym Match." Point to the words in column 1 and explain that these are vocabulary words the students have learned. Point to the words in column 2 and explain

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that these are antonyms of the words in column 1, or words that have opposite meanings. Explain that partners will match each vocabulary word to its antonym.

Point to the word *host*, pronounce it, and have the students pronounce it.

Then point to the words in column 2 and ask:

Q *Which word in column 2 is the antonym of* host*? Why do you think so? Turn to your partner.*

PROMPT: "[*Guest*] is the antonym of *host* because . . ."

Have a few volunteers share their thinking. Then have a volunteer draw a line from the word *host* to the word *guest*.

Discuss the remaining words in the same way. When you get to the final two words, have the students discuss them together by asking:

Q *Which word in column 2 is the antonym of* dull *and which word is the antonym of* regularly*? Turn to your partner.*

MORE ELL SUPPORT

Discuss a Pair of Illustrations in *Spinning Spiders*

Show pages 22–23 of the book and review that this part tells how different types of spiders spin different kinds of webs. Read pages 22–23 aloud. Then have the students look carefully at the illustrations. Ask and have students discuss in pairs:

Q *What interesting things do you notice in these illustrations?*

PROMPT: "I notice that . . ."

Have a few volunteers share their ideas.

Teacher Note

If the students struggle to answer the question, you might point out that the grass spider spins its web close to the ground, and that its web is shaped like a cone. The platform spider spins a flat web in trees and shrubs. Point to the illustrations as you identify each element of the picture. You also might use the pictures to help the students describe how the two spiders look different from each other and how they catch different kinds of prey.

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Introduce *Mushy* and *Slurp*

Day 2

In this lesson, the students:

- Review the words *dull* and *solid* from Day 1
- Learn and use the words *mushy* and *slurp*
- Build their speaking and listening skills
- Work in a responsible way

Words Taught

mushy
Mushy means "soft and wet like mush."

slurp (p. 17)
Slurp means "eat or drink something in a noisy way."

Materials

- *Spinning Spiders*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

REVIEW THE WORDS

1 Briefly Review *Dull* and *Solid*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *MUSHY*

2 Introduce and Define *Mushy*

Show pages 16–17 of *Spinning Spiders* and review that this part of the book tells how a spider catches and eats a fly. Read this sentence on page 17 aloud, emphasizing the word *mush*: "Once the fly's insides have turned to mush, the spider can slurp it up."

Tell the students that the first word they will learn today is *mushy*, which is a form of the word *mush*. Explain that *mush* is something, such as melting snow or oatmeal, that is part solid and part liquid. Explain that *mushy* means "soft and wet like mush." Review that the spider injects poison into the body of the fly, which turns the fly's insides mushy, or soft and wet like mush. The spider can then drink up the mushy insides of the fly.

Direct the students' attention to the word cards (WA2) and reveal word card 87. Have the students say the word *mushy*.

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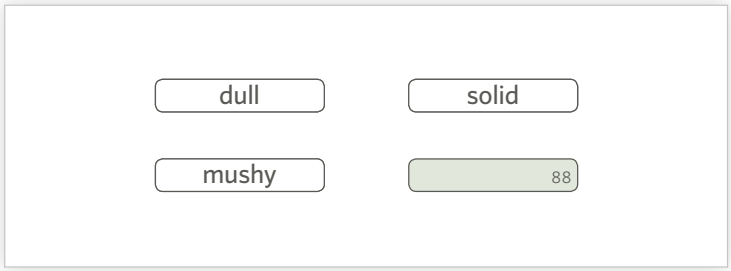
WA2



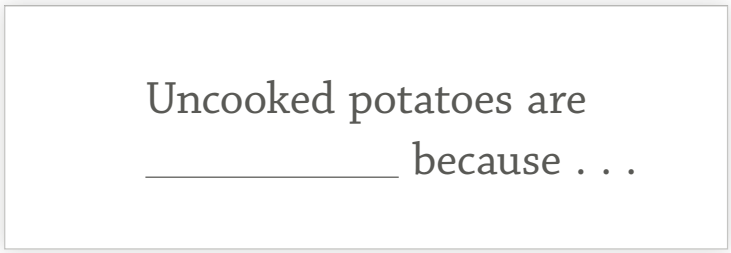
3 Play "Solid or Mushy?"

Tell the students that partners will play "Solid or Mushy?" Explain that you will describe a food, and then partners will discuss whether the food is solid or mushy and why they think that.

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Begin by asking:

Q *Uncooked potatoes: solid or mushy? Why?* [Point to prompt 1.] *Turn to your partner.*

WA4



PROMPT 1: "Uncooked potatoes are [solid] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Mashed potatoes: solid or mushy? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "Mashed potatoes are [mushy] because . . ."

Q *A frozen icicle: solid or mushy? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "A frozen icicle is [solid] because . . ."

Q *Cereal soaking in milk: solid or mushy? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "Cereal soaking in milk is [mushy] because . . ."

Point to the word *mushy* on the word cards (WA2) and review the pronunciation and meaning of the word.

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INTRODUCE AND USE *SLURP*

4 Introduce and Define *Slurp* and Review Shades of Meaning

Review that after a spider has used poison to turn a fly's insides mushy, the spider slurps up the fly's insides. Explain that *slurp* is similar in meaning to drinking or eating, with this important difference: when you slurp something, you make a lot of noise when you eat or drink it.

Direct the students' attention to the word cards (WA2) and reveal word card 88. Have the students say the word *slurp*.

Explain that although many people think that slurping is not polite, the students may have seen and heard someone slurping soup or a drink. For example, if a person is really hungry or thirsty, that person might slurp something. Ask a volunteer to act out how a very thirsty person might slurp water from a cup. Then ask:

Q *What did you notice [Anthony] doing when he slurped the cup of water?*

Show prompt 5 (WA4) and have a few volunteers use the prompt to share their thinking.

PROMPT 5: "When [Anthony] slurped the cup of water, he . . ."

Then ask:

Q *Is slurping different from sipping? Why do you say that?*

Show prompt 6 (WA4) and have a few volunteers use the prompt to share their thinking.

PROMPT 6: "Slurping [is/is not] different from sipping because . . ."

Teacher Note

If necessary, remind the students that *sip* means "drink something slowly, swallowing only small amounts."

5 Play "Is Norton Slurping or Sipping?"

Tell the students that partners will play "Is Norton Slurping or Sipping?" You will describe what Norton does with different foods and drinks, and partners will decide whether he is slurping or sipping each one. Ask the students to imagine the following scenario:

- *Norton is at a restaurant with his family. He eats his soup so loudly that his mother asks him to eat more quietly.*

Ask:

Q *Do you think Norton is slurping or sipping? Why?* [Show prompt 7.] *Turn to your partner.*

PROMPT 7: "I think Norton is [slurping/sipping] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

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Using the same procedure, have the students imagine and discuss one or more of the following scenarios:

- *Norton is enjoying his hot chocolate. He wants it to last, so he only drinks a little bit at a time.*
- *Norton is eating his breakfast cereal very quickly. With each spoonful, he makes a lot of noise.*
- *Norton's grandmother offers him a cup of hot tea. He sits with her and they each drink their tea slowly and silently.*

Point to the word *slurp* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 3.

Day 3 Weekly Review

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Weekly review activity (WA6)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 22 Crossword Puzzle" (BLM3) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

dull
Dull means "not bright, colorful, or shiny." *Dull* also means "boring, or not interesting or exciting."

solid
Solid means "hard and firm." Something that is solid is not a liquid or a gas.

mushy
Mushy means "soft and wet like mush."

slurp
Slurp means "eat or drink something in a noisy way."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Review the pronunciation and meaning of each word. Tell the students that you will ask partners to discuss a question, and then a few of them will share their partners' thinking with the class.

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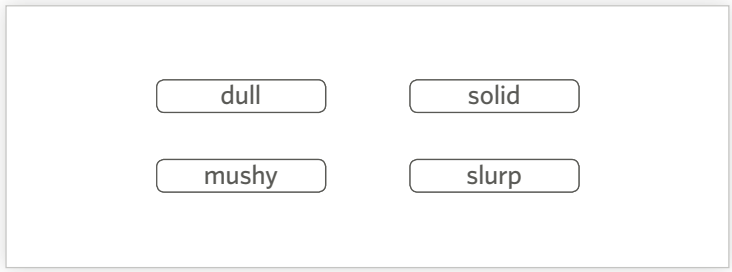
WA2



Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *If you were writing a story about a family of hungry pigs, which of these words would you use? How would you use the word?* [Show prompt 1.] *Turn to your partner.*

WA5

I might use the word _____. I might write . . .

PROMPT 1: "I might use the word [*mushy*]. I might write . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then show prompt 2 (WA5) and have a few volunteers use the prompt to share their partners' thinking.

PROMPT 2: "My partner said she might use the word [*mushy*]. She said she might write . . ."

PRACTICE USING THE WORDS

2 Play "Which Word Am I?"

Tell the students that partners will play the game "Which Word Am I?" Review that you will give a clue about one of the words; then you will ask "Which word am I?" The students will figure out which one of this week's words best fits the clue and use a prompt to explain why they think it is that word.

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Teacher Note

Each clue on the weekly review activity (WA6) has a corresponding number: the first clue is ❶; the second clue is ❷; the third clue is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the clue.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

Teacher Note

The prompt for this activity also appears as prompt 3 on the day 3 prompts (WA5).

Teacher Note

If you are not using an interactive whiteboard, you might post the word cards and write the clues where everyone can see them.

Display the weekly review activity (WA6) and begin playing the game:

1. Click ❶ to reveal the first clue and read it aloud:
   - Clue 1: *I'm what a dirt path feels like after five days of rain.*
2. Give the students a few moments to think about the clue. Then ask:

Q *Which word am I?* [Click ❶ again to reveal the prompt and read it aloud.] *Turn to your partner.*

PROMPT: "I think the word is [*mushy*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion of this clue by clicking ❶ a third time to highlight the correct response.

WA6



4. Click ❶ to clear the screen.

Repeat the procedure to discuss the second clue:

1. Click ❷ to reveal the second clue and read it aloud.
   - Clue 2: *I'm how you would describe waiting at a train station for two hours.*
2. Ask:

Q *Which word am I?* [Click ❷ again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think the word is [*dull*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❷ a third time to highlight the correct response.
4. Click ❷ to clear the screen.

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3 Continue to Play the Game

Using the same procedure, discuss each of the following clues:

- Clue 3: *I'm how you would describe a pond that has been frozen for a month.* (solid)
- Clue 4: *I'm what you might do to a bowl of noodle soup.* (slurp)
- Clue 5: *I'm how you would describe carrots that have been cooking for an hour.* (mushy)
- Clue 6: *I'm what you might do as you finish a smoothie.* (slurp)
- Clue 7: *I'm the way you would describe butter that has been in the freezer.* (solid)
- Clue 8: *I'm the way you would describe the colors tan and gray.* (dull)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 21 and 22, you might distribute a copy of the "Week 22 Crossword Puzzle" (BLM3) to each student.

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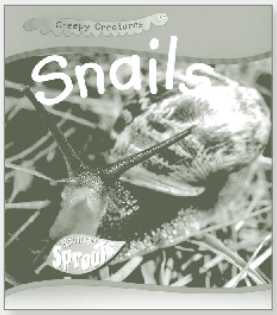
Week 23

RESOURCES



Read-aloud

- *Snails* by Monica Hughes

Extension

- "Explore Words with the Prefix *un-*"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 23 family letter (BLM1)
- (Optional) "Week 23 Word Cards" (BLM2)

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OVERVIEW

Words Taught	Words Reviewed
variety	dull
characteristic	mushy
consume	picky
unwelcome	slurp
	solid

Word-learning Strategies

- Recognizing words with multiple meanings (review)
- Recognizing antonyms (review)

Vocabulary Focus

- Students learn and use four words about the book.
- Students recognize words with multiple meanings.
- Students recognize antonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing their partners' thinking during whole-class discussions.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 83, 85, 86, 87, and 88. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Day 1, collect a box of markers or crayons in various colors. The students will use these items when discussing the word *variety* in Step 2.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Week 23 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 23

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Work in a responsible way

Words Reviewed

dull
Dull means "not bright, colorful, or shiny." *Dull* also means "boring, or not interesting or exciting."

mushy
Mushy means "soft and wet like mush."

picky
Picky means "hard to please." A picky person likes only certain things.

slurp
Slurp means "eat or drink something in a noisy way."

solid
Solid means "hard and firm." Something that is solid is not a liquid or a gas.

Materials

- Word cards 83, 85, 86, 87, 88
- Pocket chart
- Ongoing review prompts (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play "Make a Choice"

Tell the students that this week partners will play the game "Make a Choice." Point to the word *mushy* in the pocket chart and review that you will describe two things. Partners are to decide which one would be mushy. Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words.

Ask:

Q *Which would be mushy: a carton of ice cream that has been in the freezer or a bowl of ice cream that has been left on the counter? Why?* [Point to prompt 1.] *Turn to your partner.*

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WA1

I think _____ would be **mushy** because . . .

PROMPT 1: "I think [a bowl of ice cream that has been left on the counter] would be mushy because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Which would be mushy: a riverbank during a cold, snowy winter, or a riverbank during a springtime thunderstorm? Why?* [Point to prompt 1.] *Turn to your partner.* (a riverbank during a springtime thunderstorm)

3 Continue the Game During the Week

Using the same procedure, continue playing the game during the week with the questions that follow. Briefly review the meanings of the words before playing the game.

[dull]

Q *Which one do you think is dull: going to the circus or going to the post office? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think [going to the post office] is dull because . . ."

Q *Which one do you think is dull: a gray backpack or a purple and orange sweatshirt? Why?* [Point to prompt 2.] *Turn to your partner.* (a gray backpack)

[picky]

Q *Which one is picky: the sister who likes trying new foods, or the brother who eats the same thing every day? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I think [the brother who eats the same thing every day] is picky because . . ."

Q *Which one is picky: a girl who will wear only the color yellow, or a girl who wears lots of different colors of clothes? Why?* [Point to prompt 3.] *Turn to your partner.* (a girl who will wear only the color yellow)

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[slurp]

Q *Which one could a person slurp: a bowl of soup or a bowl of rice? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "A person could slurp [a bowl of soup] because . . ."

Q *Which one could a person slurp: a chicken sandwich or a cup of tea? Why?* [Point to prompt 4.] *Turn to your partner.* (a cup of tea)

[solid]

Q *Which one is solid: a glass bottle or the juice in the bottle? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I think [a glass bottle] is solid because . . ."

Q *Which one is solid: the bubbles in your bathtub or the bar of soap? Why?* [Point to prompt 5.] *Turn to your partner.* (the bar of soap)

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Day 1 Introduce *Variety* and *Characteristic*

Materials

- *Snails*
- Word cards (WA2)
- Day 1 prompts (WA3)
- A box of markers or crayons in various colors

ELL Note

The Spanish cognate of *variety* is *variedad*.

In this lesson, the students:

- Learn and use the words *variety* and *characteristic*
- Work in a responsible way
- Share their partners' thinking during whole-class discussions

Words Taught

variety
Variety means "many different kinds."

characteristic
A *characteristic* is "something that describes a person or thing."

INTRODUCE AND USE *VARIETY*

1 Introduce and Define *Variety*

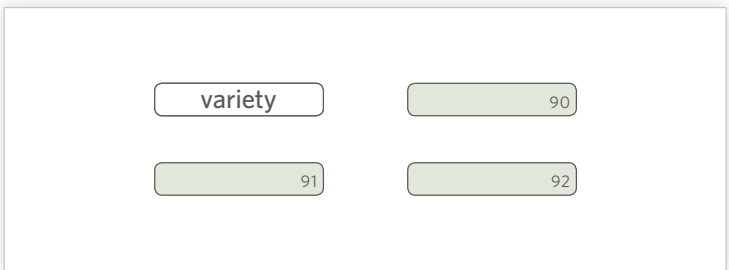
Briefly review *Snails*.

Show pages 6–7 and point to and read the chapter title aloud. Then read both pages aloud.

Tell the students that *variety* is the first word they will learn today, and that *variety* means "many different kinds." Explain that there is a variety of snails, or many different kinds of snails, and review that some snails live on land and some live in water. Point out the different shells in the photographs and explain that snails have a variety, or many different kinds, of shells.

Display this week's word cards (WA2), reveal word card 89, and have the students say the word *variety*.

WA2



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2 Discuss Variety in the Classroom

Explain that we often use the word *variety* to describe things that come in different shapes, sizes, and colors, and give some examples.

> **You might say:**
>
> "Building blocks come in a variety of shapes, or many different shapes. Some are square; others are round. Some are shaped like a triangle; others are shaped like a rectangle. Clouds also come in a variety of shapes. Shoes come in a variety of sizes because people's feet are different sizes. Shoes come in a variety of colors, too."

Open the box of markers or crayons you collected and show the markers or crayons.

Discuss as a class:

Q *Does this box have a variety of colors of [markers]? Why do you think that?*

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Point to prompt 1.

WA3

The box [has/does not have] a **variety** of colors of _____ because . . .

PROMPT 1: "The box [has/does not have] a variety of colors of [markers] because . . ."

Have one or two volunteers use the prompt to share their thinking with the class.

Then use "Think, Pair, Share" to discuss:

Q *What else in our classroom comes in a variety of colors?* [Pause; show prompt 2.] *Turn to your partner.*

PROMPT 2: "The [math cubes] come in a variety of colors."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *variety* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as "What do we use in our math/writing/art center that comes in a variety of colors?" and "What do you see on the walls/bulletin board/floor that comes in a variety of colors?"

If the students need more practice with the word *variety*, point to a bookcase and discuss as a class: "Does this bookcase have a variety of books? Why do you think that?" Point out that there is a variety of books both because the books are different sizes, shapes, and colors and because they have different titles and authors and are about different subjects.

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INTRODUCE AND USE *CHARACTERISTIC*

3 Introduce and Define *Characteristic*

Show pages 10–11 of *Snails* and point to and read the chapter title aloud. Then read both pages aloud.

Explain that *characteristic* is the next word the students will learn, and that a *characteristic* is "something that describes a person or thing."

Point to the snail's tentacles on page 11 and explain that these special tentacles are a characteristic of a snail—or one thing that describes a snail. Point to the snail's shell and explain that a hard shell is another characteristic of a snail. Point to the snail's body and explain that a soft, slimy body is also a characteristic.

Direct the students' attention to the word cards (WA2), reveal word card 90, and have the students say the word *characteristic*.

ELL Note

The Spanish cognate of *characteristic* is *característico/a*.

Teacher Note

You might have the students pronounce the word several times, clapping the syllables.

ELPS 1.D.i
ELPS 1.F.i
ELPS 2.C.iv
ELPS 3.D.i
ELPS 3.D.ii
Step 3, Step 4, and all margin notes

4 Discuss the Characteristics of a Cat

Remind the students that some characteristics of a snail, or things that describe it, are its tentacles, hard shell, and soft, slimy body.

Ask:

Q *What are some characteristics of a cat?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "A characteristic of a cat is . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then ask:

Q *What are some characteristics of an apple?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "A characteristic of an apple is . . ."

After partners have talked, show prompt 5 (WA3). Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 5: "My partner said that a characteristic of an apple is . . ."

Point to the word *characteristic* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as "How would you describe a cat?" "What does a cat's head/face/body/tail look like?" and "How does a cat move/sound?"

Teacher Note

If the students need more practice with the word *characteristic*, you might have them discuss the characteristics of other familiar animals (dog, bird) or objects (orange, book).

Teacher Note

Save the word cards (WA2) to use on Day 2.

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Introduce *Consume* and *Unwelcome*

Day 2

In this lesson, the students:

- Review the words *variety* and *characteristic* from Day 1
- Learn and use the words *consume* and *unwelcome*
- Recognize words with multiple meanings
- Recognize antonyms
- Work in a responsible way

Words Taught

consume
Consume means "eat or drink something." *Consume* also means "use something up."

unwelcome
Unwelcome means "not wanted."

Materials

- *Snails*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

REVIEW THE WORDS

1 Briefly Review *Variety* and *Characteristic*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *CONSUME*

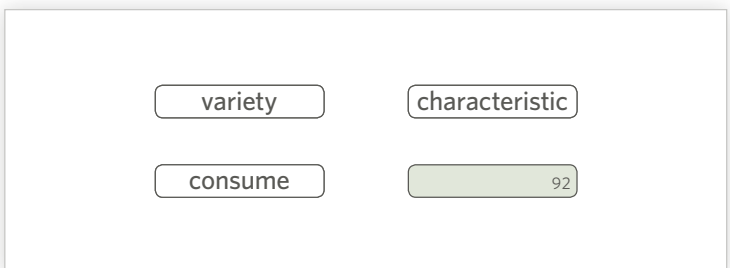
2 Introduce and Define *Consume*

Show pages 18–19 of *Snails* and point to and read the chapter title aloud. Then read both pages aloud.

Explain that *consume* is the first word the students will learn today, and that *consume* means "eat or drink something." Explain that snails consume, or eat, the leaves and flowers of dead and living plants.

Direct the students' attention to the word cards (WA2) and reveal word card 91. Have the students say the word *consume*.

WA2



ELL Note

The Spanish cognate of *consume* is *consumir*.

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3 Discuss Foods That We Consume

Explain that partners will discuss a question, and then a few of them will share their partners' thinking with the class.

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Then ask:

Q *What did you consume for breakfast?* [Point to prompt 1.] *Turn to your partner.*

WA4

For breakfast, I **consumed** . . .

PROMPT 1: "For breakfast, I consumed . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then show prompt 2 (WA4) and have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 2: "My partner said he consumed . . ."

Discuss as a class:

Q *What foods might people consume on a picnic?*

Show prompt 3 (WA4) and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 3: "On a picnic people might consume . . ."

4 Introduce Another Meaning of *Consume*

Remind the students that words often have more than one meaning, and review that earlier they discussed these words with multiple meanings: *gobble*, *stuff*, and *dull*.

Point to *consume* on the word cards (WA2) and tell the students that *consume* is another word with more than one meaning. Explain that in addition to "eat or drink something," *consume* can also mean "use something up." Point out that during a school year, teachers and students consume, or use up, lots of paper. Tell the students that every year cars, buses, airplanes, and other vehicles consume, or use up, millions of gallons of gasoline.

Tell the students that when they hear or read a word like *consume* that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a story that includes the word *consume*. Partners will decide

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whether *consume* means "eat or drink something" or "use something up" and explain why they think so.

Read the following aloud twice:

- *Mrs. Berry works long hours every day. She works so much that she is hardly ever home. Mrs. Berry's family complains that her job consumes too much of her time.*

Ask:

Q *In the story, does* consume *mean "eat or drink something" or "use something up"? Why do you think that?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "I think *consume* means ['use something up'] because . . ."

After partners have talked, show prompt 5 (WA4) and have one or two pairs of volunteers use the prompt to share their thinking with the class.

PROMPT 5: "We think *consume* means ['use something up'] because . . ."

Using the same procedure, discuss:

- *John's guests consumed lots of food at his party. They ate two dozen sandwiches and five watermelons.*

Point to the word *consume* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *UNWELCOME*

5 Introduce and Define *Unwelcome*

Show page 19 of *Snails* and reread the last sentence.

Tell the students that *unwelcome* is the next word they will learn, and that *unwelcome* means "not wanted." Explain that because snails consume the leaves and flowers of plants, they are unwelcome, or not wanted, in most gardens.

Direct the students' attention to the word cards (WA2) and reveal word card 92. Point to the word *unwelcome* and have the students say the word.

6 Introduce and Define *Welcome* and Review Antonyms

Point out the word *welcome* in the word *unwelcome* and explain that *welcome* means "wanted." Explain that *welcome* and *unwelcome* are antonyms, and write the word *welcome* where everyone can see it.

Teacher Note

If you started an antonym chart, add *welcome* and *unwelcome* to the chart.

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Explain that unlike snails, bees are welcome, or wanted, in a garden because they are good for the flowers. Rain is also welcome in a garden because it waters the plants.

7 Discuss *Welcome* and *Unwelcome*

Ask:

Q *Would a swarm of bees be welcome or unwelcome at a picnic? Why?* [Show prompt 6.] *Turn to your partner.*

PROMPT 6: "A swarm of bees would be [unwelcome] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Would someone with a key be welcome or unwelcome if you are locked out of your house? Why?* [Show prompt 7.] *Turn to your partner.*

PROMPT 7: "Someone with a key would be [welcome] because . . ."

Q *Would a storm be welcome or unwelcome if you wanted to go swimming? Why?* [Show prompt 8.] *Turn to your partner.*

PROMPT 8: "A storm would be [unwelcome] because . . ."

Point to the word *unwelcome* on the word cards (WA2) and review the pronunciation and meaning of the word.

EXTENSION

Explore Words with the Prefix *un-*

Write the phrase "*un-* Words" where everyone can see it. Below that, write the word *unwanted*. Explain that *un-* is a prefix and that a *prefix* is "a letter or group of letters that is added to the beginning of a word to make a new word." Explain that the prefix *un-* means "not" and that when *un-* is added to a word, it makes the antonym of the word, or a word with the opposite meaning. Review that *unwanted* means "not wanted."

Discuss a few other words with the prefix *un-* and add them below *unwanted* (for example, *unhappy*, *unfair*, and *unfriendly*). Then ask the students for other examples and add them to the list. Ask the students to listen and watch for more examples of words that use the prefix during the next few days, and add any new examples to the list. (Other examples: *uncomfortable*, *uncover*, *unfold*, *unkind*, *unlock*, *unlucky*, *unpack*, *untie*, and *unusual*.)

Teacher Note

If you started a chart of "*un-* Words" earlier, you might add the words you discuss to the chart.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Work in a responsible way
- Listen to one another

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student

Words Reviewed

variety
Variety means "many different kinds."

characteristic
A *characteristic* is "something that describes a person or thing."

consume
Consume means "eat or drink something." *Consume* also means "use something up."

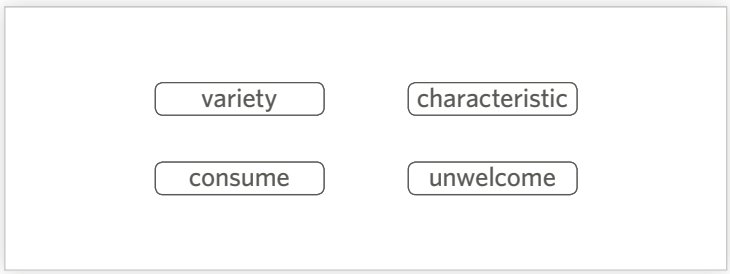
unwelcome
Unwelcome means "not wanted."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2



Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

Point to the word *variety*, pronounce it, and have the students pronounce it. Ask:

Q *Would you see a variety of animals at a zoo? Why?*

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Point to prompt 1 (WA5) and have one or two volunteers use the prompt to share their thinking with the class.

WA5

At a zoo, you [would/would not] see a **variety** of animals because . . .

PROMPT 1: "At a zoo, you [would/would not] see a variety of animals because . . ."

Using the same procedure, discuss the following:

[characteristic]

Q *What is a characteristic of a rabbit?*

Point to prompt 2 (WA5) and have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 2: "A characteristic of a rabbit is . . ."

[consume]

Q *What is something you might consume on a hot day? Why?*

Point to prompt 3 (WA5) and have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 3: "On a hot day I might consume [a popsicle] because . . ."

[unwelcome]

Q *Would a crocodile be a welcome or unwelcome visitor to our classroom? Why?*

Point to prompt 4 (WA5) and have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 4: "A crocodile would be an [unwelcome] visitor because . . ."

PRACTICE USING THE WORDS

2 Play "Which Word Am I?"

Explain that partners will play the game "Which Word Am I?" You will give a clue about one of the words and partners will figure out the word.

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Begin by saying:

- *I'm what you do to hot chocolate on a cold day.*

Ask:

Q *Which word am I? Why do you think so?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I think the word is [*consume*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *I'm the many different kinds of toys you see in a toy store.* (variety)
- *I'm the opposite of welcome.* (unwelcome)
- *I'm a tiger's stripes.* (characteristic)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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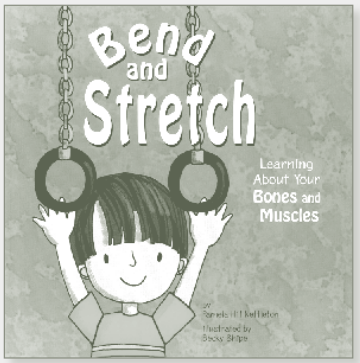
Week 24

RESOURCES



Read-aloud

- *Bend and Stretch* by Pamela Hill Nettleton, illustrated by Becky Shipe

More Strategy Practice

- "Discuss the Prefix *pre-*"

Assessment Resource Book

- Week 24 vocabulary assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Assessment Forms

- "Class Vocabulary Assessment Record" sheet (CA1)
- "Individual Vocabulary Assessment: Word Check 6" answer sheet (IA1)
- "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) "Student Self-assessment" response sheet (SA1)

Reproducibles

- Week 24 family letter (BLM1)
- (Optional) "Week 24 Word Cards" (BLM2)
- (Optional) "Week 24 Crossword Puzzle" (BLM3)

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OVERVIEW

Words Taught	Words Reviewed
attach	attract
flexible	consume
beneficial	fragile
precaution	gleam
	sip

Word-learning Strategies

- Using the prefix *pre-* to determine word meanings
- Recognizing synonyms (review)

Vocabulary Focus

- Students learn and use four words from or about the book.
- Students discuss synonyms.
- Students discuss the prefix *pre-*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing their partners' thinking during whole-class discussions.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 80, 81, 82, 84, and 91. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 197 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Ongoing Review, make a class set of the "Individual Vocabulary Assessment: Word Check 6" answer sheet (IA1); see page 201 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Ongoing Review, make a master copy of the "Student Self-assessment" response sheet (SA1); see page 204 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Prior to Day 2, review the more strategy practice activity "Discuss the Prefix *pre-*" on page 408.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 24 Word Cards" (BLM2) and "Week 24 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 24

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way

Words Reviewed

attract
Attract means "get the attention of people or animals and cause them to come closer."

consume
Consume means "eat or drink something." *Consume* also means "use something up."

fragile
Fragile means "easily broken or destroyed."

gleam
Gleam means "glow or shine."

sip
Sip means "drink something slowly, swallowing only small amounts."

Materials

- Word cards 80, 81, 82, 84, 91
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)
- Class set of the "Individual Vocabulary Assessment: Word Check 6" answer sheet (IA1)
- Class set of the "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) Class set of the "Student Self-assessment" response sheet (SA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Do the Activity "What Do You Think About?"

Tell the students that partners will do the activity "What Do You Think About?" Explain that the students are to notice what they think about, or what picture comes into their minds, when they hear each of the words.

Point to and pronounce the word *fragile* in the pocket chart and explain that *fragile* is the first word the students will think about.

ELPS 3.C.iv
Step 2

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Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Have the students close their eyes; then use "Think, Pair, Share" to discuss:

Q *What do you think about when you hear the word* fragile*? What picture comes into your mind?* [Pause.] *Open your eyes.* [Point to prompt 1.] *Turn to your partner.*

WA1

When I hear the word ***fragile***, I think about . . .

PROMPT 1: "When I hear the word *fragile*, I think about . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Teacher Note

Support struggling students by providing examples of what you picture or by asking questions such as "Would something fragile be stronger than something that is sturdy?" and "Why would you need to be careful with something fragile?"

Using the same procedure, discuss the word *consume*.

Q *What do you think about when you hear the word* consume*? What picture comes into your mind?* [Pause.] *Open your eyes.* [Point to prompt 2.] *Turn to your partner.*

PROMPT 2: "When I hear the word *consume*, I think about . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Teacher Note

Support struggling students by providing examples of what you picture or by asking questions such as "What is something you [like/don't like] to consume?" and "[Where/When] do you consume food?"

3 Continue the Activity During the Week

Continue the activity during the week with the questions that follow. Briefly review the meanings of the words before the activity.

Q *What do you think about when you hear the word* attract*? What picture comes into your mind?* [Pause.] *Open your eyes.* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "When I hear the word [*attract*], I think about . . ."

Q *What do you think about when you hear the word* gleam*? What picture comes into your mind?* [Pause.] *Open your eyes.* [Point to prompt 3.] *Turn to your partner.*

Q *What do you think about when you hear the word* sip*? What picture comes into your mind?* [Pause.] *Open your eyes.* [Point to prompt 3.] *Turn to your partner.*

Teacher Note

Support struggling students by providing examples of what you picture or by asking questions such as those in the notes above.

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Assessment Notes

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they understand what the words mean?
- Do the students have difficulty describing what they think about, or what pictures comes into their minds? (Note which words they have difficulty with.)
- Do they use the words they are learning in conversation outside of the vocabulary lessons?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 197 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having the students play "What Might You Do?" (see Week 4, Ongoing Review, Step 2). For example, if the students are struggling with the word *attract*, have them discuss what they might say or do to attract visitors to their booth at a bake sale.

INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 25 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 21–24 using the "Individual Vocabulary Assessment: Word Check 6" answer sheet (IA1) on page 201 of the *Assessment Resource Book*. For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 198 of the *Assessment Resource Book*.

STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 21–24 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 202 of the *Assessment Resource Book*.

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Day 1 Introduce *Attach* and *Flexible*

Materials

- *Bend and Stretch*
- Word cards (WA2)
- Day 1 prompts (WA3)
- Chart paper
- (Optional) Stapler, paper clips, glue, and tape, collected ahead

In this lesson, the students:

- Learn and use the words *attach* and *flexible*
- Work in a responsible way
- Share their partners' thinking during whole-class discussions

Words Taught

attach (pp. 5, 13)
Attach means "fasten or join together."

flexible (p. 6)
Flexible means "easy to bend."

INTRODUCE AND USE *ATTACH*

1 Introduce and Define *Attach*

Briefly review *Bend and Stretch*.

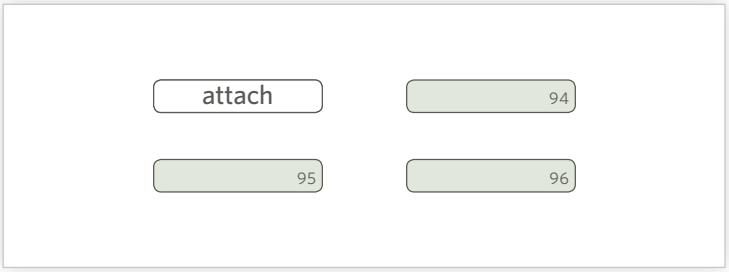
Show pages 4–5 and read page 5 aloud, emphasizing the word *attached*.

Tell the students that *attach* is the first word they will learn today. Explain that *attach* means "fasten or join together" and that *attach*, *fasten*, and *join* are synonyms. Tell the students that the muscles in our body are attached, or fastened or joined, to our bones.

Show and read page 13, emphasizing the word *attach*. Point out in the picture how the muscles attach to the bones on each side of a joint.

Display this week's word cards (WA2), reveal word card 93, and have the students say the word *attach*.

WA2



Teacher Note

If you started a synonym chart, add the words *attach*, *fasten*, and *join* to the chart.

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2 Talk About Attaching Things

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Then show the students two sheets of paper and explain that you want to attach one sheet of paper to the other.

Ask:

Q *What might I do to attach one sheet to the other?* [Point to prompt 1.] *Turn to your partner.*

WA3

To **attach** one sheet to the other, you might . . .

PROMPT 1: "To attach one sheet to the other, you might . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *What might I do to attach a balloon to the handlebars of a bike?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "To attach a balloon to the handlebars, you might . . ."

Q *What might I do to attach a name tag to a jacket?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "To attach the name tag to the jacket, you might . . ."

Point to the word *attach* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *FLEXIBLE*

3 Introduce and Define *Flexible*

Show pages 6–7 of *Bend and Stretch* and read page 6 aloud, emphasizing the word *flexible*.

Tell the students that the other word they will learn is *flexible*. Explain that *flexible* means "easy to bend." Explain that babies' bones are soft like firm rubber. Their soft bones are flexible, or easy to bend. Explain that as we get older, our bones become harder and less flexible.

Direct the students' attention to the cards (WA2) and reveal card 94. Point to the word *flexible* and have the students say the word.

Teacher Note

If you wish, use a stapler, paper clip, glue, or tape to demonstrate attaching one sheet of paper to another, or ask a volunteer to demonstrate attaching the sheets.

ELL Note

The Spanish cognate of *flexible* is *flexible*.

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4 Discuss Our Flexible Bodies

Explain that our muscles and joints help keep parts of our body flexible, or easy to bend.

Discuss as a class:

Q *What parts of our body are flexible?*

Show prompt 4 on the day 1 prompts (WA3) and have a few volunteers use the prompt to share their thinking with the class. Ask each volunteer to demonstrate how the body part is flexible.

PROMPT 4: "Our [fingers] are flexible."

5 Play "Flexible or Not Flexible?"

Explain that partners will play "Flexible or Not Flexible?" You will describe something and partners will discuss whether or not it is flexible and why.

Begin by asking:

Q *A stick of gum: flexible or not flexible? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "A [stick of gum] [is/is not] flexible because . . ."

After partners have talked, show prompt 6 (WA3). Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 6: "My partner said that a [stick of gum] [is/is not] flexible because . . ."

Using the same procedure, discuss:

Q *A pencil: flexible or not flexible? Why?* [Point to prompt 5.] *Turn to your partner.*

Q *A lump of clay: flexible or not flexible? Why?* [Point to prompt 5.] *Turn to your partner.*

Point to the word *flexible* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 2.

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Introduce *Beneficial* and *Precaution*

Day 2

In this lesson, the students:

- Review the words *attach* and *flexible* from Day 1
- Learn and use the words *beneficial* and *precaution*
- Discuss synonyms
- Discuss the prefix *pre-*
- Share their partners' thinking with the class
- Work in a responsible way

Words Taught

beneficial
Beneficial means "good for you."

precaution
A *precaution* is "something you do to keep something bad from happening."

Materials

- *Bend and Stretch*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

REVIEW THE WORDS

1 Briefly Review *Attach* and *Flexible*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *BENEFICIAL*

2 Introduce and Define *Beneficial*

Show pages 18–19 of *Bend and Stretch*, and read them aloud.

Tell the students that *beneficial* is the first word they will learn today. Explain that *beneficial* means "good for you." Explain that if something is beneficial, it is helpful to you, and tell the students that *beneficial* and *helpful* are synonyms. Tell the students that exercising and eating right are beneficial, or good for you, because they help keep your muscles and bones strong.

Direct the students' attention to the word cards (WA2) and reveal word card 95. Point to the word *beneficial* and have the students say the word.

Teacher Note

If you started a synonym chart, add the words *beneficial* and *helpful* to the chart.

Teacher Note

You might have the students pronounce the word several times, clapping the syllables.

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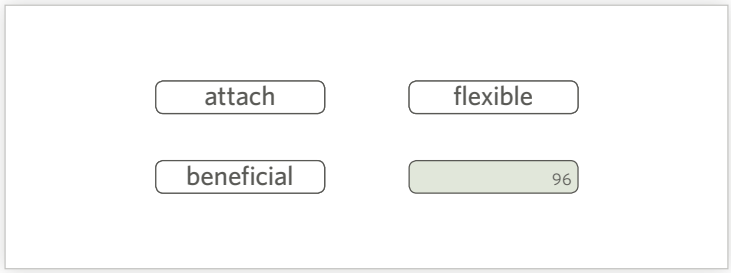
WA2



3 Play "Beneficial or Not Beneficial?"

Explain that partners will play "Beneficial or Not Beneficial?" You will describe something and partners will discuss whether or not it is beneficial, or good for them, and why.

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Then begin by asking:

Q *Eating a lot of candy: beneficial or not beneficial? Why?* [Point to prompt 1.] *Turn to your partner.*

WA4

Eating a lot of candy [is/is not] **beneficial** because . . .

PROMPT 1: "Eating a lot of candy [is/is not] beneficial because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Brushing your teeth after meals: beneficial or not beneficial? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "Brushing your teeth after meals [is/is not] beneficial because . . ."

Q *Going to school: beneficial or not beneficial? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "Going to school [is/is not] beneficial because . . ."

Q *Staying up late on a school night: beneficial or not beneficial? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "Staying up late on a school night [is/is not] beneficial because . . ."

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Point to the word *beneficial* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *PRECAUTION*

4 Introduce and Define *Precaution*

Show and read pages 20–21 of *Bend and Stretch*.

Tell the students that *precaution* is the next word they will learn, and explain that a *precaution* is "something you do to keep something bad from happening." Explain that wearing a helmet and elbow and knee pads when you ride a bike or skate is a precaution, or something you do to keep from getting hurt if you fall. Stretching your muscles is also a precaution, or something you do to keep your muscles flexible and strong.

Direct the students' attention to the cards (WA2) and reveal word card 96. Point to the word *precaution* and have the students say the word.

5 Discuss Precautions the Students Might Take

Explain that you will describe a situation that might be dangerous and partners will discuss a precaution they might take to be safe. Explain that a few of them will then share their partners' thinking.

Begin by asking:

Q *What precaution would you take if you needed to cross a busy street? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "My partner said a precaution he would take is . . ."

After partners have talked, have one or two volunteers use the prompt to share their partners' thinking with the class.

Using the same procedure, discuss:

Q *What precaution would you take if you needed to get a hot pan off the stove? Why?* [Point to prompt 5.] *Turn to your partner.*

Q *What precaution would you take if you wanted to spend time in the sun? Why?* [Point to prompt 5.] *Turn to your partner.*

Point to the word *precaution* on the word cards (WA2) and review the pronunciation and meaning of the word.

ELL Note

The Spanish cognate of *precaution* is *precaución*.

Teacher Note

Save the word cards (WA2) to use on Day 3.

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Materials

- Chart paper and a marker

MORE STRATEGY PRACTICE

Discuss the Prefix *pre-*

Prepare a sheet of chart paper titled "Words with the Prefix *pre-*." Under the title, write the sentence *The prefix pre- means "before or earlier."*

Write the word *precaution* on the chart. Explain that the word *caution* means "carefulness, or effort made to avoid danger." Point to the prefix *pre-*, review its meaning, and remind the students that when you add *pre-* to the word *caution*, you make the word *precaution*. Remind the students that a *precaution* is "something you do to keep something bad from happening." Explain that when we take a precaution, we take caution before any danger can occur.

Point out other words that the students may know that use the prefix *pre-*, such as *prepare* and *prevent*. Tell the students that knowing the meaning of the prefix *pre-* can help them figure out the meanings of other words that use the prefix.

Write the word *prepay* on the chart. Point out that the word *prepay* is made up of the prefix *pre-* and the word *pay*. Ask:

Q *Based on what you know about the word* pay *and the prefix* pre-*, what do you think the word* prepay *means? Turn to your partner.*

If necessary, explain that *prepay* means "pay for something in advance or beforehand."

Write the word *preset* on the chart. Point out that *preset* is made up of the word *set* and the prefix *pre-*. Ask:

Q *Based on what you know about the word* set *and the prefix* pre-*, what do you think the word* preset *means? Turn to your partner.*

If necessary, explain that *preset* means "set something before using it." If you preset a timer on your lamp, you can set it to turn on at a certain time.

Then discuss as a class:

Q *What is a word that begins with the prefix* pre- *and means "view something or part of something early"?* (preview)

Write the word *preview* on the chart. Encourage the students to listen and watch for other words that use the prefix *pre-*, and write the words on the chart.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Work in a responsible way

Words Reviewed

attach
Attach means "fasten or join together."

flexible
Flexible means "easy to bend."

beneficial
Beneficial means "good for you."

precaution
A *precaution* is "something you do to keep something bad from happening."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2.

WA2

attach | flexible | beneficial | precaution

Point to the word *attach*, pronounce it, and have the students say the word. Then display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Ask:

Q *If I asked you to attach a picture you drew to a story you wrote, what would you do?* [Point to prompt 1.] *Turn to your partner.*

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Weekly review activity (WA6)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 24 Crossword Puzzle" (BLM3) for each student

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To **attach** the picture,
I would . . .

PROMPT 1: "To attach the picture, I would . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

[flexible]

Q *Do you need to be flexible to do somersaults and backbends? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "You [do/do not] need to be flexible because . . ."

[beneficial]

Q *Is it beneficial for you to read lots of books? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "It [is/is not] beneficial to read lots of books because . . ."

[precaution]

Q *What is a precaution you would take in a swimming pool if you can't swim very well?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "A precaution I would take is . . ."

PRACTICE USING THE WORDS

2 Play "Find Another Word"

Tell the students that partners will play the game "Find Another Word." Explain that you will show several sentences with a word or words underlined. Then you will read the first of these sentences aloud and partners will discuss which of the vocabulary words could replace the underlined part of the sentence.

Display the weekly review activity (WA6) and begin playing the game:

1. Click 1 to reveal the first sentence. Point to the sentence and read it aloud, emphasizing the underlined words.
   - Sentence 1: *When you ride in a car, wear a seat belt as a <u>way to keep something bad from happening</u>.*

Teacher Note

Each sentence on the weekly review activity (WA6) has a corresponding number: the first sentence is 1; the second sentence is 2; the third sentence is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the answer in place.
- The fourth click clears the screen.

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2. Give the students a few moments to think about the sentence and the underlined words. Then point to the four word choices and ask:

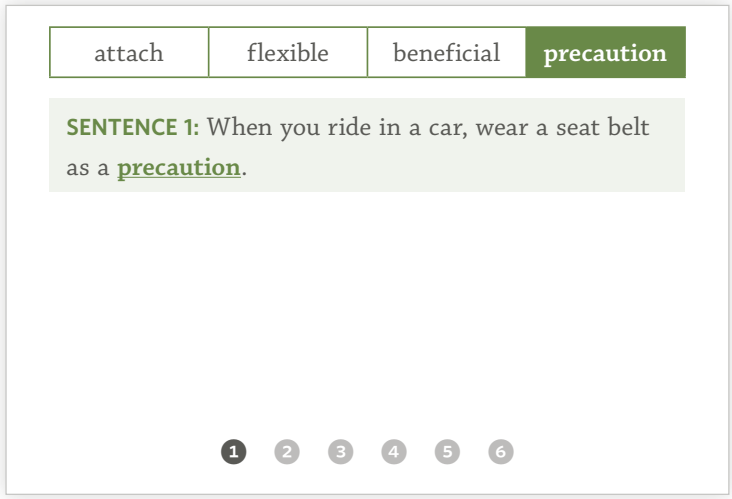
Q *Which vocabulary word could replace the underlined words? Why?* [Click 1 again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think [*precaution*] could replace *way to keep something bad from happening* because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 1 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

WA6



4. Click 1 to clear the screen.

Repeat the procedure with the second sentence:

1. Click 2 to reveal the second sentence and read it aloud, emphasizing the underlined word.
   - Sentence 2: *Marshall asked his mom to fasten his mittens to his jacket.*
2. Give the students a few moments to think about the sentence and the underlined word. Then point to the four word choices and ask:

Q *Which vocabulary word could replace the underlined word? Why?* [Click 2 again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think [*attach*] could replace *fasten* because . . ."

Have partners take turns using the prompt to talk about the question. Then have one or two volunteers use the prompt to share their thinking with the class.

Teacher Note

The prompts for this activity also appear as prompts 5–10 on the day 3 prompts (WA5).

Teacher Note

If you are not using an interactive whiteboard, you might post the word cards and write the sentences where everyone can see them.

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3. Conclude the discussion by clicking 2 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.
4. Click 2 to clear the screen.

3 Continue to Play the Game

Using the same procedure, discuss each of the following sentences:

- Sentence 3: *Drinking milk is good for you. Milk helps your body build strong teeth and bones.* (beneficial)
- Sentence 4: *It's best to use a straw that is easy to bend when you drink from a carton.* (flexible)
- Sentence 5: *"After we finish making the kite, we'll need to fasten it to a long spool of string," said Vanessa.* (attach)
- Sentence 6: *"I always liked getting exercise, but I never knew how good for you it was," declared Milo.* (beneficial)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 23 and 24, you might distribute a copy of the "Week 24 Crossword Puzzle" (BLM3) to each student.

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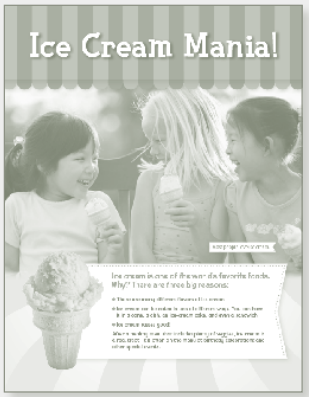
Week 25

RESOURCES

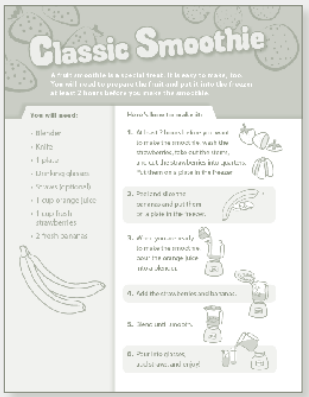


Read-alouds

- "Ice Cream Mania!" (see pages 429–430)
- "Classic Smoothie" (see page 431)

More Strategy Practice

- "Discdiscuss the Multiple Meanings of *Fresh*"



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 25 family letter (BLM1)
- (Optional) "Week 25 Word Cards" (BLM2)

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OVERVIEW

Words Taught	Words Reviewed
complex	characteristic
strenuous	flexible
optional	stream
fresh	unwelcome
	variety

Word-learning Strategies

- Recognizing antonyms (review)
- Recognizing words with multiple meanings (review)

Vocabulary Focus

- Students learn and use four words from or about the articles.
- Students discuss antonyms.
- Students recognize words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students act in fair and caring ways.
- Students develop the group skill of sharing their partner time in a fair way.
- Students give reasons to support their thinking.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 40, 89, 90, 92, and 94. Set aside a few minutes periodically during the week to review these words.

✓ (Optional) Prior to Day 2, review the more strategy practice activity "Discuss the Multiple Meanings of *Fresh*" on page 425.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 25 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 25

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Give reasons to support their thinking

Words Reviewed

characteristic
A *characteristic* is "something that describes a person or thing."

flexible
Flexible means "easy to bend."

stream
A *stream* is a "steady flow or movement of something."

unwelcome
Unwelcome means "not wanted."

variety
Variety means "many different kinds."

Materials

- Word cards 40, 89, 90, 92, 94
- Pocket chart
- Ongoing review prompt (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play "Which Word Am I?"

Tell the students that partners will play the game "Which Word Am I?" Review that you will give a clue about one of the words and partners will figure out the word. Display this week's ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words.

Begin by saying:

- *I'm the flow of air that comes out of a hair dryer.*

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Ask:

Q *Which word am I? Why?* [Point to the prompt.] *Turn to your partner.*

WA1

I think the word is _____ because . . .

PROMPT: "I think the word is [*stream*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *I'm how you would describe someone who can bend and touch her toes.* (flexible)
- *I mean the opposite of* welcome. (unwelcome)

3 Continue the Game During the Week

Continue playing the game during the week with the clues that follow. Briefly review the meanings of the words before playing the game.

- *I'm the many different games you might play at recess.* (variety)
- *I'm a cat's whiskers.* (characteristic)
- *I'm how you might describe a rubber band.* (flexible)
- *I'm water coming out of a faucet.* (stream)
- *I'm the many sizes of shoes at the shoe store.* (variety)
- *I'm a person's brown hair.* (characteristic)
- *I'm how you might feel if no one talked to you at a party.* (unwelcome)

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Introduce *Complex* and *Strenuous*

Day 1

In this lesson, the students:

- Learn and use the words *complex* and *strenuous*
- Give reasons to support their thinking
- Build their speaking and listening skills
- Listen to one another

Words Taught

complex
Complex means "made up of many steps or parts, or not simple."

strenuous
Strenuous means "needing lots of energy, effort, or strength."

Materials

- "Ice Cream Mania!" (see pages 429–430)
- Word cards (WA2)
- Day 1 prompts (WA3)

INTRODUCE AND USE *COMPLEX*

1 Introduce and Define *Complex*

Briefly review "Ice Cream Mania!"

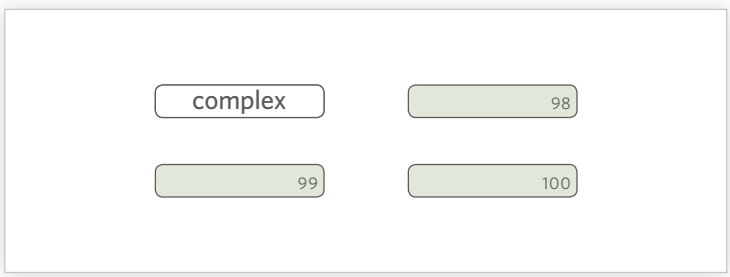
Remind the students that the article tells how ice cream is made in factories, and read the following words on page 430 aloud: ". . . making it in a factory is not a simple process."

Explain that the first word the students will learn today is *complex*, and that *complex* means "made up of many steps or parts, or not simple." Point out that *complex* and *simple* are antonyms.

Explain that making ice cream is complex because it is not easy to do and requires many steps. Read the seven steps aloud.

Display this week's word cards (WA2) and reveal word card 97. Have the students say the word *complex*.

WA2



Teacher Note

If you started an antonym chart, add *complex* and *simple* to it at the end of the lesson.

ELL Note

The Spanish cognate of *complex* is *complejo/a*.

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2 Play "Simple or Complex?"

Tell the students that partners will play "Simple or Complex?" Explain that you will describe something and then partners will discuss whether it is simple or complex and explain why they think so.

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Then ask the students the following questions:

Q *Is making toast simple or complex? Why?* [Point to prompt 1.] *Turn to your partner.*

WA3

Making toast is [simple/complex] because . . .

PROMPT 1: "Making toast is [simple/complex] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, ask:

Q *Is building a doghouse simple or complex? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "Building a doghouse is [simple/complex] because . . ."

Q *Is answering the phone simple or complex? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "Answering the phone is [simple/complex] because . . ."

Q *Is putting a jigsaw puzzle together simple or complex? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "Putting a jigsaw puzzle together is [simple/complex] because . . ."

Point to the word *complex* on the word cards (WA2) and review the pronunciation and meaning of the word.

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INTRODUCE AND USE *STRENUOUS*

3 Introduce and Define *Strenuous*

Remind the students that some people make their own ice cream. Direct their attention to "Ice Cream Mania!" and read the last paragraph of the section "How Ice Cream Is Made" aloud, ending with the sentence "It takes a lot of muscle power to whip up ice cream by hand."

Tell the students that *strenuous* is the next word they will learn, and that *strenuous* means "needing lots of energy, effort, or strength." Explain that making ice cream the old-fashioned way is strenuous. It takes a lot of effort and energy—four hours of hard work—and lots of muscle power, or strength.

Direct the students' attention to the word cards (WA2), reveal word card 98, and have the students say the word *strenuous*.

4 Discuss Doing Something Strenuous

Explain that doing strenuous work, exercising, or playing a strenuous game can leave you breathless, sweating, or sore. Give examples of things you do or have done that are strenuous.

> **You might say:**
>
> "I am building a patio on my house. It is strenuous because I need to dig out the old patio and lay bricks for the new one, and that is hard work. On Saturdays, I play tennis. It's a strenuous game because it takes lots of energy to run around the court."

Use "Think, Pair, Share" to discuss:

Q *What is something you do or have done that is strenuous? Why is it strenuous?* [Pause; show prompt 5.] *Turn to your partner.*

PROMPT 5: "Something I do that is strenuous is [take out the trash]. It is strenuous because . . ."

5 Play "Strenuous or Not Strenuous?"

Tell the students that partners will play "Strenuous or Not Strenuous?" Explain that you will describe an activity. Then partners will discuss whether the activity is strenuous and explain why they think so.

Begin by asking:

Q *Is watching TV strenuous or not strenuous? Why?* [Show prompt 6.] *Turn to your partner.*

PROMPT 6: "Watching TV [is/is not] strenuous because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Teacher Note

Support struggling students by asking questions such as "When have you done a chore for someone that took a lot of energy and effort?" and "When have you played a game that took lots of energy or strength?"

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Using the same procedure, ask:

Q *Is running a race strenuous or not strenuous? Why?* [Show prompt 7.] *Turn to your partner.*

PROMPT 7: "Running a race [is/is not] strenuous because . . ."

Q *Is taking a bath strenuous or not strenuous? Why?* [Show prompt 8.] *Turn to your partner.*

PROMPT 8: "Taking a bath [is/is not] strenuous because . . ."

Point to the word *strenuous* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 2.

Day 2 Introduce *Optional* and *Fresh*

Materials

- "Classic Smoothie" (see page 431)
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *complex* and *strenuous* from Day 1
- Learn and use the words *optional* and *fresh*
- Recognize antonyms
- Recognize words with multiple meanings
- Build their speaking and listening skills
- Explain their thinking

Words Taught

optional (p. 431)
If something is optional, you can choose whether or not to have it or do it. It is not necessary.

fresh (p. 431)
Fresh means "newly made, gathered, or grown; not spoiled or stale." *Fresh* also means "clean or unused."

REVIEW THE WORDS

1 Briefly Review *Complex* and *Strenuous*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

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INTRODUCE AND USE *OPTIONAL*

2 Introduce and Define *Optional*

Briefly review "Classic Smoothie."

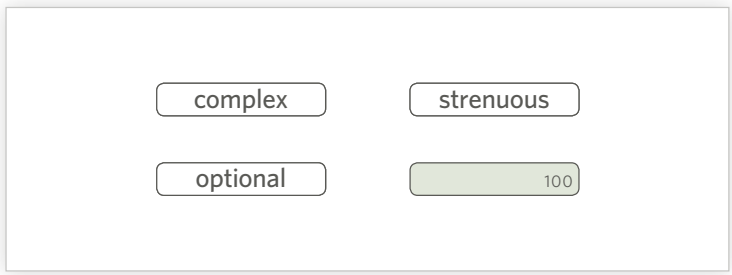
Remind the students that the article includes a list of things you need to make a smoothie. Read the equipment listed in the "You will need" list aloud, ending with the words "Straws (optional)," and emphasizing the word *optional*.

Tell the students that *optional* is the first word they will learn today. Explain that if something is optional, you can choose whether or not to have it or do it. It is not necessary.

Explain that straws are an optional piece of equipment in this smoothie recipe. You can choose whether or not to use a straw. A straw is not necessary.

Direct the students' attention to the word cards (WA2), reveal word card 99, and have the students say the word *optional*.

WA2



Teacher Note

You may want to remind the students that they learned the word *necessary* earlier, and that *necessary* means "needed." If you started an antonym chart, add the words *optional* and *necessary* to the chart.

ELL Note

The Spanish cognate of *optional* is *opcional*.

3 Play "Optional or Necessary?"

Tell the students that partners will play "Optional or Necessary?" Explain that you will describe something and then partners will discuss whether it is optional or necessary and explain why they think so.

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Then ask the students the following questions:

Q *Is having a banana on your cereal optional or necessary? Why?* [Point to prompt 1.] *Turn to your partner.*

WA4

Having a banana on your cereal is [optional/necessary] because . . .

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PROMPT 1: "Having a banana on your cereal is [optional/necessary] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Is sleeping optional or necessary? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "Sleeping is [optional/necessary] because . . ."

Q *Is tossing a ball at recess optional or necessary? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "Tossing a ball at recess is [optional/necessary] because . . ."

Q *Is breathing optional or necessary? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "Breathing is [optional/necessary] because . . ."

Point to the word *optional* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *FRESH*

4 Introduce and Define *Fresh*

Read the ingredients listed in the "You will need" list aloud, emphasizing the word *fresh*.

Explain that *fresh* is the other word the students will learn today, and that *fresh* means "newly made, gathered, or grown; not spoiled or stale."

Explain that food is fresh if it has recently been made or picked and is not frozen or canned. Explain that this recipe wants you to start with fresh strawberries and bananas and then freeze them.

Direct the students' attention to the word cards (WA2), reveal word card 100, and have the students say the word *fresh*.

5 Play "Is It Fresh?"

Tell the students that partners will play "Is It Fresh?" Explain that you will describe something and then partners will decide whether it is fresh and explain why they think so.

Begin by saying:

- *A sandwich in your lunch box that you forgot to eat yesterday*

Ask:

Q *Is the sandwich fresh? Why?* [Show prompt 5.] *Turn to your partner.*

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PROMPT 5: "It [is/is not] fresh because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *Canned peas*
- *An apple just picked from a tree*

6 Discuss Another Meaning of *Fresh*

Remind the students that words often have more than one meaning, and explain that *fresh* can also mean "clean or unused." Explain that clothes that have just been washed are fresh, and that if you have written all over a sheet of paper, you might need to get a fresh sheet that is clean and unused.

7 Continue Playing "Is It Fresh?"

Explain that partners will continue to play "Is It Fresh?" using the word *fresh* when it means "clean or unused."

Begin by saying:

- *A shirt you just washed*

Ask:

Q *Is it fresh? Why?* [Point to prompt 5.] *Turn to your partner.*

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *A piece of gum that has been chewed*
- *A dirty towel*

Point to the word *fresh* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 3.

MORE STRATEGY PRACTICE

Discuss the Multiple Meanings of *Fresh*

Remind the students that words often have more than one meaning and that sometimes the meanings are very different. Review that the word *fresh* can mean "newly made, gathered, or grown; not spoiled or stale." Remind the students that *fresh* can also mean "clean or unused."

Tell the students that when they read or hear a word like *fresh* that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a

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sentence that uses the word *fresh*. Partners will decide if *fresh* means "newly made or grown" or "clean or unused." Read the following sentence aloud twice:

- *Whenever I can, I choose fresh vegetables instead of frozen ones.*

Ask:

Q *In the sentence, does* fresh *mean "newly made or grown" or "clean or unused"? Why do you think that? Turn to your partner.*

Using the same procedure, discuss:

- *While hiking in the mountains, we drank the clearest water from a fresh mountain spring.*

Day 3 Weekly Review

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Give reasons to support their thinking
- Listen to one another

Words Reviewed

complex
Complex means "made up of many steps or parts, or not simple."

strenuous
Strenuous means "needing lots of energy, effort, or strength."

optional
If something is optional, you can choose whether or not to have it or do it. It is not necessary.

fresh
Fresh means "newly made, gathered, or grown; not spoiled or stale." *Fresh* also means "clean or unused."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

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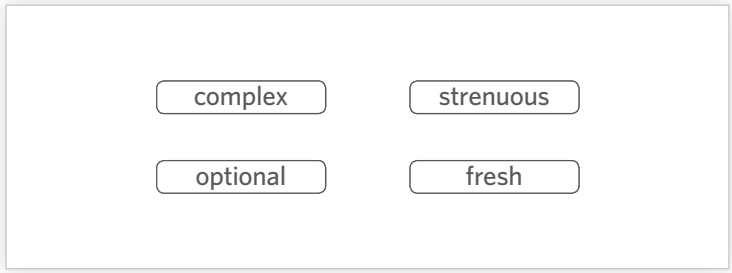
WA2



Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

Use "Think, Pair, Share" to discuss:

Q *Which words might you use if you wrote a story about hiking through the snow? How might you use the words?* [Pause; point to prompt 1.] *Turn to your partner.*

WA5

I might use the words _____. I might write . . .

PROMPT 1: "I might use the words [*fresh* and *strenuous*]. I might write . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Play "Which Word Goes With?"

Explain that partners will play "Which Word Goes With?" You will write a word where everyone can see it, and partners will discuss which of this week's words goes with the word you wrote.

Write the word *pizza* and read it aloud.

Ask:

Q *Which of this week's words do you think goes with the word* pizza*? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think [*fresh*] goes with *pizza* because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

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If necessary, ask follow-up questions such as:

Q *Why might the word* [fresh] *go with* pizza*? When is a pizza fresh?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "The word [*fresh*] might go with *pizza* because . . ."

Q *Why might the word* [optional] *go with* pizza*? What might be an optional topping for a pizza?* [Point to prompt 3.] *Turn to your partner.*

Using the same procedure, discuss the word *garden*. If necessary, ask follow-up questions such as:

Q *Why might the word* [strenuous] *go with* garden*?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "The word [*strenuous*] might go with *garden* because . . ."

Q *Why might the word* [fresh] *go with* garden*?* [Point to prompt 4.] *Turn to your partner.*

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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Ice Cream Mania!



Most people love ice cream.



Ice cream is one of the world's favorite foods. Why? There are three big reasons:

- There are many different flavors of ice cream.
- Ice cream can be eaten in lots of different ways. You can have it in a cone, a dish, an ice-cream cake, and even a sandwich.
- Ice cream tastes good!

After a healthy meal that includes plenty of veggies, ice cream is a real treat. It is often on the menu at birthday celebrations and other special events.

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How Ice Cream Is Made

Ice cream is a simple food. The main ingredients are milk, sugar, and water. It also has other ingredients to make it smooth and creamy.

But making it in a factory is not a simple process. Here's how it is done:

1. The ingredients are mixed together.
2. The mixture is heated to kill bacteria. Then it is churned to make it smooth.
3. The mixture is moved into a cold-storage tank. It stays there until it is firm.
4. Colors and flavors are added.
5. The ice cream is placed in a freezer. Inside the freezer, it is whipped up to force air into the ice cream to make it soft.
6. For some flavors, nuts or candy are then added.
7. Finally, the ice cream is packaged.

Most people who eat ice cream buy it from a supermarket. Others make their own ice cream at home. With an electric ice-cream maker, the mixture is quickly churned and frozen. Ice cream can also be made the old-fashioned way using a bowl, a whisk or an electric beater, and a freezer. This takes about four hours and a lot of churning. It takes a lot of muscle power to whip up ice cream by hand.



Ice cream is packaged in containers.

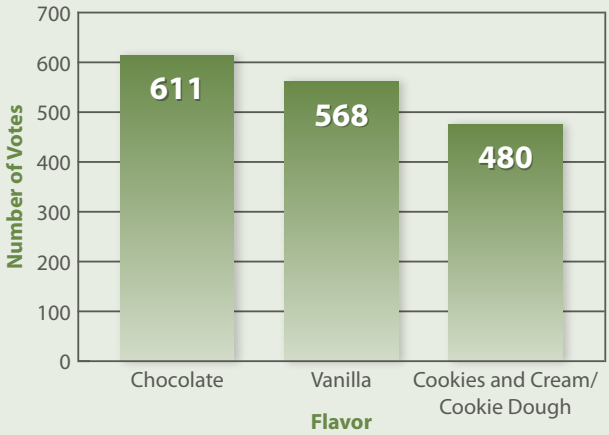
Who Ate All the Ice Cream?

More ice cream is eaten in the United States than in any other country in the world. In fact, Americans eat about 1.7 billion gallons of ice cream each year. Australia comes in second place. New Zealand is third.

The experts say that ice cream is a "sometimes food." This means that it's better to eat ice cream sometimes, rather than all the time. (You'll enjoy it more, too!) Ice cream can be enjoyed after a healthy meal that includes fruits and vegetables.

In a 2011 opinion poll, Americans were asked what ice cream flavors they liked the best. The bar graph below shows their three top choices.

Popular Ice Cream Flavors in the United States



Source: 2011 Harris Poll by Harris Interactive.

Sorbet, Soy, or Rice?

Ice cream isn't the only frozen dessert people love to eat. Another kind is sorbet, which is made from fruit and sugar. Soy ice cream is made from soy milk. Rice ice cream (or rice cream) is made from rice milk. Rice milk is made from brown rice and water.

None of these other desserts contain milk. This means that people who can't have milk can still have a frozen dessert. Sorbet, soy ice cream, and rice ice cream don't taste quite the same as ice cream made from milk. But they're still delicious.

So what's your favorite frozen dessert?

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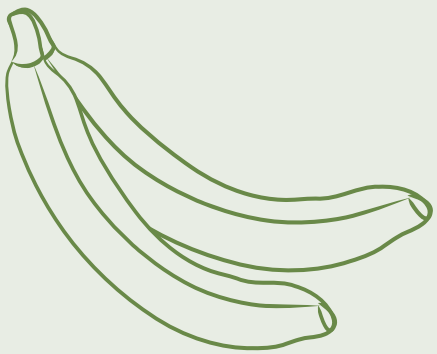
Classic Smoothie

A fruit smoothie is a special treat. It is easy to make, too. You will need to prepare the fruit and put it into the freezer at least 2 hours before you make the smoothie.

You will need:

- Blender
- Knife
- 1 plate
- Drinking glasses
- Straws (optional)
- 1 cup orange juice
- 1 cup fresh strawberries
- 2 fresh bananas



Here's how to make it:

1. At least 2 hours before you want to make the smoothie, wash the strawberries, take out the stems, and cut the strawberries into quarters. Put them on a plate in the freezer.



2. Peel and slice the bananas and put them on a plate in the freezer.



3. When you are ready to make the smoothie, pour the orange juice into a blender.



4. Add the strawberries and bananas.



5. Blend until smooth.



6. Pour into glasses, add straws, and enjoy!



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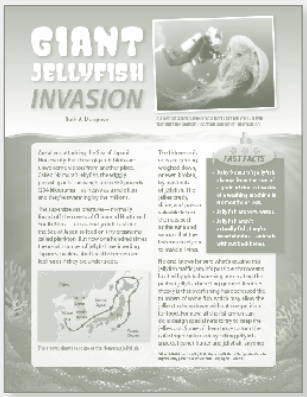
Week 26

RESOURCES





Read-alouds

- "Hey Joe, How's It Going?" by Jennifer Marino Walters (see page 452)
- "Giant Jellyfish Invasion" by Ruth A. Musgrave (see page 453)

More Strategy Practice

- "Use the Suffix *-ly* to Determine Word Meanings"
- "Review Antonyms and Discuss the Words *Decrease* and *Increase*"

More ELL Support

- "Make a Class Book of Antonyms"

Assessment Resource Book

- Week 26 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA7

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 26 family letter (BLM1)
- (Optional) "Week 26 Word Cards" (BLM2)
- (Optional) "Week 26 Crossword Puzzle" (BLM3)

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OVERVIEW

Words Taught	Words Reviewed
unique	beneficial
recently	complex
valuable	fresh
decrease	precaution
	strenuous

Word-learning Strategies

- Using context to determine word meanings (review)
- Using the suffix *-ly* to determine word meanings (review)
- Recognizing antonyms (review)

Vocabulary Focus

- Students learn and use four words from or about the articles.
- Students review using context clues.
- Students discuss the suffix *-ly*.
- Students discuss antonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students act in fair and caring ways.
- Students develop the group skill of sharing their partner time in a fair way.
- Students give reasons to support their thinking.

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DO AHEAD

- ✓ Look over this week's Ongoing Review and collect the following word cards: 95, 96, 97, 98, and 100. Set aside a few minutes periodically during the week to review these words.
- ✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 205 of the *Assessment Resource Book*.
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Use the Suffix *-ly* to Determine Word Meanings" on page 442.
- ✓ (Optional) Prior to Day 2, review the more strategy practice activity "Review Antonyms and Discuss the Words *Decrease* and *Increase*" on page 446.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 26 Word Cards" (BLM2) and "Week 26 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 26

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Give reasons to support their thinking

Words Reviewed

beneficial
Beneficial means "good for you."

complex
Complex means "made up of many steps or parts, or not simple."

fresh
Fresh means "newly made, gathered, or grown; not spoiled or stale." *Fresh* also means "clean or unused."

precaution
A *precaution* is "something you do to keep something bad from happening."

strenuous
Strenuous means "needing lots of energy, effort, or strength."

Materials

- Word cards 95, 96, 97, 98, 100
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Discuss Questions About the Words

Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Tell the students that this week they will use the words to answer questions.

Point to the word *beneficial* and ask:

Q *Do you think exercise is beneficial for pets? Why?* [Point to prompt 1.] *Turn to your partner.*

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WA1

I [do/do not] think exercise is **beneficial** for pets because . . .

PROMPT 1: "I [do/do not] think exercise is beneficial for pets because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[complex]

Q *Do you think a puzzle with 1,000 pieces would be complex? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I [do/do not] think a puzzle with 1,000 pieces would be complex because . . ."

[precaution]

Q *Do you take precautions when you ride your bike? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I [do/do not] take precautions because . . ."

3 Continue the Discussion During the Week

Using the same procedure, continue the discussion during the week with the questions that follow. Briefly review the meanings of the words before the activity.

[strenuous]

Q *Would you do a strenuous activity if you were very tired? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "I [would/would not] do a strenuous activity because . . ."

[fresh]

Q *Would you want your salad to be fresh? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I [would/would not] want my salad to be fresh because . . ."

[beneficial]

Q *Do you think that getting a good night's sleep is beneficial? Why?* [Show prompt 6.] *Turn to your partner.*

PROMPT 6: "I [do/do not] think it is beneficial because . . ."

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[complex]

Q *Would you enjoy playing a complex video game? Why?* [Show prompt 7.] *Turn to your partner.*

PROMPT 7: "I [would/would not] enjoy playing a complex video game because . . ."

[precaution]

Q *Would you take precautions if you went out in the cold? Why?* [Show prompt 8.] *Turn to your partner.*

PROMPT 8: "I [would/would not] take precautions because . . ."

[strenuous]

Q *Do you think drawing a picture is strenuous? Why?* [Show prompt 9.] *Turn to your partner.*

PROMPT 9: "I [do/do not] think it is strenuous because . . ."

[fresh]

Q *Would you want a fresh shirt if you spilled juice on yourself? Why?* [Show prompt 10.] *Turn to your partner.*

PROMPT 10: "I [would/would not] want a fresh shirt because . . ."

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to answer questions about the words?
- Do their responses show that they know what the words mean?
- Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 205 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

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Day 1 Introduce *Unique* and *Recently*

Materials

- "Hey Joe, How's It Going?" (see page 452)
- "Sentences from 'Hey Joe, How's It Going?'" chart (WA2)
- Word cards (WA3)
- Day 1 prompts (WA4)

In this lesson, the students:

- Learn and use the words *unique* and *recently*
- Review using context to determine word meanings
- Review the suffix *-ly*
- Build their speaking and listening skills
- Give reasons to support their thinking

Words Taught

unique (p. 452)
Something that is unique is the only one of its kind. There are no others exactly like it.

recently
If something happened recently, it happened just a short time ago.

INTRODUCE AND USE *UNIQUE*

1 Introduce *Unique* and Review Using Context to Determine Word Meanings

Briefly review the article "Hey Joe, How's It Going?"

Display the "Sentences from 'Hey Joe, How's It Going?'" chart (WA2).

Teacher Note
Alternatively, you might write the context sentences where everyone can see them.

WA2

Sentences from "Hey Joe, How's It Going?"

Bottlenose dolphins are known for the high-pitched whistles they make to communicate. But what are they saying? Scientists now think some of those whistles might actually be unique (one of a kind) names for themselves and other dolphins.

PROMPT: I think ***unique*** might mean . . .

PROMPT: The clue _____ helps me figure out the meaning of the word ***unique***.

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Direct the students' attention to the sentences and explain that this is the part of the article that tells how scientists are learning more about the dolphins' whistles. Read the sentences aloud, emphasizing the word *unique*.

Point to the word *unique* and underline it. Tell the students that *unique* is the first word they will learn today. Remind the students that they can sometimes figure out the meaning of an unfamiliar word—like *unique*—by reading the sentence that includes the word, or the sentences that come before or after, and looking for clues. Explain that as you reread the sentence that includes the word *unique*, you want them to think about what *unique* might mean and which words in the sentence are clues to the meaning of *unique*.

Read the sentence that includes *unique* aloud again. Then discuss as a class:

Q *Based on what you just heard, what do you think the word* unique *might mean?*

Point to the first prompt and read it aloud.

PROMPT: "I think *unique* might mean . . ."

After a few moments, signal for their attention and have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that if something is *unique*, it is the only one of its kind. There are no others exactly like it. Then ask:

Q *What clue helps you figure out the meaning of the word* unique*?*

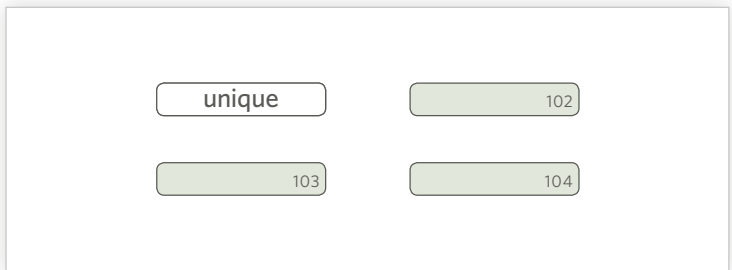
Point to the second prompt and have a few volunteers use the prompt to share their thinking.

PROMPT: "The clue ['one of a kind'] helps me figure out the meaning of the word *unique*."

Circle the context clues on the chart as the students identify them. Point out that the words "one of a kind" are a clue that tells you the meaning of *unique*. Tell the students that sometimes an author gives a definition of a word, as in this article, to help readers understand what the word means.

Display this week's word cards (WA3), reveal word card 101, and have the students say the word *unique*.

WA3



ELL Note

The Spanish cognate of *unique* is *único/a.*

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2 Play "Unique or Not Unique?"

Give a few examples of things that are unique.

> **You might say:**
>
> "People often say that snowflakes are unique. No two snowflakes have exactly the same shape or pattern, so each one is one of a kind. My sister's apartment is unique. She painted a giant mural across her walls, so no other apartment looks exactly like hers. My grandmother's lasagna is unique. She uses a secret recipe that she won't share with anyone, and her lasagna is unlike any other I've ever tried."

Tell the students that partners will play "Unique or Not Unique?" Explain that you will describe something, and partners will discuss whether it is unique or not unique, and why.

Display the day 1 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Then ask the students the following questions:

Q *Is a sweater your mom made just for you unique or not unique? Why?* [Point to prompt 1.] *Turn to your partner.*

WA4

I think the sweater [is/is not] **unique** because . . .

PROMPT 1: "I think the sweater [is/is not] unique because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Is a pencil unique or not unique? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think a pencil [is/is not] unique because . . ."

Q *Is a birthday card you make for your mom unique or not unique? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I think a birthday card I make for my mom [is/is not] unique because . . ."

Q *Are you unique or not unique? Why?* [Show prompt 4.] *Turn to your partner.*

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PROMPT 4: "I think I [am/am not] unique because . . ."

Point to the word *unique* on the word cards (WA3) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *RECENTLY*

3 Introduce and Define *Recently* and Review the Suffix *-ly*

Read the second paragraph of the article aloud, emphasizing the word *recent*. Tell the students that the other word they will learn today is *recently*, which is a form of the word *recent*. Explain that if something happened recently, it happened just a short time ago. Point out that the scientists had done a recent study of the dolphins' whistles. This means that the study did not happen long ago; it happened *recently*, or just a short time ago.

Direct the students' attention to the cards (WA3), reveal word card 102, and have the students say the word *recently*.

Point to the suffix *-ly* in the word *recently* and explain that *-ly* is a suffix. Review that a *suffix* is a "letter or a group of letters that is added to the end of a word to make a new word." Remind the students that they discussed the suffix *-ly* earlier when they learned the word *occasionally*. Review that the suffix *-ly* means "happening at a certain time." Explain that if something happened recently, it happened "at a recent time," or just a short time ago.

4 Discuss the Word *Recently*

Give a few examples of things you have done recently.

> **You might say:**
>
> "I recently ate breakfast. I did that just a few hours ago. I also recently bought a new bicycle. I just picked it up last weekend. We recently discussed the word *unique*. We just did that a few minutes ago."

Then ask:

Q *What is something you did recently? Why do you say you did it recently?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "Recently, I . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *recently* on the word cards (WA3) and review the pronunciation and meaning of the word.

ELL Note

The Spanish cognate of *recently* is *recientemente*.

Teacher Note

Save the words cards (WA3) to use on Day 2.

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Materials

- Chart paper and a marker

TEKS 3.C.iii
Student/Teacher Activity
More Strategy Practice

MORE STRATEGY PRACTICE

Use the Suffix *-ly* to Determine Word Meanings

Write the word *recently* where everyone can see it and point to the suffix *-ly*. Review that the suffix *-ly* means "happening at a certain time" and that adding the suffix *-ly* to the word *recent* makes the word *recently*, which means "happening at a recent time," or happening just a short time ago.

Tell the students that knowing that the suffix *-ly* means "happening at a certain time" can help them figure out the meanings of other words that use the suffix. Write the word *hour* where everyone can see it. Ask:

Q *What word do we make when we add the suffix* -ly *to* hour?

Q *Based on what you know about the word* hour *and the suffix* -ly, *what does* hourly *mean? What do we mean when we say that the clock chimes, or rings, hourly?*

If necessary, explain that *hourly* means "happening every hour." When we say a clock chimes hourly, we mean that it chimes every hour. Using the same procedure, discuss *daily* (every day) and *weekly* (every week).

Day 2

Introduce *Valuable* and *Decrease*

Materials

- "Giant Jellyfish Invasion" (see page 453)
- Word cards (WA3) from Day 1
- Day 2 prompts (WA5)

In this lesson, the students:

- Review the words *unique* and *recently* from Day 1
- Learn and use the words *valuable* and *decrease*
- Discuss antonyms
- Build their speaking and listening skills
- Give reasons to support their thinking

Words Taught

valuable (p. 453)
Valuable means "very important to you, or worth a lot of money."

decrease (p. 453)
Decrease means "become smaller or fewer in number." If something decreases, there is less of it.

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REVIEW THE WORDS

1 Briefly Review *Unique* and *Recently*

Display the word cards (WA3) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *VALUABLE*

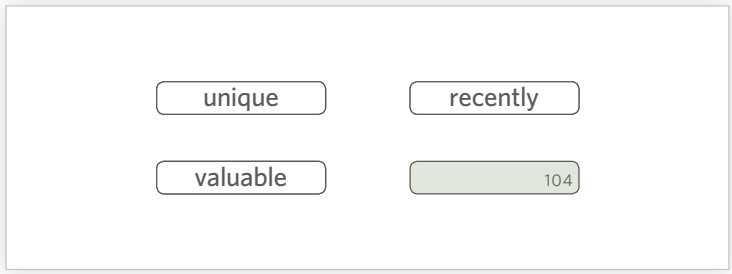
2 Introduce and Define *Valuable*

Briefly review "Giant Jellyfish Invasion."

Read the third paragraph of the article aloud, emphasizing the word *valuable*. Tell the students that *valuable* is the first word they will learn today, and explain that *valuable* means "very important to you or worth a lot of money." Point out that the giant jellyfish can destroy fish such as tuna and salmon that are valuable to the fishermen. Explain that the fishermen rely on catching salmon and tuna to make a living, so the fish are both very important to them and worth a lot of money.

Direct the students' attention to the word cards (WA3) and reveal word card 103. Point to the word *valuable* and have the students say the word.

WA3



3 Play "Is It Valuable?"

Explain that things can be valuable, or very important, to you even though they may not be worth a lot of money. Provide some examples of things you consider valuable, regardless of whether they could be sold for a lot of money.

> **You might say:**
>
> "My great-grandmother left me her ring, and it is very valuable to me. It probably isn't worth very much money, but it reminds me of her and is very important to me. My sister's happiness is valuable to me. It couldn't be bought or sold, but it matters more than anything to me. Time with my family is also very valuable to me. I treasure the time we can spend with one another."

Tell the students that partners will play "Is It Valuable?" Explain that you will describe something and partners will decide whether it is valuable or not. Display the day 2 prompts (WA5) and explain that the students

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will use these prompts to discuss the words today. Remind the students that partners may not always agree and that is fine. What is important is that they explain their thinking. Begin by saying:

- *A painting in a museum worth millions of dollars*

Ask:

Q *Is it valuable or not? Why?* [Point to prompt 1.] *Turn to your partner.*

WA5

I think it [is/is not] **valuable** because . . .

PROMPT 1: "I think it [is/is not] valuable because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following:

- *A large sailboat*
- *A single roller skate*
- *Your friendship with your best friend*
- *A garden of wildflowers in your backyard*

Point to the word *valuable* on the word cards (WA3) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *DECREASE*

4 Introduce and Define *Decrease*

Remind the students that no one knows exactly why so many jellyfish have invaded the Sea of Japan. Read the following from the fourth paragraph aloud, emphasizing the word *decreased*: "Another theory is that overfishing has decreased the numbers of some fish . . ."

Tell the students that the other word they will learn today is *decrease*, and explain that *decrease* means "become smaller or fewer in number." If something decreases, there is less of it. Explain that fishermen catch so many fish that the number of fish in the ocean has decreased—there are fewer fish than there used to be. Because the jellyfish do not have as many fish to compete with for food, they have an easier time finding food and surviving.

Direct the students' attention to the word cards (WA3) and reveal word card 104. Point to the word *decrease* and have the students say the word.

ELPS 2.C.iv
Steps 4 and 5

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5 Play "Is It Decreasing?"

Provide a few examples of things that decrease.

> **You might say:**
>
> "If it gets colder and colder overnight, the temperature decreases, or goes down. If I eat two bowls of cereal, the amount of cereal still in the box decreases, or becomes less than it had been. If I put an ice cube in a cup of hot tea, the size of the ice cube decreases, or grows smaller, as it melts."

Tell the students that partners will play "Is It Decreasing?" Explain that you will describe something and partners will decide whether it is decreasing or not.

Ask the students to imagine the following scenario:

- *You turn on the faucet and fill a pot with water.*

Ask:

Q *Is the amount of water in the pot decreasing or not? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I think it [is/is not] decreasing because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following:

- *Six people get off of an elevator. Only one person gets on.*

Q *Is the number of people on the elevator decreasing or not? Why?* [Point to prompt 2.] *Turn to your partner.*

- *You add a quarter to your piggy bank every week, and you never spend the money.*

Q *Is the amount of money in your piggy bank decreasing or not?* [Point to prompt 2.] *Turn to your partner.*

- *It snowed six inches last weekend, but it has been hot and sunny for the last three days.*

Q *Is the amount of snow outside decreasing or not?* [Point to prompt 2.] *Turn to your partner.*

Point to the word *decrease* on the word cards (WA3) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA3) to use on Day 3.

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Materials

- Chart paper and a marker

ELPS 4.C.i
More Strategy Practice

MORE STRATEGY PRACTICE

Review Antonyms and Discuss the Words *Decrease* and *Increase*

Remind the students that *decrease* means "become smaller or fewer in number." Explain that the antonym, or opposite, of *decrease* is the word *increase*, which means "grow larger or greater in number."

Prepare a sheet of chart paper with two columns. Write the word *decrease* at the top of the left column, and write the word *increase* at the top of the right column.

Tell the students that you will describe a number of different situations, and they will decide whether the thing being described is decreasing or increasing. Ask:

Q *If you had a balloon with a small hole in it, would the size of the balloon decrease or increase? Why? Turn to your partner.*

After partners have talked, have one or two volunteers briefly share their thinking with the class. If necessary, explain that the size of a balloon with a hole in it would decrease. Write "size of a balloon with a hole" under the word *decrease* in the left column of the chart.

Then ask:

Q *If you were making cookies with your aunt and she turned on the oven, would the temperature of the oven decrease or increase? Why? Turn to your partner.*

After partners have talked, have one or two volunteers briefly share their thinking with the class. If necessary, explain that the temperature of the oven would increase after it was turned on. Write "temperature of an oven turned on" under the word *increase* in the right column of the chart.

Using the same procedure, discuss each of the following questions and add the students' responses to the appropriate column of the chart:

Q *If you were riding in a train that had just left the station, would the speed of the train increase or decrease? Why? Turn to your partner.* (increase: speed of a train leaving the station)

Q *If you lost half of the colored pencils you owned, would the number of pencils you own decrease or increase? Why? Turn to your partner.* (decrease: number of pencils if you lost half)

Q *If you poured four glasses of water from a pitcher, would the amount of water in the pitcher increase or decrease? Why? Turn to your partner.* (decrease: amount in a pitcher after pouring out water)

Q *If you were playing basketball with friends, and three more people joined the game, would the number of players decrease or increase? Why? Turn to your partner.* (increase: number of players if more people play)

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MORE ELL SUPPORT

Make a Class Book of Antonyms

Remind the students that *antonyms* are "words with opposite meanings." If you have not already done so, write the following pairs of antonyms where everyone can see them or on a sheet of chart paper and review their meanings: *decrease/increase*, *murmur/scream*, *liquid/solid*, and *fragile/sturdy*.

Explain that partners will choose a pair of antonyms from the list, write a sentence using each word, and then illustrate each sentence. Later you will put their illustrations together to make a class book of antonyms.

Demonstrate the activity by choosing a pair of antonyms and asking:

Q *What sentence might you write using the word* [fragile]*? What could you draw to illustrate your sentence?*

Q *What sentence might you write using the word* [sturdy]*? What could you draw to illustrate your sentence?*

Have partners choose a pair of antonyms from the list. Explain that each partner will then pick one of the antonyms, write a sentence using that word, and then illustrate the sentence. Distribute a sheet of drawing paper to each student.

Have the students share their sentences and illustrations with their partners. Then ask a few volunteers to share their work with the class. Staple the pages together to make a class book of antonyms.

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Day 3 Weekly Review

Materials

- Word cards (WA3) from Day 2
- Day 3 prompts (WA6)
- Weekly review activity (WA7)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 26 Crossword Puzzle" (BLM3) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Give reasons to support their thinking

Words Reviewed

unique
Something that is unique is the only one of its kind. There are no others exactly like it.

recently
If something happened recently, it happened just a short time ago.

valuable
Valuable means "very important to you, or worth a lot of money."

decrease
Decrease means "become smaller or fewer in number." If something decreases, there is less of it.

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA3) from Day 2. Review the pronunciation and meaning of each word.

WA3

unique recently

valuable decrease

Display the day 3 prompts (WA6) and explain that the students will use these prompts to discuss the words today.

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Ask:

Q *Which of these words do you think is the most interesting or fun? Why?* [Point to prompt 1.] *Turn to your partner.*

WA6

I think the word _____ is the most [interesting/fun] because . . .

PROMPT 1: "I think the word [*valuable*] is the most [interesting/fun] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Play "Finish the Story"

Tell the students that they are going to play the game "Finish the Story." Explain that you will read some stories and that you will leave off the last word of each story. Then you will point to this week's words and the students will decide which word makes the best ending for the story. Tell the students that you will ask partners to discuss the stories with each other and share their thinking with the class.

Display the weekly review activity (WA7) and begin playing the game:

1. Click 1 to reveal the first story. Point to the story and read it aloud twice, slowly and clearly. Point out that the ending is missing.
   - Story 1: *"Please be careful with this violin," said Mr. Perkins. "It belonged to my great-grandfather and is very _____."*
2. Give the students a few moments to think about the story. Then point to the words and read each word aloud. Ask:

   Q *Which word makes the best ending for the story? Why do you think that?* [Click 1 again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think [*valuable*] makes the best ending because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Teacher Note

Each story on the weekly review activity (WA7) has a corresponding number: the first story is 1; the second story is 2; the third story is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click reveals the correct answer and the story with the answer in place.
- The fourth click clears the screen.

Teacher Note

The prompt for this activity also appears as prompt 2 on the day 3 prompts (WA6).

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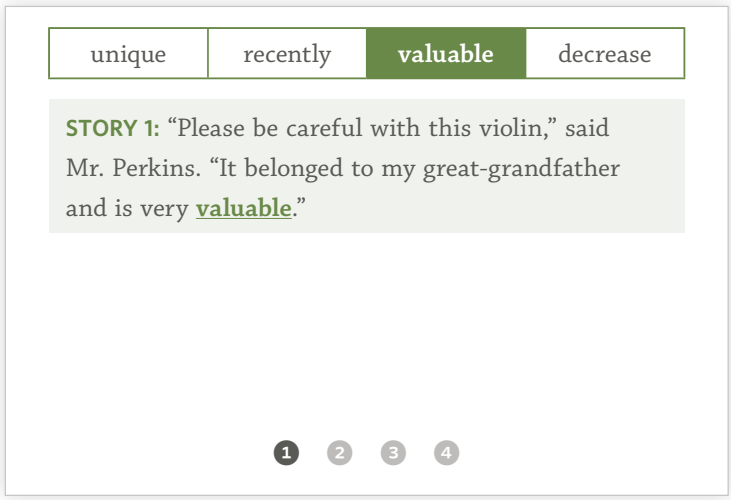
3. Conclude the discussion of this story by clicking 1 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place. Then reread the story with the word *valuable* at the end.

WA7



Teacher Note

If you are not using an interactive whiteboard, you might post the word cards and write the clues where everyone can see them.

4. Click 1 to clear the screen.

Repeat the procedure with the second sentence:

1. Click 2 to reveal the second story. Read the story aloud twice, slowly and clearly.
   - Story 2: *"We haven't lived here very long," explained Ms. McKinney. "Our family just moved here from Canada _____."*
2. Give the students a few moments to think about the story. Then point to the words and ask:

   Q *Which word makes the best ending for the story? Why do you think that?* [Click 2 again and read the prompt aloud] *Turn to your partner.*

PROMPT: "I think [*recently*] makes the best ending because . . ."

Have partners use the prompt to take turns answering the questions. When partners have finished talking, signal for their attention and have one or two pairs use the prompt to share their thinking with the class.

3. Conclude the discussion of this story by clicking 2 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place. Then reread the story with the word *recently* at the end.
4. Click 2 to clear the screen.

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3 Continue to Play the Game in Pairs

Use the same procedure to discuss the following stories:

- Story 3: *"It hasn't rained for weeks," said Dave. "Each day, you can see the amount of water in the lake _____."* (decrease)
- Story 4: *No one else's bike looked like Zoë's. She had built it herself, and everyone could tell by looking at it that it was _____.* (unique)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 25 and 26, you might distribute a copy of the "Week 26 Crossword Puzzle" (BLM3) to each student.

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Hey Joe,

How's It Going?

By Jennifer Marino Walters

Bottlenose dolphins are known for the high-pitched whistles they make to communicate. But what are they saying? Scientists now think some of those whistles might actually be unique (one of a kind) names for themselves and other dolphins.

Scientists already knew from past studies that each dolphin has a "signature whistle" it uses when it's in a group, and that dolphins respond to the whistles of other dolphins they know. A recent study suggests that when a dolphin hears the sound of its own whistle—whether recorded or copied by another dolphin—it often repeats the whistle back, as if to say, "Yes, I'm here!"

What's in a Name?

The scientists followed a group of wild dolphins off eastern Scotland for four months and recorded their signature whistles. Researchers then created computerized versions of the whistles that they could play back to the dolphins.

The scientists then played the whistles using an underwater speaker. In most cases, the dolphins responded to their own signature whistles by whistling them back, often immediately. The dolphins responded a little bit to recordings of other dolphins from the same group but didn't respond at all to unfamiliar dolphins from a different group.

The findings suggest that not only do dolphins recognize a familiar dolphin's signature whistle, but they also use another dolphin's signature whistle to call out to them, the same way humans call each others' names.

This is the first study testing wild dolphins' responses to signature whistles. It brings up the question of how common it is for animals to use whistles or other sounds to "name," or identify, themselves. Past studies have suggested that parrots, for instance, may engage in similar naming behaviors.

Stephanie King, the study's lead scientist, says, "I think we can really open the door now and look at this in more animals."



A recent study suggests that dolphins call each other by name.

"Hey Joe, How's It Going?" by Jennifer Marino Walters from *Scholastic News*, November 15, 2013 issue.
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GIANT JELLYFISH INVASION

Ruth A. Musgrave



A diver attaches a sensor to a Nomura's jellyfish. It will transmit the animal's location and other information.

Are aliens attacking the Sea of Japan? Not exactly. But these gigantic blobs are unwelcome visitors from another place. Called Nomura's jellyfish, the wiggly, pinkish giants can weigh up to 450 pounds (204 kilograms)—as heavy as a male lion—and they're swarming by the millions.

The supersize sea creatures—normally found off the coasts of China and North and South Korea—occasionally drift east into the Sea of Japan to feed on tiny organisms called plankton. But now one hundred times the usual number of jellyfish are invading Japanese waters. And local fishermen are feeling as if they are under siege.



The arrows show the route of the Nomura's jellyfish.

The fishermen's nets are getting weighed down, or even broken, by hundreds of jellyfish. The jellies crush, slime, and poison valuable fish in the nets, such as the tuna and salmon that the fishermen rely on to make a living.

FAST FACTS

- **Baby Nomura's jellyfish change from the size of a grain of rice to the size of a washing machine in six months or less.**
- **Jellyfish are 95% water.**
- **Jellyfish aren't actually fish; they're invertebrates—animals without backbones.**

No one knows for sure what's causing this jellyfish traffic jam. It's possible that oceans heated by global warming are creating the perfect jellyfish breeding ground. Another theory is that overfishing has decreased the numbers of some fish, which may allow the jellies to chow down without competition for food. For now, all the fishermen can do is design special nets to try to keep the jellies out. Some of them hope to turn the catastrophe into cash by selling jellyfish snacks. Peanut butter and jellyfish, anyone?

"Giant Jellyfish Invasion" by Ruth Musgrave/National Geographic Creative. Reprinted by permission of National Geographic Creative.

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Week 27

RESOURCES


Zoos Are Good for Animals

Read-aloud

- "Zoos Are Good for Animals" (see page 470)

More Strategy Practice

- "Discuss Multiple Meanings of the Word *Treat*"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Reproducibles

- Week 27 family letter (BLM1)
- (Optional) "Week 27 Word Cards" (BLM2)

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OVERVIEW

Words Taught	Words Reviewed
treat	attach
provide	decrease
conserve	optional
appreciate	unique
	valuable

Word-learning Strategies

- Using context to determine word meanings (review)
- Recognizing words with multiple meanings (review)

Vocabulary Focus

- Students learn and use four words from or about the article.
- Students review using context to determine word meanings.
- Students recognize words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students act in fair and caring ways.
- Students develop the group skill of sharing their partner time in a fair way.
- Students give reasons to support their thinking.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 93, 99, 101, 103, and 104. Set aside a few minutes periodically during the week to review these words.

✓ (Optional) Prior to Day 1, review the more strategy practice activity "Discuss Multiple Meanings of the Word *Treat*" on page 462.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 27 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 27

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Give reasons to support their thinking

Words Reviewed

attach
Attach means "fasten or join together."

decrease
Decrease means "become smaller or fewer in number." If something decreases, there is less of it.

optional
If something is optional, you can choose whether or not to have it or do it. It is not necessary.

unique
Something that is unique is the only one of its kind. There are no others exactly like it.

valuable
Valuable means "very important to you, or worth a lot of money."

Materials

- Word cards 93, 99, 101, 103, 104
- Pocket chart
- Ongoing review prompt (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Do the Activity "What Do You Think About?"

Explain that partners will do the activity "What Do You Think About?" Point to the word cards in the pocket chart and remind the students that they will describe what they think about, or what pictures come into their minds, when they hear each of the words. Point to and pronounce the word *attach* and explain that *attach* is the first word the students will think about.

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Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words. Have the students close their eyes. Then use "Think, Pair, Share" to discuss:

Q *What do you think about when you hear the word* attach*? [Pause.] Why? Open your eyes.* [Point to the prompt.] *Turn to your partner.*

WA1

When I hear the word _____, I think about _____ because . . .

PROMPT: "When I hear the word [*attach*], I think about [putting a leash on my dog Rufus] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Teacher Note

If the students struggle to make associations, support them by asking questions such as "What action or activity do you picture in your mind when you hear the word *attach*?" and "What are two things you might attach to each other?"

3 Continue the Activity During the Week

Continue the activity during the week to discuss the remaining words. Briefly review the meanings of the words before the activity.

Point to the word *decrease* in the pocket chart and pronounce it. Have the students close their eyes; then use "Think, Pair, Share" to discuss:

Q *What do you think about when you hear the word* decrease*? [Pause.] Why? Open your eyes.* [Point to the prompt.] *Turn to your partner.*

PROMPT: "When I hear the word [*decrease*], I think about [the temperature going down overnight] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the words *optional*, *unique*, and *valuable*.

Teacher Note

If the students struggle to make associations, support them by asking questions such as "What is something you have seen decrease?" and "If there is less of something, does the amount of it increase or decrease?"

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Introduce *Treat* and *Provide* Day 1

In this lesson, the students:

- Learn and use the words *treat* and *provide*
- Review using context to determine word meanings
- Act in fair and caring ways
- Give reasons to support their thinking

Words Taught

treat (p. 470)
Treat means "try to cure or heal someone who is sick or hurt."

provide (p. 470)
Provide means "give something that is wanted or needed."

Materials

- "Zoos Are Good for Animals" (see page 470)
- "Sentences from 'Zoos Are Good for Animals'" chart (WA2)
- Word cards (WA3)
- Day 1 prompts (WA4)

INTRODUCE AND USE *TREAT*

1 Introduce *Treat* and Use Context to Determine Its Meaning

Briefly review "Zoos Are Good for Animals."

Display the "Sentences from 'Zoos Are Good for Animals'" chart (WA2). Point to the sentences and explain that this is the part of the article that tells how zoos care for animals that need help. Read the sentences aloud, emphasizing the word *treating*. Point to the word *treating* on the chart and underline it.

WA2

Sentences from "Zoos Are Good for Animals"

One way that zoos help animals is by caring for them and treating animals that are sick. For example, the Wildlife Health Center at the Bronx Zoo in New York provides care for more than 15,000 animals.

PROMPT: I think ***treat*** might mean . . .

PROMPT: The clues _____ help me figure out the meaning of the word ***treat***.

Teacher Note

Alternatively, you might write the context sentences where everyone can see them.

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ELL Note

The Spanish cognate of *treat* is *tratar*.

Tell the students that *treat* is the first word they will learn today. Remind the students that they can sometimes figure out the meaning of an unfamiliar word like *treat* by looking for clues. Review that they can look for clues by reading the sentence that includes the word, or the sentences before or after. Explain that, as you read the sentence that includes the word *treating* again, you want the students to think about what *treat* might mean and which words in the sentence are clues to the meaning of *treat*.

Read the sentence that includes *treating* aloud. Then discuss as a class:

Q *Based on what you just heard, what do you think the word* treat *might mean?*

Point to the first prompt and read it aloud.

PROMPT: "I think *treat* might mean . . ."

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *treat* means "try to cure or heal someone who is sick or hurt." Then discuss:

Q *What clues help you figure out the meaning of the word* treat*?*

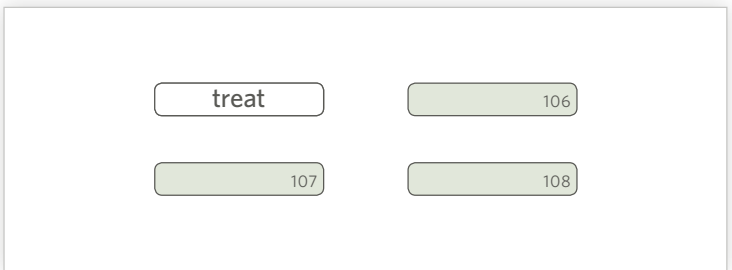
Point to the second prompt and read it aloud.

PROMPT: "The clues [*caring* and *sick*] help me figure out the meaning of the word *treat*."

Have a few volunteers use the prompt to share their thinking with the class. Circle the context clues as the students identify them. If necessary, explain that the words *caring* and *sick* are clues that tell you the meaning of *treat*.

Display this week's word cards (WA3), reveal word card 105, and have the students say the word *treat*.

WA3



2 Discuss the Word *Treat*

Tell the students to think of a time when they went to see a doctor because they were sick or hurt. Discuss as a class:

Q *What did the doctor do to treat you, or to try to cure or heal you?*

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Display the day 1 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA4

When I visited the doctor, [he/she] **treated** me by . . .

PROMPT 1: "When I visited the doctor, she treated me by . . ."

Then have partners discuss the following scenario:

- *You have a small cut on your finger.*

Ask:

Q *What might you do to treat your injury, or to help your injury heal?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "To treat my injury, I might . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *treat* on the word cards (WA3) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *PROVIDE*

3 Introduce and Define *Provide*

Read the first two sentences of the second paragraph of "Zoos Are Good for Animals" aloud, emphasizing the word *provides*. Tell the students that *provide* is the second word they will learn today, and explain that *provide* means "give something that is wanted or needed." Explain that the Wildlife Health Center at the Bronx Zoo provides, or gives, care to thousands of animals that need help.

Direct the students' attention to the word cards (WA3), reveal word card 106, and have the students say the word *provide*.

4 Imagine and Discuss Providing

Explain that people often help others by providing them with something they want or need. Give examples of times when you or someone you know helped others by providing something they wanted or needed.

ELL Note

The Spanish cognate of *provide* is *proveer*.

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You might say:

"I often try to provide directions for people who are lost. I want to help them know which way to go. My sister helps out at marathons and provides water for the runners in the race. My grandfather always provided good advice and helped me know how to do the right thing."

Ask the students to imagine the following:

- *You have just gotten a puppy.*

Use "Think, Pair, Share" to discuss:

Q *What might you provide for the puppy? What might you give it that it wants or needs? Why?* [Pause; show prompt 3.] *Turn to your partner.*

PROMPT 3: "I might provide [dog food] for the puppy because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, have the students imagine and discuss:

- *You are planning a party and want to serve snacks at the party.*

Q *What snacks might you provide at your party? Why?* [Pause; show prompt 4.] *Turn to your partner.*

PROMPT 4: "I might provide [cheese and crackers] because . . ."

Point to the word *provide* on the word cards (WA3) and review the pronunciation and meaning of the word.

Teacher Note

Save the words cards (WA3) to use on Day 2.

MORE STRATEGY PRACTICE

Discuss Multiple Meanings of the Word *Treat*

Remind the students that words can have more than one meaning and that sometimes the meanings are very different. Review that the word *treat* can mean "try to cure or heal someone who is sick or hurt."

Discuss as a class:

Q *What else do you know about the word* treat*?*

If necessary, ask follow-up questions such as:

Q *What does it mean if someone treats you kindly?*

Q *What does it mean if someone gives you a treat? What is a treat?*

Explain that *treat* can also mean the following:

- *Act toward people in a certain way*
- *Something special you give to someone or do for someone*

Review the pronunciation and meanings of the word *treat*.

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Introduce *Conserve* and *Appreciate*

Day 2

In this lesson, the students:

- Review the words *provide* and *treat* from Day 1
- Learn and use the words *conserve* and *appreciate*
- Recognize words with multiple meanings
- Act in fair and caring ways
- Give reasons to support their thinking

Words Taught

conserve (p. 470)
Conserve means "protect something from harm or keep something from being wasted or used up."

appreciate
Appreciate means "be grateful or thankful for something."

Materials

- "Zoos Are Good for Animals" (see page 470)
- Word cards (WA3) from Day 1
- Day 2 prompts (WA5)

REVIEW THE WORDS

1 Briefly Review *Provide* and *Treat*

Display the word cards (WA3) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *CONSERVE*

2 Introduce and Define *Conserve*

Briefly review "Zoos Are Good for Animals." Read the third paragraph aloud, emphasizing the word *conservation*.

Explain that *conservation* is a form of the word *conserve*, and tell the students that *conserve* is the first word they will learn today. Explain that *conserve* means "protect something from harm or keep something from being wasted or used up." Direct students' attention to the word cards (WA3) and reveal word card 107. Point to the word *conserve* and have the students say the word.

Teacher Note

You might remind the students that they discussed the suffixes *-ion* and *-tion* earlier, and that these suffixes are often added to verbs to make nouns.

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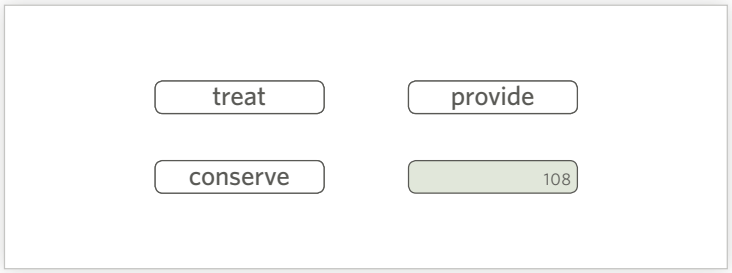
WA3



Explain that zoos and other groups have saved many kinds of animals by conserving, or protecting, the places where these animals live. Tell the students that people around the world are working to conserve, or protect, all animals—such as polar bears, pandas, and tigers—that are threatened by hunters, starvation, or other dangers.

Discuss as a class:

Q *Why is it important to conserve animals such as pandas and polar bears?*

TEKS 1.C.ii
Student/Teacher Narrative
Step 2 (fifth paragraph, first sentence)

TEKS 1.C.ii
Student/Teacher Activity
Step 2 (fifth paragraph, second sentence)

Display the day 2 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and have one or two volunteers use the prompt to share their thinking with the class.

WA5

It is important to **conserve** animals because . . .

PROMPT 1: "It is important to conserve animals because . . ."

3 Discuss the Word *Conserve* and Play "Is Norton Conserving?"

Remind the students that *conserve* not only means "protect something from harm," but also means "keep something from being wasted or used up."

Explain that if there is not enough water because of a drought (a long period without rain), people conserve water, or keep from wasting it. For example, they take shorter showers and water their yards less often. Explain that if people have only a little bit of food and it needs to last them a long time, they conserve the food, or eat a little at a time, so that they will not use it up as quickly.

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Tell the students that partners will play "Is Norton Conserving?" Explain that you will describe something Norton is doing; then partners will discuss whether he is conserving and explain why they think so.

Begin by reading the following scenario aloud:

- *Norton leaves the water running in the sink after he brushes his teeth.*

Ask:

Q *Is Norton conserving water? Why do you think so?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "Norton [is/is not] conserving [water] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or both of the following scenarios:

- *Norton turns off the lights when he leaves a room.*

Q *Is Norton conserving electricity? Why do you think so?* [Point to prompt 2.] *Turn to your partner.*

- *Norton is on a long hike and eats all his food in the first five minutes.*

Q *Is Norton conserving food? Why do you think so?* [Point to prompt 2.] *Turn to your partner.*

Point to the word *conserve* on the word cards (WA3) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *APPRECIATE*

4 Introduce and Define *Appreciate*

Read the final paragraph of "Zoos Are Good for Animals" aloud. Point out that the author believes we should thank the zookeepers at the zoo for making life better for the animals there. Explain that when we thank someone, we show how much we appreciate what he or she has done. Tell the students that *appreciate* is the other word they will learn today, and explain that *appreciate* means "be grateful or thankful for something."

Direct the students' attention to the cards (WA3) and reveal word card 108. Point to the word *appreciate* and have the students say the word.

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5 Play "Would You Appreciate It?"

Provide a few examples of things you appreciate.

> **You might say:**
>
> "I appreciate it when my son helps me in the kitchen. He likes to cook dinner with me, and I am grateful for his help. I appreciate it when my daughter keeps her room clean. She knows it is her job to keep her room tidy, and I am glad I don't have to ask her to do this. I appreciate it when you are kind to one another. I am thankful that we can behave nicely toward one another and listen to each of our ideas."

Tell the students that partners will play a game called "Would You Appreciate It?" Explain that you will describe something and partners will decide whether they would appreciate it.

Ask the students to imagine the following scenario:

- *You are raking leaves and a friend offers to help you.*

Ask:

Q *Would you appreciate it if your friend offered to help? Why or why not?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I [would/would not] appreciate it because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following scenarios:

- *Someone you have just met acts rudely toward you.*

Q *Would you appreciate it if someone you just met acted rudely toward you? Why or why not?* [Point to prompt 3.] *Turn to your partner.*

- *The school librarian offers to help you find the book you are looking for.*

Q *Would you appreciate it if the librarian helped you find the book? Why or why not?* [Point to prompt 3.] *Turn to your partner.*

- *Without asking, a bigger kid squeezes in front of you in the lunch line.*

Q *Would you appreciate it if a bigger kid squeezed in front of you in the lunch line? Why or why not?* [Point to prompt 3.] *Turn to your partner.*

Point to the word *appreciate* on the word cards (WA3) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA3) to use on Day 3.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Act in fair and caring ways
- Give reasons to support their thinking

Words Reviewed

treat
Treat means "try to cure or heal someone who is sick or hurt."

provide
Provide means "give something that is wanted or needed."

conserve
Conserve means "protect something from harm or keep something from being wasted or used up."

appreciate
Appreciate means "be grateful or thankful for something."

Materials

- Word cards (WA3) from Day 2
- Day 3 prompts (WA6)
- Copy of this week's family letter (BLM1) for each student

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA3) from Day 2. Point to the word *treat*, pronounce it, and have the students say the word.

WA3



Display the day 3 prompts (WA6) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *If you had a headache, what would you do to treat it? Why?* [Point to prompt 1.] *Turn to your partner.*

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If I had a headache, I would _____ to **treat** it because . . .

PROMPT 1: "If I had a headache, I would [lie down] to treat it because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

[provide]

Q *What would you provide for a friend who was very hungry?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I would provide [a hot supper] for a friend who was very hungry because . . ."

[conserve]

Q *If you wanted to conserve the forests, would you cut down the trees? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "If I wanted to conserve the forests, I [would/would not] cut down the trees because . . ."

[appreciate]

Q *When you receive a birthday present, what do you do to show you appreciate the gift? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "To show I appreciate a gift, I . . ."

PRACTICE USING THE WORDS

2 Play "Which Word Goes With?"

Explain that partners will play the game "Which Word Goes With?" Review that you will write a word that they know where everyone can see it; then partners will discuss which of this week's words goes with that word. Remind the students that the word you write might go with more than one of the vocabulary words.

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Write the word *hospital* where everyone can see it and read the word aloud.

Direct the students' attention to the word cards (WA3) and ask:

Q *Which one of this week's words goes with* hospital*? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I think the word [*treat*] goes with [*hospital*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Continue the game using the following words:

- *hospitality*
- *nature*
- *friendship*

Teacher Note

If the students have trouble making associations, signal for their attention and talk about an association you might make. You might also ask questions such as "How might the word *treat* go with *hospital*? What do doctors and nurses do to treat people at a hospital?" and "How might the word *provide* go with *hospital*? What do doctors and nurses provide to people at a hospital?"

Teacher Note

You might remind the students that *hospitality* is "the friendly and caring way that a host looks after visitors or guests."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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Zoos Are **Good** for Animals



Lions and tigers and bears—oh my! Just about everyone enjoys a trip to the zoo. But are zoos good for animals? Many people think that they are.

One way that zoos help animals is by caring for them and treating animals that are sick. For example, the Wildlife Health Center at the Bronx Zoo in New York provides care for more than 15,000 animals. The zookeepers at the Bronx Zoo also work with animals to keep their minds and their bodies healthy. For example, the zookeepers use toys and games to help tigers develop their natural instincts, such as the instincts needed for hunting.



Zoos protect animals, too. Animals in zoos are safe from hunters. Zoos are also safe places for animals whose habitats are being threatened. By protecting animals, zoos help endangered species survive. In the last 30 years, zoos working with other conservation groups have helped save black-footed ferrets, California condors, red wolves, and other endangered species.

Zoos are also places where scientists can study animals. Zoos often share information with other zoos and scientists, which helps everyone learn more about the animals. The more we understand our animal friends, the more we can help protect them.

The next time you visit the zoo, say thanks to the zookeepers for making life better for the animals that live there.

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Week 28

RESOURCES



Read-aloud

- *Me First* by Helen Lester, illustrated by Lynn Munsinger

Assessment Resource Book

- Week 28 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 28 family letter (BLM1)
- (Optional) "Week 28 Word Cards" (BLM2)
- (Optional) "Week 28 Crossword Puzzle" (BLM3)

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OVERVIEW

Words Taught	Words Reviewed
blob	appreciate
shriek	conserve
congratulate	provide
whimper	recently
	treat

Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing shades of meaning (review)

Vocabulary Focus

- Students learn and use four words from the book.
- Students discuss synonyms.
- Students recognize shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students act in fair and caring ways.
- Students develop the group skill of sharing their partner time in a fair way.
- Students give reasons to support their thinking.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards: 102, 105, 106, 107, and 108. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 206 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 1, collect a bottle of glue and a sheet of paper to show what a blob of glue looks like. (See Step 1.)
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 28 Word Cards" (BLM2) and "Week 28 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 28

In this lesson, the students:

- Review words learned earlier
- Act in fair and caring ways
- Give reasons to support their thinking

Words Reviewed

appreciate
Appreciate means "be grateful or thankful for something."

conserve
Conserve means "protect something from harm or keep something from being wasted or used up."

provide
Provide means "give something that is wanted or needed."

recently
If something happened recently, it happened just a short time ago.

treat
Treat means "try to cure or heal someone who is sick or hurt."

Materials

- Word cards 102, 105, 106, 107, 108
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play "Make a Choice"

Tell the students that partners will play the game "Make a Choice." Point to the word *appreciate* in the pocket chart and review that you will describe two actions or events; then partners will decide which one would best show that you appreciate something and explain why. Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words.

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Teacher Note

You might remind the students that they learned the word *insist* earlier and that *insist* means "demand or ask for something very firmly."

Ask:

Q *If some friends did something nice for you, which would best show that you appreciate their kindness: thanking them and doing something nice in return, or insisting that they continue to do nice things for you? Why?* [Point to prompt 1.] *Turn to your partner.*

WA1

I think _____ would best show that I **appreciate** their kindness because . . .

PROMPT 1: "I think [thanking them and doing something nice in return] would best show that I appreciate their kindness because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3 Continue the Game During the Week

Using the same procedure, continue playing the game during the week with the questions that follow. Briefly review the meanings of the words before the activity.

[conserve]

Q *If you had ten dollars in your piggy bank, how would you conserve your money: spend it all at once on a new game or save it for later? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "To conserve my money, I would [save it for later] because . . ."

[provide]

Teacher Note

You might remind the students that they learned the word *hospitality* earlier and that *hospitality* is "the friendly and caring way that a host looks after visitors or guests."

Q *Which would you provide to show hospitality to friends who were visiting: tasty snacks and drinks or mops and brooms for cleaning the house? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "To show hospitality to my friends, I would provide [tasty snacks and drinks] because . . ."

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[recently]

Q *Which one did you do more recently: arrive at school this morning or celebrate Thanksgiving last fall? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "I more recently [arrived at school this morning] because . . ."

[treat]

Q *What would you do to treat a twisted ankle: play in a soccer game or rest and put ice on the ankle? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "To treat a twisted ankle, I would [rest and put ice on the ankle] because . . ."

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' choices show that they understand what the words mean?
- Do they have difficulty making a choice or explaining their decision for any of the words? (Note which words they have difficulty with.)
- Do they enjoy learning and using new words?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 206 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

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Day 1 Introduce *Blob* and *Shriek*

Materials

- *Me First*
- Word cards (WA2)
- Day 1 prompts (WA3)
- Bottle of glue and a sheet of paper, collected ahead

In this lesson, the students:

- Learn and use the words *blob* and *shriek*
- Discuss synonyms
- Discuss shades of meaning
- Act in fair and caring ways
- Give reasons to support their thinking

Words Taught

blob (p. 12)
A *blob* is a "small lump or drop of something that is soft and wet."

shriek (p. 14)
Shriek means "scream or cry out loudly."

INTRODUCE AND USE *BLOB*

1 Introduce and Define *Blob*

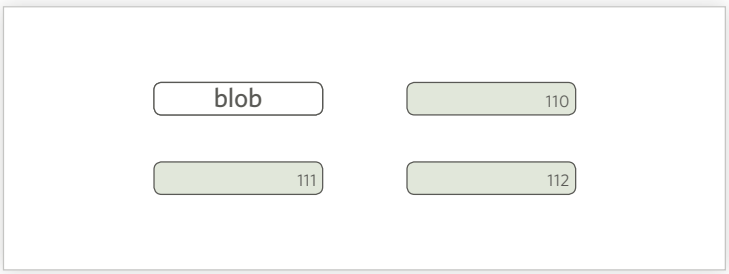
Briefly review *Me First*.

Show pages 12–13 and review that Pinkerton and the other Pig Scouts hear a voice while they are hiking. Read page 12 aloud, emphasizing the word *blob*.

Tell the students that *blob* is the first word they will learn today, and explain that a blob is a "small lump or drop of something that is soft and wet." Point to the blob of mayo in the picture on page 13 and explain that Pinkerton is imagining a sandwich with a blob, or wet lump, of mayonnaise on it.

Display this week's word cards (WA2), reveal word card 109, and have the students say the word *blob*.

WA2



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Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Ask the students to watch carefully as you make a blob of glue. Drop a blob of glue onto a sheet of paper. Ask:

Q *What do you notice about this blob? What does it look like? How big is it?* [Point to prompt 1.] *Turn to your partner.*

WA3

I notice that the **blob** is . . .

PROMPT 1: "I notice that the blob is . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

2 Discuss the Word *Blob*

Ask:

Q *When might you get a blob of jelly on your face?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I might get a blob of jelly on my face when . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Then ask:

Q *What would a blob of jelly look like?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "A blob of jelly would look like . . ."

Using the same procedure, discuss:

Q *When might you get a blob of mustard on your clothes?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "I might get a blob of mustard on my clothes when . . ."

Point to the word *blob* on the word cards (WA2) and review the pronunciation and meaning of the word.

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INTRODUCE AND USE *SHRIEK*

3 Introduce and Define *Shriek* and Discuss Synonyms

Show pages 14–15 of *Me First*. Read page 14 aloud, emphasizing the word *shrieked* and shouting the words, "Me first!"

Tell the students that *shriek* is the other word they will learn today, and explain that *shriek* means "scream or cry out loudly." Tell the students that *shriek* and *scream* are synonyms and remind them that *synonyms* are "words that mean the same thing or almost the same thing." Explain that Pinkerton shrieks, "Me first!" because he is excited and wants to be the first pig to get to the sandwich.

Direct the students' attention to the cards (WA2) and reveal card 110. Point to the word *shriek* and have the students say the word.

Teacher Note

If you started a synonym chart, add the words *shriek* and *scream* to the chart.

4 Talk About Shrieking

Explain that people sometimes shriek, or scream, when they are frightened, surprised, happy, or excited. Give a few examples of when you might hear people shriek.

> **You might say:**
>
> "Sometimes you hear children shriek on the playground because they are excited and are having lots of fun. People shriek when they ride on roller coasters because they are scared and excited. Sometimes people on TV or in a movie shriek because something really exciting or really scary happened to them."

Teacher Note

Support struggling students by asking questions such as "When have you screamed or cried out because you were happy or excited/surprised/frightened?" and "When have you heard someone scream because the person was happy or excited/surprised/frightened?"

Use "Think, Pair, Share" to discuss:

Q *When have you or someone you know shrieked? Why did you or that person shriek?* [Pause; show prompt 5.] *Turn to your partner.*

PROMPT 5: "[I] shrieked when [I saw my birthday present] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *shriek* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 2.

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Introduce *Congratulate* and *Whimper*

Day 2

In this lesson, the students:

- Review the words *blob* and *shriek* from Day 1
- Learn and use the words *congratulate* and *whimper*
- Discuss shades of meaning
- Act in fair and caring ways
- Give reasons to support their thinking

Words Taught

congratulate (p. 18)
Congratulate means "tell someone you are happy for his or her good fortune or success."

whimper (p. 29)
Whimper means "make weak crying noises." People or animals whimper when they are sad, tired, frightened, or hurt.

Materials

- *Me First*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

REVIEW THE WORDS

1 Briefly Review *Blob* and *Shriek*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *CONGRATULATE*

2 Introduce and Define *Congratulate*

Show pages 18–19 of *Me First* and review that Pinkerton meets a Sandwitch who says he must take care of her. Read the first four sentences on page 18 aloud, emphasizing and stopping after the word *congratulations*.

Tell the students that *congratulate* is the next word they will learn, and explain that *congratulate* means "tell someone you are happy for his or her good fortune or success." Explain that the Sandwitch congratulates Pinkerton, or tells him she is happy for his good fortune, because he gets to take care of her.

Direct the students' attention to the word cards (WA2) and reveal word card 111. Point to the word *congratulate* and have the students say the word.

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WA2



3 Discuss Congratulating Others

Review that we congratulate people when something good happens to them. For example, if a classmate wins a race, we might congratulate her by saying, "Congratulations. You ran a great race." If a classmate gets a new baby sister, we might say, "Congratulations. I'm so happy to hear that you have a baby sister."

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *If someone in our class read you a story he wrote and you thought it was terrific, what might you say to congratulate him?* [Point to prompt 1.] *Turn to your partner.*

Teacher Note

If the students struggle to answer the question, give an example of what you might say. For example, say "I might congratulate him by saying, 'Congratulations. You wrote a great story.'" Then ask the question again.

WA4

I might **congratulate** him by saying . . .

PROMPT 1: "I might congratulate him by saying . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by discussing as a class:

Q *When else might you congratulate someone in our class? What might you say?*

Show prompt 2 on the day 2 prompts (WA4) and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: "I might congratulate someone when [she draws a good picture]. I might say . . ."

Point to the word *congratulate* on the word cards (WA2) and review the pronunciation and meaning of the word.

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INTRODUCE AND USE *WHIMPER*

4 Introduce and Define *Whimper*

Show pages 28–29 of *Me First* and review that the Sandwitch makes Pinkerton take care of her and do chores. Read page 29 aloud, emphasizing and stopping after the word *whimpered*.

Tell the students that *whimper* is the next word they will learn and explain that *whimper* means "make weak crying noises." Explain that people or animals sometimes whimper when they are sad, tired, frightened, or hurt. Explain that Pinkerton is so tired that he whimpers when the Sandwitch asks him to tell her a story. Reread Pinkerton's words in a whimpering voice: "I don't know any stories."

Direct the students' attention to the word cards (WA2) and reveal word card 112. Point to the word *whimper* and have the students say the word.

5 Imagine and Act Out Whimpering

Ask the students to close their eyes and picture the following scenario as you read it aloud:

- *You are on the playground. You see a little boy who has fallen down and scraped his knee. He is whimpering.*

Use "Think, Pair, Share" to discuss:

Q *What is the whimpering boy saying? How does he say it?* [Pause.] *Open your eyes.* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "The whimpering boy is saying . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking and act out what the boy said and did.

Ask:

Q *What did you notice [Fernando] do when he acted out whimpering?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "When [Fernando] acted out whimpering, he . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Then ask:

Q *When might you hear a dog whimpering?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "You might hear a dog whimpering when . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Ask a volunteer to act out how a dog looks and sounds when it whimpers.

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6 Discuss *Whimper* and *Shriek* and Shades of Meaning

Remind the students that they learned the word *shriek* earlier and that *shriek* means "scream or cry out loudly." Review that people shriek when they are frightened, surprised, happy, or excited.

Explain that the words *whimper* and *shriek* are similar (alike) in that they both tell how people might sound when they say something or make a noise. Ask:

Q *In what ways are the words* whimper *and* shriek *different?*

Show prompt 6 (WA4) and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 6: "The words *whimper* and *shriek* are different because . . ."

If necessary, explain that *whimper* and *shriek* are different because *whimper* means "make weak crying noises" and *shriek* means "scream or cry out loudly." They are also different because people whimper when they are sad or hurt and they sometimes shriek when they are happy or excited.

Point to the word *whimper* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 3.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Act in fair and caring ways
- Give reasons to support their thinking

Words Reviewed

blob
A *blob* is a "small lump or drop of something that is soft and wet."

shriek
Shriek means "scream or cry out loudly."

congratulate
Congratulate means "tell someone you are happy for his or her good fortune or success."

whimper
Whimper means "make weak crying noises." People or animals whimper when they are sad, tired, frightened, or hurt.

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 28 Crossword Puzzle" (BLM3) for each student

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Then display the word cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2

blob	shriek
congratulate	whimper

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Point to the word *blob* on the word cards (WA2) and ask:

Q *Would you use a blob of clay to make a great big statue? Why?* [Show prompt 1.] *Turn to your partner.*

WA5

I [would/would not] use a **blob** of clay to make a great big statue because . . .

PROMPT 1: "I [would/would not] use a blob of clay to make a great big statue because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

[shriek]

Q *Would you shriek if you saw a mouse? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I [would/would not] shriek because . . ."

[congratulate]

Q *Would you congratulate someone who tripped and tumbled to the floor?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I [would/would not] congratulate someone who tripped and tumbled because . . ."

[whimper]

Q *Would a person whimper if she were overjoyed?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "A person [would/would not] whimper if she were overjoyed because . . ."

Teacher Note

You might remind the students that they learned the word *tumble* earlier and that *tumble* means "fall and roll over and over."

Teacher Note

You might remind the students that they learned the word *overjoyed* earlier and that *overjoyed* means "extremely happy."

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PRACTICE USING THE WORDS

2 Do the Activity "What Do You Think About?"

Tell the students that partners will do the activity "What Do You Think About?" Review that the students are to notice what they think about, or what pictures come into their minds, when they hear each of the words.

Point to the word *blob* on the word cards (WA2) and explain that *blob* is the first word the students will think about. Have the students close their eyes. Then use "Think, Pair, Share" to discuss:

Q *What do you think about when you hear the word* blob*? What picture comes into your mind?* [Pause.] *Open your eyes.* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "When I hear the word [*blob*], I think about . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the remaining vocabulary words:

[shriek]

Q *What do you think about when you hear the word* shriek*? What picture comes into your mind?* [Pause.] *Open your eyes.* [Point to prompt 5.] *Turn to your partner.*

[congratulate]

Q *What do you think about when you hear the word* congratulate*? What picture comes into your mind?* [Pause.] *Open your eyes.* [Point to prompt 5.] *Turn to your partner.*

[whimper]

Q *What do you think about when you hear the word* whimper*? What picture comes into your mind?* [Pause.] *Open your eyes.* [Point to prompt 5.] *Turn to your partner.*

Teacher Note

Support struggling students by providing examples of what you picture or by asking questions such as "What things can make blobs?" "When do you need a blob of something?" and "When does a blob make you unhappy?"

Teacher Note

Support struggling students by providing examples of what you picture or by asking questions such as "What things make you shriek?" "What does a shriek sound like?" and "What do you do when you hear someone shriek?"

Teacher Note

Support struggling students by providing examples of what you picture or by asking questions such as those in the notes above.

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 27 and 28, you might distribute a copy of the "Week 28 Crossword Puzzle" (BLM3) to each student.

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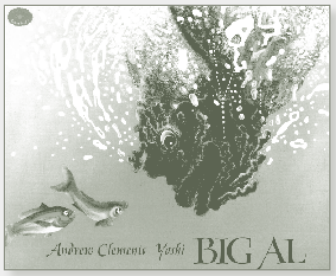
Week 29

RESOURCES



Read-aloud

- *Big Al* by Andrew Clements, illustrated by Yoshi

Extension

- "Discuss the Suffix *-ful*"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA8

Reproducibles

- Week 29 family letter (BLM1)
- (Optional) "Week 29 Word Cards" (BLM2)

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OVERVIEW

Words Taught	Words Reviewed
steer clear	appreciate
flop	blob
delightful	congratulate
bulge	shriek
	whimper

Word-learning Strategies

- Recognizing shades of meaning (review)
- Using the suffix *-ful* to determine word meanings (review)
- Using context to determine word meanings (review)

Vocabulary Focus

- Students learn and use four words from the story.
- Students discuss shades of meaning.
- Students discuss the suffix *-ful*.
- Students use context to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students reflect on the reading community.
- Students reflect on their relationships to others.
- Students develop the group skills of giving reasons to support their thinking and sharing their partner time in a fair way.

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DO AHEAD

- ✓ Look over this week's Ongoing Review and collect the following word cards: 108, 109, 110, 111, and 112. Set aside a few minutes periodically during the week to review these words.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 29 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 29

In this lesson, the students:

- Review words learned earlier
- Give reasons to support their thinking
- Share their partner time in a fair way

Words Reviewed

appreciate
Appreciate means "be grateful or thankful for something."

blob
A *blob* is a "small lump or drop of something that is soft and wet."

congratulate
Congratulate means "tell someone you are happy for his or her good fortune or success."

shriek
Shriek means "scream or cry out loudly."

whimper
Whimper means "make weak crying noises." People or animals whimper when they are sad, tired, frightened, or hurt.

Materials

- Word cards 108, 109, 110, 111, 112
- Pocket chart
- Ongoing review prompt (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play "Which Word Am I?"

Tell the students that partners will play the game "Which Word Am I?" Review that you will give a clue about one of the words and partners will figure out the word.

Display this week's ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words.

Begin by saying:

- *I'm the loud noise you might make on a waterslide.*

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Ask:

Q *Which word am I? Why?* [Point to the prompt.] *Turn to your partner.*

WA1

I think the word is _____ because . . .

PROMPT: "I think the word is [*shriek*] because . . ."

After partners have talked, have a few volunteers share their thinking with the class.

Using the same procedure, discuss:

- *I'm what you do to show you are happy for someone's success.* (congratulate)
- *I'm what you might call a small lump of something soft and wet.* (blob)

3 Continue the Game During the Week

Continue playing the game during the week with the clues that follow. Briefly review the meanings of the words before beginning the activity.

- *I'm the word that means "feel grateful or thankful."* (appreciate)
- *I'm what a frightened animal might do.* (whimper)
- *I'm what you might call a bit of glue you spill on the table.* (blob)
- *I'm what you might do during a scary movie.* (shriek)
- *I'm what you would do if your sister won a spelling bee.* (congratulate)

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Introduce *Steer Clear* and *Flop* Day 1

In this lesson, the students:

- Learn and use the words "steer clear" and *flop*
- Give reasons to support their thinking
- Share their partner time in a fair way

Words Taught

steer clear (p. 11)
"Steer clear" means "keep away from something or someone."

flop (p. 12)
Flop means "drop or fall heavily."

Materials

- *Big Al*
- Word cards (WA2)
- Day 1 prompts (WA3)

INTRODUCE AND USE "STEER CLEAR"

1 Introduce and Define "Steer Clear"

ELPS 2.C.ii
Step 1 and Step 2

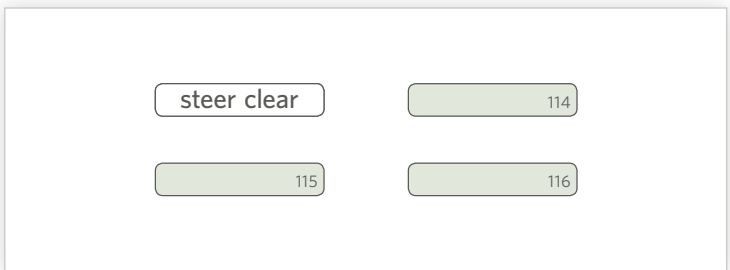
Briefly review *Big Al*.

Remind the students that Big Al tries to make friends with the other fish. Show pages 10–11 and read page 11 aloud, emphasizing the words "steered clear."

Tell the students that they will learn the phrase "steer clear" today, and explain that "steer clear" means "keep away from something or someone." Explain that the fish steer clear of, or keep away from, Big Al because he is big and scary.

Display this week's word cards (WA2) and reveal word card 113. Have the students say the words "steer clear."

WA2



Teacher Note

You might tell the students that "steer clear" is an idiom and explain that an *idiom* is an "expression or phrase that means something different from what it appears to mean." Point out that when we say that the other fish "steered clear" of Big Al, we do not mean they steered a car or a bike around him. Instead we mean that they kept away from or avoided him.

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2 Play "Should Norton Steer Clear?"

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today.

Tell the students that partners will play "Should Norton Steer Clear?" Explain that you will describe a situation that our friend Norton finds himself in; then partners will discuss whether or not Norton should steer clear and explain why they think so.

Begin by saying:

- *Norton sees that the mean dog next door has gotten loose and is coming his way.*

Ask:

Q *Should Norton steer clear of the dog? Why?* [Point to prompt 1.] *Turn to your partner.*

WA3

I [do/do not] think Norton should **steer clear** because . . .

PROMPT 1: "I [do/do not] think Norton should steer clear because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *Norton sees that a little girl has fallen off the swing and is hurt.*
- *Norton sees a hole in the sidewalk and a sign next to it that says "Danger!"*

Point to the phrase "steer clear" on the word cards (WA2) and review the pronunciation and meaning of the phrase.

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INTRODUCE AND USE *FLOP*

3 Introduce and Define *Flop*

Show pages 12–13 of *Big Al* and read the first sentence aloud, emphasizing the word *flopped*.

Tell the students that *flop* is the next word they will learn today, and explain that *flop* means "drop or fall heavily." Explain that Big Al flops, or drops heavily, down into the sand to try to make himself look smaller.

Direct the students' attention to the word cards (WA2), reveal word card 114, and have the students say the word *flop*.

4 Act Out and Discuss Flopping

Explain that people often flop, or drop or fall heavily, when they are very tired. Ask the students to watch carefully as you demonstrate flopping into a chair because you are tired, and then flop into a chair.

Ask:

Q *What did you see me do when I flopped into the chair?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "When you flopped, you . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Ask:

Q *When you are tired at home, where do you flop?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "When I am tired at home, I flop [on the sofa]."

After partners have talked, show prompt 4 (WA3) and have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 4: "My partner said that when she is tired at home, she flops [on the sofa]."

Point to the word *flop* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 2.

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Day 2 Introduce *Delightful* and *Bulge*

Materials

- *Big Al*
- Word cards (WA2) from Day 1
- "Sentence 1 from *Big Al*" chart (WA4)
- Day 2 prompts (WA5)
- "Sentence 2 from *Big Al*" chart (WA6)

In this lesson, the students:

- Review the words "steer clear" and *flop* from Day 1
- Learn and use the words *delightful* and *bulge*
- Use context to determine word meanings
- Give reasons to support their thinking
- Share their partner time in a fair way

Words Taught

delightful (p. 12)
Delightful means "very pleasant or enjoyable."

bulge (p. 18)
Bulge means "get bigger and swell out."

REVIEW THE WORDS

1 Briefly Review "Steer Clear" and *Flop*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *DELIGHTFUL*

2 Introduce *Delightful* and Use Context to Determine Its Meaning

Briefly review *Big Al*.

Display the "Sentence 1 from *Big Al*" chart (WA4). Point to the sentence and explain that this is the part of the story in which Big Al tries to make friends with the other fish. Read the sentence aloud, emphasizing the word *delightful*. Point to the word *delightful* on the chart and underline it.

TEKS 3.B.i
Student/Teacher Activity
Step 2

Teacher Note

Alternatively, you might write the context sentences where everyone can see them, underlining the word *delightful*.

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WA4

Sentence 1 from *Big Al*

When other fish came near, Big Al talked and joked with them and had a delightful time.

PROMPT: I think ***delightful*** might mean . . .

PROMPT: The clues _____ help me figure out the meaning of the word ***delightful***.

Tell the students that *delightful* is the first word they will learn today. Remind the students that they can sometimes figure out the meaning of an unfamiliar word like *delightful* by looking for clues. Review that they can look for clues by reading the sentence that includes the word, or the sentences before or after. Explain that, as you read the sentence that includes the word *delightful* again, you want the students to think about what *delightful* might mean and which words in the sentence are clues to the meaning of *delightful*.

Read the sentence that includes *delightful* aloud. Then discuss as a class:

Q *Based on what you just heard, what do you think the word* delightful *might mean?*

Point to the first prompt and read it aloud.

PROMPT: "I think *delightful* might mean . . ."

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *delightful* means "very pleasant or enjoyable." Then discuss:

Q *What clues help you figure out the meaning of the word* delightful*?*

Point to the second prompt and read it aloud.

PROMPT: "The clues [*talked* and *joked*] help me figure out the meaning of the word *delightful*."

Have a few volunteers use the prompt to share their thinking with the class. Circle the context clues as the students identify them. If necessary, explain that the words *talked* and *joked* are clues that tell you the meaning of *delightful*. Point out that Big Al is having a delightful time with the other fish.

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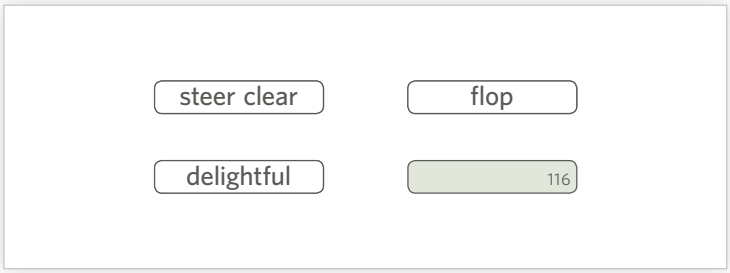
Direct the students' attention to the word cards (WA2), reveal word card 115, and have the students say the word *delightful*.

WA2



3 Talk About Delightful Times and People

Give examples of delightful times you have had.

> **You might say:**
>
> "Last week I had a delightful time when I went to dinner with some friends. The food was terrific and we had a great time talking to each other. On our vacation, my family had a delightful time. We camped in the woods, hiked, and swam in the lake."

Display the day 2 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Then use "Think, Pair, Share" to discuss:

Q *When have you had a delightful time? Why was it delightful?* [Pause; point to prompt 1.] *Turn to your partner.*

WA5



PROMPT 1: "I had a delightful time when [I played tag with friends] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Explain that we also use the word *delightful* to describe people we find pleasant and enjoyable. Delightful people are people we like and enjoy spending time with. Give an example of someone you know who is delightful.

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You might say:

"My friend Jack is a delightful person. He tells funny jokes, plays the piano and harmonica, and is very smart. I enjoy being with him."

Ask:

Q *Who is someone you know who is a delightful person? Why is that person delightful?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "[My Aunt Gracie] is a delightful person because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *delightful* on the word cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *BULGE*

4 Introduce *Bulge* and Use Context to Determine Its Meaning

Show pages 18–19 of *Big Al* and review that Big Al sees the smaller fish caught in a net.

Display "Sentence 2 from *Big Al*" chart (WA6). Point to the sentence and explain that this is the part of the story in which Big Al tries to free the other fish from the net in which they have been caught. Read the sentence aloud, emphasizing the word *bulged*. Point to the word *bulged* on the chart and underline it.

WA6

Sentence 2 from *Big Al*

His eyes bulged out bigger and rounder than ever, and with a mighty flip of his tail he opened his mouth and charged straight at the net.

PROMPT: I think ***bulge*** might mean . . .

PROMPT: The clues _____ help me figure out the meaning of the word ***bulge***.

Tell the students that *bulge* is the other word they will learn today. Explain that as you read the sentence that includes the word *bulged* again, you want them to think about what *bulge* might mean and which words in the sentence are clues to the meaning of *bulge*.

Teacher Note

Alternatively, you might write the context sentence where everyone can see it.

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Read the sentence that includes *bulged* aloud. Then discuss as a class:

Q *Based on what you just heard, what do you think the word* bulge *might mean?*

Point to the first prompt and read it aloud.

PROMPT: "I think *bulge* might mean . . ."

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *bulge* means "get bigger and swell out." Then discuss:

Q *What clues help you figure out the meaning of the word* bulge*?*

Point to the second prompt and read it aloud.

PROMPT: "The clues [*bigger* and *rounder*] help me figure out the meaning of the word *bulge*."

Have a few volunteers use the prompt to share their thinking with the class. Circle these context clues as the students identify them. If necessary, explain that the words *bigger* and *rounder* are clues that tell you the meaning of *bulge*. Point out that Big Al's eyes bulge, or grow bigger and rounder, when he sees the other fish trapped in the net.

Direct the students' attention to the word cards (WA2), reveal word card 116, and have the students say the word *bulge*.

5 Discuss and Act Out Bulging

Discuss as a class:

Q *What would you do to make your cheeks bulge, or get bigger and swell out?*

Direct the students' attention to the day 2 prompts (WA5) and show prompt 3. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 3: "To make my cheeks bulge, I would . . ."

Ask a volunteer to bulge his cheeks. Then have all the students bulge their cheeks.

Ask:

Q *When might your stomach bulge?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "My stomach might bulge when . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *bulge* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 3.

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EXTENSION

Discuss the Suffix *-ful*

Tell the students that *-ful* in *delightful* is a suffix and explain that a *suffix* is a "letter or group of letters that is added to the end of a word to make a new word." Explain that the suffix *-ful* means "full of" and that when you add *-ful* to *delight*, which means "pleasure and enjoyment," it makes the word *delightful*, which means "full of delight or pleasure and enjoyment." Remind the students that they discussed the words *fearful* and *plentiful* earlier and review their meanings ("afraid or filled with fear" and "full of plenty, or more than enough"). Discuss a few other familiar words that use the suffix *-ful* (for example, *flavorful*, *hopeful*, and *painful*).

Explain that knowing that the suffix *-ful* means "full of" can help the students figure out the meanings of words they may not know that use the suffix. Ask the students to use their knowledge of the suffix to figure out the meanings of the words *playful* and *joyful*.

Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Give reasons to support their thinking
- Share their partner time in a fair way

Words Reviewed

steer clear
"Steer clear" means "keep away from something or someone."

flop
Flop means "drop or fall heavily."

delightful
Delightful means "very pleasant or enjoyable."

bulge
Bulge means "get bigger and swell out."

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA7)
- Weekly review activity (WA8)
- Copy of this week's family letter (BLM1) for each student

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REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2

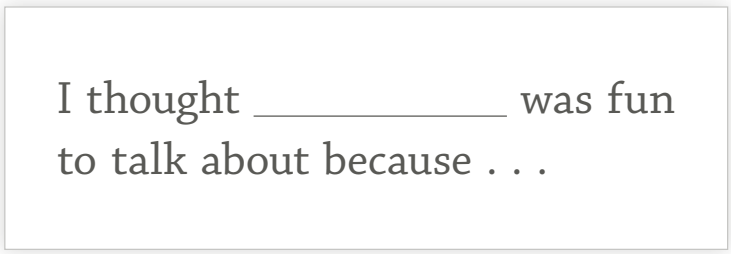


Display the day 3 prompts (WA7) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *Which of the words we learned this week did you think was especially fun to talk about? Why?* [Point to prompt 1.] *Turn to your partner.*

WA7



PROMPT 1: "I thought [*flop*] was fun to talk about because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Play "Which Word Am I?"

Tell the students that partners will play the game "Which Word Am I?" Review that you will give a clue about one of the words; then you will ask "Which word am I?" The students will figure out which of this week's words best fits the clue and use a prompt to explain why they think it is that word.

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Display the weekly review activity (WA8) and begin playing the game:

1. Click 1 to reveal the first clue and read it aloud.
   - Clue 1: *I'm what you might do when you are very tired.*
2. Give the students a few moments to think about the clue. Then ask:

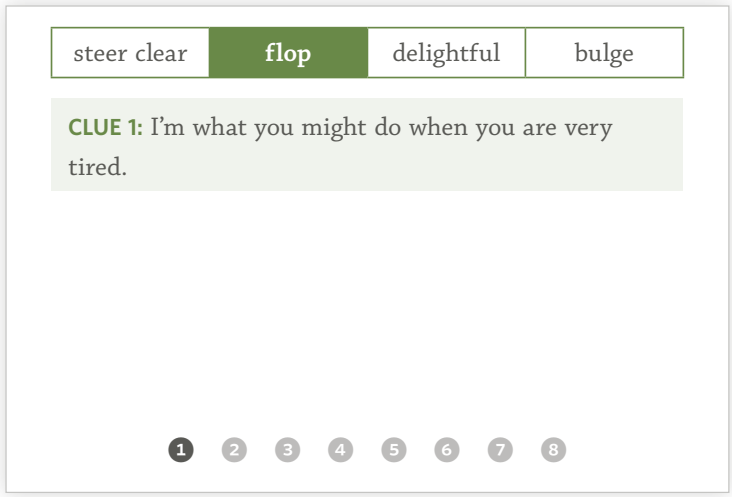
   Q *Which word am I?* [Click 1 again to reveal the prompt and read it aloud.] *Turn to your partner.*

PROMPT: "I think the word is [*flop*] because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

3. After they have shared, conclude the discussion of this clue by clicking 1 a third time to highlight the correct response.

WA8



4. Click 1 to clear the screen.

Repeat the procedure with the second clue:

1. Click 2 to reveal the second clue and read it aloud.
   - Clue 2: *I'm how you would describe a wonderful time you had at the zoo.*
2. Ask:

   Q *Which word am I?* [Click 2 again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think the word is [*delightful*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

Each clue on the weekly review activity (WA8) has a corresponding number: the first clue is 1; the second clue is 2; the third clue is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the clue.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

Teacher Note

The prompt for this activity also appears as prompt 2 on the day 3 prompts (WA7).

Teacher Note

If you are not using an interactive whiteboard, you might post the word cards and write the clues where everyone can see them.

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3. Conclude the discussion by clicking 2 a third time to highlight the correct response.
4. Click 2 to clear the screen.

3 Continue to Play the Game

Using the same procedure, discuss each of the following clues:

- Clue 3: *I'm what the cheeks of a squirrel do when they are full of nuts.* (bulge)
- Clue 4: *I'm what you do when you want to stay away from trouble.* (steer clear)
- Clue 5: *I'm how you would describe someone who is fun to be with.* (delightful)
- Clue 6: *I'm how you might drop onto the couch when you come home after working hard at school.* (flop)
- Clue 7: *I'm what your book bag does when it is too full.* (bulge)
- Clue 8: *I'm what you do if you want to avoid a puddle on the playground.* (steer clear)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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Week 30

RESOURCES



Read-aloud

- *little blue and little yellow* by Leo Lionni

Extension

- "Discuss the Prefix *dis-*"

Assessment Resource Book

- Week 30 vocabulary assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- "Class Vocabulary Assessment Record" sheet (CA1)
- "Individual Vocabulary Assessment: Word Check 7" answer sheet (IA1)
- "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) "Student Self-assessment" response sheet (SA1)

Reproducibles

- Week 30 family letter (BLM1)
- (Optional) "Week 30 Word Cards" (BLM2)
- (Optional) "Week 30 Crossword Puzzle" (BLM3)

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OVERVIEW

Words Taught	Words Reviewed
disobedient	bulge
obedient	congratulate
downcast	delightful
ecstatic	flop
	steer clear

Word-learning Strategies

- Using the prefix *dis-* to determine word meanings (review)
- Recognizing antonyms (review)
- Recognizing shades of meaning (review)

Vocabulary Focus

- Students learn and use four words about the story.
- Students discuss the prefix *dis-*.
- Students discuss antonyms.
- Students discuss shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students reflect on the reading community.
- Students reflect on their relationships to others.
- Students develop the group skills of giving reasons to support their thinking and sharing their partner time in a fair way.

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DO AHEAD

- ✓ Look over this week's Ongoing Review and collect the following word cards: 111, 113, 114, 115, and 116. Set aside a few minutes periodically during the week to review these words.
- ✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 207 of the *Assessment Resource Book*.
- ✓ Prior to Ongoing Review, make a class set of the "Individual Vocabulary Assessment: Word Check 7" answer sheet (IA1); see page 211 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Ongoing Review, make a master copy of the "Student Self-assessment" response sheet (SA1); see page 214 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 30 Word Cards" (BLM2) and "Week 30 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 30

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Give reasons to support their thinking
- Share their partner time in a fair way

Words Reviewed

bulge
Bulge means "get bigger and swell out."

congratulate
Congratulate means "tell someone you are happy for his or her good fortune or success."

delightful
Delightful means "very pleasant or enjoyable."

flop
Flop means "drop or fall heavily."

steer clear
"Steer clear" means "keep away from something or someone."

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Discuss "Would You?" Questions

Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Tell the students that this week they will use the words to answer questions. Point to the word *delightful* in the pocket chart and ask:

Q *Would you shriek if someone gave you a delightful surprise? Why?* [Point to prompt 1.] *Turn to your partner.*

Materials

- Word cards 111, 113, 114, 115, 116
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)
- Class set of the "Individual Vocabulary Assessment: Word Check 7" answer sheet (IA1)
- Class set of the "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) Class set of the "Student Self-assessment" response sheet (SA1)

Teacher Note

You might remind the students that they learned the word *shriek* earlier and that *shriek* means "scream or cry out loudly."

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WA1

I [would/would not] shriek if someone gave me a **delightful** surprise because . . .

PROMPT 1: "I [would/would not] shriek if someone gave me a delightful surprise because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[flop]

Q *Would you flop into a chair after finishing a strenuous exercise? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "I [would/would not] flop into a chair because . . ."

Teacher Note

You might remind the students that they learned the word *strenuous* earlier and that *strenuous* means "needing lots of energy, effort, or strength."

3 Continue the Discussion During the Week

Continue discussing "Would you?" questions during the week, using the questions that follow. Briefly review the meanings of the words before asking each question.

[steer clear]

Q *Would you steer clear of a swimming pool on a hot day? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I [would/would not] steer clear of a swimming pool on a hot day because . . ."

[congratulate]

Q *Would you congratulate someone who drew a fabulous picture? Why?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "I [would/would not] congratulate someone who drew a fabulous picture because . . ."

Teacher Note

You might remind the students that they learned the word *fabulous* earlier and that *fabulous* means "wonderful or terrific."

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[delightful]

Q *Would you consume something that had a delightful taste? Why?* [Show prompt 5.] *Turn to your partner.*

PROMPT 5: "I [would/would not] consume something that had a delightful taste because . . ."

[bulge]

Q *Would you expect your pockets to bulge if you stuffed your mittens in them? Why?* [Show prompt 6.] *Turn to your partner.*

PROMPT 6: "I [would/would not] expect my pockets to bulge because . . ."

[flop]

Q *Would you flop into bed if you were wide awake and full of energy? Why?* [Show prompt 7.] *Turn to your partner.*

PROMPT 7: "I [would/would not] flop into bed because . . ."

[steer clear]

Q *Would you steer clear of a mud puddle if you were wearing your best clothes? Why?* [Show prompt 8.] *Turn to your partner.*

PROMPT 8: "I [would/would not] steer clear of a mud puddle if I were wearing my best clothes because . . ."

[congratulate]

Q *Would you congratulate someone who grumbled? Why?* [Show prompt 9.] *Turn to your partner.*

PROMPT 9: "I [would/would not] congratulate someone who grumbled because . . ."

Teacher Note

You might remind the students that they learned the word *consume* earlier and that *consume* means "eat or drink something." *Consume* also means "use something up."

Teacher Note

You might remind the students that they learned the word *stuff* earlier and that *stuff* means "push or force something into something else."

Teacher Note

You might remind the students that they learned the word *grumble* earlier and that *grumble* means "complain about something in a grouchy voice."

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Assessment Notes

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they know what the words mean?
- Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)
- Are the students using the words spontaneously at other times of the day?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 207 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice through an activity modeled on "What Might You Say or Do?" in Week 5, Day 3, Step 2. For example, if the students are struggling with the word *delightful*, have them discuss what they might say or do if they spent a delightful afternoon at the park.

INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Take this opportunity to assess individual students' understanding of words taught in Weeks 25–30 using the "Individual Vocabulary Assessment: Word Check 7" answer sheet (IA1). For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 208 of the *Assessment Resource Book*.

STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 25–30 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 212 of the *Assessment Resource Book*.

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Introduce *Disobedient* and *Obedient*

Day 1

In this lesson, the students:

- Learn and use the words *disobedient* and *obedient*
- Review antonyms
- Discuss the prefix *dis-*
- Give reasons to support their thinking
- Share their partner time in a fair way

Words Taught

disobedient
If you are disobedient, you do not do what you are told to do.

obedient
If you are obedient, you do what you are told to do.

Materials

- *little blue and little yellow*
- Word cards (WA2)
- Day 1 prompts (WA3)

INTRODUCE AND USE *DISOBEDIENT* AND *OBEDIENT*

1 Introduce and Define *Disobedient*

Briefly review *little blue and little yellow*.

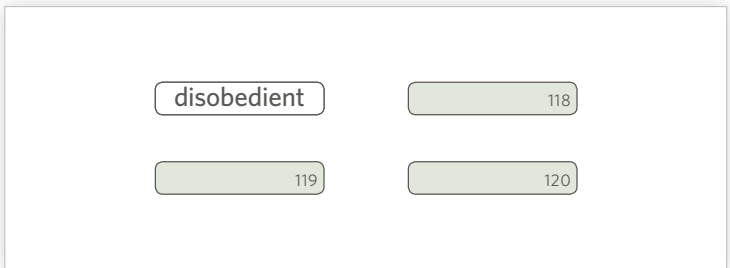
Show pages 12–13 and review that little blue and little yellow like to play together at home and at school. Read pages 12–13 aloud.

Tell the students the first word they will learn today is *disobedient*, and explain that if you are disobedient, you do not do what you are told to do.

Explain that little blue's mother tells him to stay home, but little blue is disobedient and does not do what his mother tells him to do. Instead he goes out to look for little yellow.

Display this week's word cards (WA2), reveal word card 117, and have the students say the word *disobedient*.

WA2



Teacher Note

You might explain that *disobedient* is related to the word *disobey*, which means "go against the rules or someone's wishes."

ELL Note

The Spanish cognate of *disobedient* is *desobediente*.

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ELL Note

The Spanish cognate of *obedient* is *obediente*.

Teacher Note

If you started an antonym chart, you might add *disobedient* and *obedient* to it.

2 Introduce and Define *Obedient* and Review Antonyms

Tell the students that the other word they will learn today is *obedient*. Reveal word card 118 on the word cards (WA2) and have the students say the word *obedient*.

Point to *disobedient* and *obedient* on the word cards and explain that the words are antonyms. Remind the students that *antonyms* are "words with opposite meanings."

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Then discuss as a class:

Q *If* obedient *is an antonym of* disobedient, *what do you think* obedient *means?*

Point to prompt 1 on the day 1 prompts (WA3) and have one or two volunteers use the prompt to share their thinking with the class.

WA3

I think ***obedient*** means _____. If someone is **obedient**, . . .

PROMPT 1: "I think *obedient* means [doing what you are told to do]. If someone is obedient, . . ."

Teacher Note

You might explain that *obedient* is related to the word *obey*, which means "follow the rules or someone's wishes."

If necessary, explain that if you are obedient, you do what you are told to do.

3 Discuss Whether Norton Is Obedient or Disobedient

Tell the students that you will describe something our imaginary friend Norton does. Then partners will discuss whether Norton is obedient or disobedient and explain why they think so.

Begin by reading the following scenario aloud:

- *Norton follows the school rules. He walks in the hallway; he never runs. When the bell rings for lunch, he lines up quickly and quietly. He never pushes to the front of the line.*

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Ask:

Q *Is Norton obedient or disobedient? Why?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "Norton is [obedient/disobedient] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, have the students discuss the following scenarios:

- *After Norton's class returns from the library, the teacher asks the students to put their library books away. Norton opens his book and starts reading it.*
- *Norton is walking his dog. He wants to walk through a baseball field, but he sees a sign that says "No Dogs Allowed." Norton walks his dog in a different direction.*

Point to the words *disobedient* and *obedient* on the word cards (WA2) and review the pronunciations and meanings of the words.

Teacher Note

Save the word cards (WA2) to use on Day 2.

EXTENSION

Discuss the Prefix *dis-*

Remind the students that a *prefix* is a "letter or a group of letters that is added to the beginning of a word to make a new word." Explain that the prefix *dis-* means "not." Explain that when *dis-* is added to the word *obedient*, it makes the word *disobedient*, which means "not obedient."

Point out that knowing that the prefix *dis-* means "not" can help the students figure out the meanings of other words that use that prefix. Have the students discuss the meaning of each of the following words: *disbelieve*, *disconnect*, and *disrespectful*.

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Day 2 Introduce *Downcast* and *Ecstatic*

Materials

- *little blue and little yellow*
- Word cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *disobedient* and *obedient* from Day 1
- Learn and use the words *downcast* and *ecstatic*
- Give reasons to support their thinking
- Share their partner time in a fair way

Words Taught

downcast
Downcast means "very unhappy or sad."

ecstatic
Ecstatic means "extremely happy."

REVIEW THE WORDS

1 Briefly Review *Disobedient* and *Obedient*

Display the word cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *DOWNCAST*

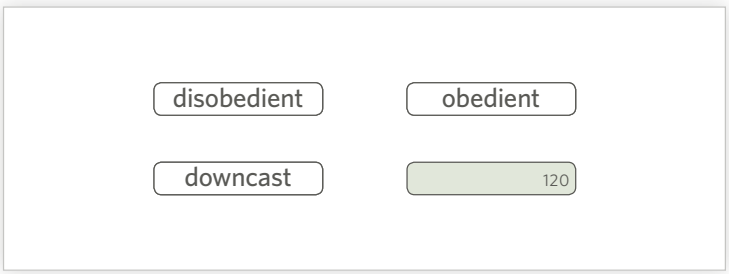
2 Introduce and Define *Downcast*

Show pages 28–29 of *little blue and little yellow* and review that little blue's and little yellow's parents do not recognize them because they are green. Show pages 30–31 and read them aloud.

Tell the students that *downcast* is the first word they will learn today, and explain that *downcast* means "very unhappy or sad." Point out that little blue and little yellow are downcast, or very sad, because their parents do not recognize them.

Direct the students' attention to the word cards (WA2) and reveal word card 119. Have the students say the word *downcast*.

WA2



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3 Discuss Feeling Downcast

Explain that everyone feels downcast sometimes and give a few examples of times you have felt downcast.

> **You might say:**
>
> "I was downcast when I moved away from my best friend. I was also downcast when I lost an earring that was very special to me."

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Then use "Think, Pair, Share" to discuss:

Q *When have you felt downcast?* [Pause; point to prompt 1.] *Turn to your partner.*

WA4

I felt **downcast** when . . .

PROMPT 1: "I felt downcast when . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *When you are downcast, what do you do to make yourself feel better?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "When I am downcast, I make myself feel better by . . ."

Point to the word *downcast* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as "When have you been very sad?" "When have your feelings been hurt?" "When have you been disappointed about something?" and "When have you lost something that was really important to you?"

INTRODUCE AND USE *ECSTATIC*

4 Introduce and Define *Ecstatic* and Review Shades of Meaning

Show pages 32–33 of *little blue and little yellow* and read them aloud.

Tell the students that the other word they will learn today is *ecstatic* and explain that *ecstatic* means "extremely happy." Point out that ecstatic and *downcast* are antonyms.

Explain that when you are ecstatic about something, you are not sort of happy or a little happy, you are very, very happy—so happy that you want to jump up and down with joy. Point out that little blue's parents are ecstatic, or overjoyed, to see little blue again.

Teacher Note

You might remind the students that they learned the word *overjoyed* earlier and explain that *overjoyed* and *ecstatic* are synonyms.

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ELL Note

The Spanish cognate of *ecstatic* is *extático/a*.

Direct the students' attention to the word cards (WA2) and reveal word card 120. Have the students say the word *ecstatic*.

5 Discuss Times We Have Been Ecstatic

Provide some examples of times you have been ecstatic.

> **You might say:**
> "I was ecstatic, or really, really, happy, when I found out I was going to teach second grade this year. I was ecstatic when my sister had her baby. I was overjoyed to be an aunt!"

Teacher Note

Support struggling students by asking questions such as "When have you been so happy that you jumped up and down?" "When have you been extremely happy about something that happened at home or at school?" and "What is something that makes you very, very happy when you think about it or do it?"

Ask:

Q *When have you been ecstatic? Why?* [Show prompt 3.] *Turn to your partner.*

PROMPT 3: "I was ecstatic when [my cousins visited from Texas] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

6 Act Out *Downcast* and *Ecstatic*

Explain that you can tell whether someone is downcast or ecstatic by the way that person looks and acts. Ask the students to imagine they are downcast. Tell the students that partners will act out how they look and act when they are feeling downcast. Have partners turn to each other and take turns acting out feeling downcast. Discuss as a class:

Q *What did you do to show you were downcast? Why did you do that?*

Show prompt 4 (WA4) and have one or two volunteers use the prompt to share their thinking with the class. Ask the volunteers to act out feeling downcast for the class.

PROMPT 4: "I showed I was downcast by . . ."

Using the same procedure, have the students act out the word *ecstatic*. Discuss as a class:

Q *What did you do to show you were ecstatic? Why did you do that?*

Show prompt 5 (WA4) and have a few volunteers use the prompt to share their thinking with the class. Then ask the volunteers to act out being ecstatic for the class.

PROMPT 5: "I showed I was ecstatic by . . ."

Point to the word *ecstatic* on the word cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word cards (WA2) to use on Day 3.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Give reasons to support their thinking
- Share their partner time in a fair way

Words Reviewed

disobedient
If you are disobedient, you do not do what you are told to do.

obedient
If you are obedient, you do what you are told to do.

downcast
Downcast means "very unhappy or sad."

ecstatic
Ecstatic means "extremely happy."

Materials

- Word cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 30 Crossword Puzzle" (BLM3) for each student

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2



Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Use "Think, Pair, Share" to discuss:

Q *Which of these words might you use if you were talking with a friend? How might you use the word or words?* [Pause; point to prompt 1.] *Turn to your partner.*

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WA5

I might use the word _____. I might say . . .

PROMPT 1: "I might use the word [*disobedient*]. I might say . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Think More About *Disobedient* and *Obedient*

Ask:

Q *What might a disobedient dog do?* [Show prompt 2.] *Turn to your partner.*

PROMPT 2: "A disobedient dog might [chew up my slippers]."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *Why is [chewing up my slippers] being disobedient?*

Show prompt 3 (WA5) and have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 3: "[Chewing up my slippers] is being disobedient because . . ."

Using the same procedure, discuss:

Q *What might an obedient dog do?* [Show prompt 4.] *Turn to your partner.*

PROMPT 4: "An obedient dog might [sit when I give the command]."

Then ask:

Q *Why is [sitting when you give the command] being obedient?*

Show prompt 5 (WA5) and have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 5: "[Sitting when I give the command] is being obedient because . . ."

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3 Play "Downcast or Ecstatic?"

Tell the students that they will play a game called "Downcast or Ecstatic?" Explain that you will describe a situation and partners will discuss whether they would be downcast or ecstatic and explain why they think so.

Begin by reading the following scenario aloud:

- *You have a terrible argument with your friend at recess.*

Ask:

Q *Would you be downcast or ecstatic? Why?* [Show prompt 6.] *Turn to your partner.*

PROMPT 6: "I would be [downcast/ecstatic] because . . ."

Using the same procedure, discuss:

- *You find out that our class gets to go on a field trip next week.*
- *You find out that your family is moving to a different town.*

Teacher Note

You might remind the students that they learned the word *terrible* earlier and that *terrible* means "very bad, horrible, or awful."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 29 and 30, you might distribute a copy of the "Week 30 Crossword Puzzle" (BLM3) to each student.

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Appendix
A

VOCABULARY LESSONS AND *MAKING MEANING*

This table shows each week of the vocabulary lessons, the read-aloud text used during that week, and the week in which that text was taught in the *Making Meaning Teacher's Manual*. We suggest that you teach a week from the *Vocabulary Teaching Guide* one week after you have taught the corresponding week in the *Teacher's Manual*. (For example, teach Vocabulary Week 1 a week after you have taught Unit 1, Week 1 in the *Teacher's Manual*.)

Making Meaning Vocabulary Teaching Guide	Read-aloud Text(s)	*Making Meaning* Teacher's Manual
Week 1	*McDuff Moves In*	Unit 1, Week 1
Week 2	*Sheila Rae, the Brave*	Unit 1, Week 2
Week 3	*Girl Wonder: A Baseball Story in Nine Innings*	Unit 1, Week 3
Week 4	*Jamaica Tag-Along*	Unit 2, Week 1
Week 5	*Alexander and the Terrible, Horrible, No Good, Very Bad Day*	Unit 2, Week 2
Week 6	*The Three Little Pigs*	Unit 2, Week 3
Week 7	*The Three Little Wolves and the Big Bad Pig*	Unit 2, Week 4
Week 8	*A Tree Is Nice*	Unit 3, Week 1
Week 9	"Bees, Bothered by Bold Bears, Behave Badly"; "Raccoon"	Unit 3, Week 2
Week 10	*POP! A Book About Bubbles*	Unit 3, Week 3
Week 11	*The Paperboy*	Unit 3, Week 4
Week 12	*Babu's Song*	Unit 4, Week 1
Week 13	*Erandi's Braids*	Unit 4, Week 2
Week 14	*Chester's Way*	Unit 4, Week 3
Week 15	*The Incredible Painting of Felix Clousseau*	Unit 5, Week 1
Week 16	*Galimoto*	Unit 5, Week 2
Week 17	*The Paper Crane*	Unit 5, Week 3
Week 18	*Beatrix Potter*	Unit 6, Week 1
Week 19	"Draw, Draw, Draw: A Short Biography of Tomie dePaola"	Unit 6, Week 2

(continues)

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(continued)

Making Meaning Vocabulary Teaching Guide	Read-aloud Text(s)	*Making Meaning* Teacher's Manual
Week 20	*Insect Detective*	Unit 7, Week 1
Week 21	*Butterflies*	Unit 7, Week 2
Week 22	*Spinning Spiders*	Unit 7, Week 3
Week 23	*Snails*	Unit 8, Week 1
Week 24	*Bend and Stretch*	Unit 8, Week 2
Week 25	"Ice Cream Mania!"; "Classic Smoothie"	Unit 8, Week 3
Week 26	"Hey Joe, How's It Going?"; "Giant Jellyfish Invasion"	Unit 9, Week 1
Week 27	"Zoos Are Good for Animals"	Unit 9, Week 2
Week 28	*Me First*	Unit 9, Week 3
Week 29	*Big Al*	Unit 9, Week 4
Week 30	*little blue and little yellow*	Unit 10, Week 1

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Appendix B

GRADE 2 WORDS AND DEFINITIONS

This table shows each word taught in grade 2 in alphabetical order, its definition, the week in which the word is introduced, and the number of its corresponding word card.

Word	Definition	Week	Card
accompany	*Accompany* means "go somewhere with another person."	4	15
annoy	*Annoy* means "bother a person enough to make him or her a little angry."	4	16
appreciate	*Appreciate* means "be grateful or thankful for something."	27	108
approach	*Approach* means "move closer to someone or something."	6	24
approve	If you approve of something, you agree with it. You think it is good or right.	18	72
attach	*Attach* means "fasten or join together."	24	93
attract	*Attract* means "get the attention of people or animals and cause them to come closer."	21	84
behave	*Behave* means "do or say things in a particular way."	9	33
beneficial	*Beneficial* means "good for you."	24	95
blob	A *blob* is a "small lump or drop of something that is soft and wet."	28	109
bulge	*Bulge* means "get bigger and swell out."	29	116
chaos	*Chaos* means "great confusion."	15	59
characteristic	A *characteristic* is "something that describes a person or thing."	23	90
collect	*Collect* means "gather things together."	12	47
compassionate	*Compassionate* means "kind to a person or animal who is suffering or unhappy."	1	3
complex	*Complex* means "made up of many steps or parts, or not simple."	25	97
congratulate	*Congratulate* means "tell someone you are happy for his or her good fortune or success."	28	111
conserve	*Conserve* means "protect something from harm or keep something from being wasted or used up."	27	107
consume	*Consume* means "eat or drink something." *Consume* also means "use something up."	23	91
content	*Content* means "happy with what is happening or what you are doing."	1	4
convince	*Convince* means "make someone believe something or decide to do something."	2	8
create	*Create* means "make something new."	19	74
damp	*Damp* means "a little wet."	20	78

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(continued)

Word	Definition	Week	Card
dash	*Dash* means "run very quickly."	6	23
decrease	*Decrease* means "become smaller or fewer in number." If something decreases, there is less of it.	26	104
delightful	*Delightful* means "very pleasant or enjoyable."	29	115
disapprove	If you disapprove of something, you do not agree with it. You think it is bad or wrong.	18	71
discover	*Discover* means "see or find out something for the first time."	9	36
disguise	A *disguise* is "something that changes or hides how you look." A costume is a disguise.	14	56
disobedient	If you are disobedient, you do not do what you are told to do.	30	117
downcast	*Downcast* means "very unhappy or sad."	30	119
dull	*Dull* means "not bright, colorful, or shiny." *Dull* also means "boring, or not interesting or exciting."	22	85
duplicate	*Duplicate* means "copy."	14	55
eavesdrop	*Eavesdrop* means "listen secretly to other people talking."	4	13
eavesdropper	*Eavesdropper* means a "person who eavesdrops, or person who secretly listens to other people talking."	4	14
ecstatic	*Ecstatic* means "extremely happy."	30	120
embarrass	*Embarrass* means "make someone feel ashamed or uncomfortable."	13	50
encourage	*Encourage* means "give someone confidence (belief in himself or herself) by praising or helping the person."	18	70
expand	*Expand* means "grow bigger."	10	39
expert	An *expert* is a "person who knows a lot about something or does something very well."	11	42
fabulous	*Fabulous* means "wonderful or terrific."	19	76
fade	*Fade* means "grow lighter and lighter or slowly disappear."	11	43
familiar	*Familiar* means "well known to you and easy to recognize."	2	7
fearful	*Fearful* means "afraid or filled with fear."	2	6
fearless	*Fearless* means "brave or feeling no fear."	2	5
fetch	*Fetch* means "get something and bring it back."	16	61
flap	*Flap* means "move up and down or back and forth."	11	44
flexible	*Flexible* means "easy to bend."	24	94
flop	*Flop* means "drop or fall heavily."	29	114
fragile	*Fragile* means "easily broken or destroyed."	21	81
fragrant	*Fragrant* means "having a pleasant smell."	7	26
fresh	*Fresh* means "newly made, gathered, or grown; not spoiled or stale." *Fresh* also means "clean or unused."	25	100

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(continued)

Word	Definition	Week	Card
genius	A *genius* is "someone who is very smart or talented."	15	58
glare	*Glare* means "look at someone or something in an angry way."	3	11
gleam	*Gleam* means "glow or shine."	20	80
gobble	*Gobble* means "eat food quickly without chewing it very much." *Gobble* also means "make the sound a turkey makes."	6	21
gratitude	*Gratitude* is a "feeling of being grateful or thankful."	17	67
grip	*Grip* means "hold something very tightly."	13	51
grumble	*Grumble* means "complain about something in a grouchy voice."	5	19
guide	*Guide* means "move someone or something in a particular direction or show someone the way."	16	64
hospitality	*Hospitality* is the "friendly and caring way that a host looks after visitors or guests."	17	66
host	A *host* is "someone who welcomes and looks after visitors or guests."	17	65
huddle	*Huddle* means "move in close to someone or crowd together in a tight group."	13	52
hurl	*Hurl* means "throw something hard and fast."	3	9
insist	*Insist* means "demand or ask for something very firmly." When someone insists that you do something, the person expects you to do it.	19	73
miniature	*Miniature* means "very small." Something that is miniature is smaller than the usual size.	14	53
misbehave	*Misbehave* means "behave badly."	9	34
murmur	*Murmur* means "talk very quietly."	16	62
mushy	*Mushy* means "soft and wet like mush."	22	87
necessary	*Necessary* means "needed."	8	32
notorious	*Notorious* means "well known, especially for something bad."	15	60
numerous	*Numerous* means "many."	8	29
obedient	If you are obedient, you do what you are told to do.	30	118
occasionally	*Occasionally* means "once in a while, but not often."	18	69
optional	If something is optional, you can choose whether or not to have it or do it. It is not necessary.	25	99
overalls	*Overalls* are "pants with shoulder straps and a top part that covers the chest." Overalls can be worn over other clothing.	3	12
overjoyed	*Overjoyed* means "extremely happy."	17	68
pester	*Pester* means "keep bothering or annoying someone."	3	10
picky	*Picky* means "hard to please." A picky person likes only certain things.	21	83
plenty	*Plenty* means "a lot."	7	25

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(continued)

Word	Definition	Week	Card
precaution	A *precaution* is "something you do to keep something bad from happening."	24	96
predict	*Predict* means "say what you think will happen in the future."	19	75
prepare	*Prepare* means "get ready to do something or make something ready."	13	49
provide	*Provide* means "give something that is wanted or needed."	27	106
racket	A *racket* is a "very loud noise."	9	35
rarely	*Rarely* means "not often or hardly ever."	14	54
recently	If something happened recently, it happened just a short time ago.	26	102
recreation	*Recreation* means "something a person does for pleasure or fun."	8	30
regularly	If you do something regularly, you do it a lot, and often at the same time or in the same way.	20	79
routine	A *routine* is a "usual or normal way of doing something."	11	41
rude	*Rude* means "not polite." A rude person is not respectful of others.	6	22
scrunch	*Scrunch* means "squeeze or crush."	5	20
shelter	A *shelter* is a "place that protects people or animals from the weather or keeps them safe from danger."	8	31
shimmer	*Shimmer* means "shine with a soft, twinkling light."	10	37
shriek	*Shriek* means "scream or cry out loudly."	28	110
sip	*Sip* means "drink something slowly, swallowing only small amounts."	21	82
slurp	*Slurp* means "eat or drink something in a noisy way."	22	88
sniffle	*Sniffle* means "sniff again and again, usually because you are crying or have a cold."	12	48
solid	*Solid* means "hard and firm." Something that is solid is not a liquid or a gas.	22	86
steer clear	"Steer clear" means "keep away from something or someone."	29	113
stream	A *stream* is a "steady flow or movement of something."	10	40
strenuous	*Strenuous* means "needing lots of energy, effort, or strength."	25	98
stuff	*Stuff* means "push or force something into something else."	12	45
stunned	*Stunned* means "shocked or very surprised."	15	57
sturdy	*Sturdy* means "strong or well built."	16	63
swirl	*Swirl* means "move in a circle."	1	2
teamwork	*Teamwork* is the "work of a team, or group, that is acting together to get something done."	20	77
terrible	*Terrible* means "very bad, horrible, or awful."	5	17
terrific	*Terrific* means "very good, wonderful, or great."	5	18
tourist	A *tourist* is a "person who travels for fun or to learn about other places."	12	46

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(continued)

Word	Definition	Week	Card
treat	*Treat* means "try to cure or heal someone who is sick or hurt."	27	105
tumble	*Tumble* means "fall and roll over and over."	1	1
unique	Something that is unique is the only one of its kind. There are no others exactly like it.	26	101
unusual	If something is unusual, it is not normal, common, or expected. You do not see it often, or it does not happen often.	7	28
unwelcome	*Unwelcome* means "not wanted."	23	92
usual	If something is usual, it is normal, common, or expected. It is what happens most of the time or in most situations.	7	27
valuable	*Valuable* means "very important to you, or worth a lot of money."	26	103
vanish	*Vanish* means "disappear."	10	38
variety	*Variety* means "many different kinds."	23	89
whimper	*Whimper* means "make weak crying noises." People or animals whimper when they are sad, tired, frightened, or hurt.	28	112

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Appendix C

INDEPENDENT WORD-LEARNING STRATEGIES

The tables below show the weeks in which each independent word-learning strategy is introduced or reviewed, and which words are used to introduce or review the strategy. (Words formally taught in the vocabulary lessons are bold.) Whenever a strategy is reviewed in a More Strategy Practice (MSP) activity, the activity is listed in the table as well.

Recognizing Synonyms

Week	Word(s)
3	**hurl**, throw (Day 1, Step 1)
10	**vanish**, disappear (Day 1, Step 3)
14	**disguise**, costume (Day 2, Step 5)
19	**fabulous**, wonderful, terrific (Day 2, Step 4) MSP: Play "Synonym Match"
28	**shriek**, scream (Day 1, Step 3)

Recognizing Antonyms

Week	Word(s)
7	**usual**, **unusual** (Day 2, Step 4) MSP: Start an Antonym Chart
10	**vanish**, appear (Day 1, Step 3) MSP: Play "Antonym Match"
14	**rarely**, often (Day 1, Step 3)
16	**murmur**, scream (Day 1, Steps 4 and 5) MSP: Review *Murmur*, Shades of Meaning, and Antonyms
22	**dull**, bright (Day 1, Step 1) MSP: Play "Antonym Match"
23	**unwelcome**, welcome (Day 2, Step 6)
25	**complex**, simple (Day 1, Step 1)
25	**optional**, necessary (Day 2, Step 2)
26	**decrease**, increase (Day 2, Step 4) MSP: Review Antonyms and Discuss the Words *Decrease* and *Increase*

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Using Knowledge of Compound Words to Determine Word Meanings

Week	Word(s)
3	**overalls** (Day 2, Step 5)
20	**teamwork** (Day 1, Step 1)

Using the Prefix *un-* to Determine Word Meanings

Week	Word(s)
7	**unusual** (Day 2, Step 4) MSP: Use the Prefix *un-* to Determine Word Meanings
8	unnecessary MSP: Discuss the Word *Unnecessary* and Review the Prefix *un-*

Using the Prefix *mis-* to Determine Word Meanings

Week	Word(s)
9	**misbehave** (Day 1, Step 3) MSP: Discuss the Prefix *mis-*

Using the Prefix *dis-* to Determine Word Meanings

Week	Word(s)
18	**disapprove** MSP: Discuss the Prefix *dis-*
30	**disobedient** (Day 1 Extension)

Using the Prefix *pre-* to Determine Word Meanings

Week	Word(s)
24	**precaution** MSP: Discuss the Prefix *pre-*

Using the Suffix *-less* to Determine Word Meanings

Week	Word(s)
2	**fearless** (Day 1, Step 1) MSP: Talk More About the Suffixes *-ful* and *-less*

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Using the Suffix *-ful* to Determine Word Meanings

Week	Word(s)
2	**fearful** (Day 1, Step 4) MSP: Talk More About the Suffixes *-ful* and *-less*
7	plentiful MSP: Review the Suffix *–ful* and Discuss the Word *Plentiful*

Using the Suffix *-er* to Determine Word Meanings

Week	Word(s)
4	**eavesdropper** (Day 1, Step 3) MSP: Discuss the Suffix *-er*

Using the Suffixes *-ion* and *-tion* to Determine Word Meanings

Week	Word(s)
12	collection (Day 2, Step 2) MSP: Talk More About the Suffixes *-ion* and *-tion*
19	creation MSP: Review the Suffixes *-ion* and *-tion* and Discuss the Word *Creation*

Using the Suffix *-ly* to Determine Word Meanings

Week	Word(s)
18	**occasionally** (Day 1, Step 1)
26	**recently** (Day 1, Step 3) MSP: Use the Suffix *-ly* to Determine Word Meanings

Using Context to Determine Word Meanings

Week	Word(s)
13	**prepare** (Day 1, Step 1)
14	**duplicate** (Day 2, Step 3)
16	**fetch** (Day 1, Step 2)
17	**host** (Day 1, Step 1)
21	**picky** (Day 2, Step 2)
26	**unique** (Day 1, Step 1)
27	**treat** (Day 1, Step 1)
29	**delightful** (Day 2, Step 2)
29	**bulge** (Day 2, Step 4)

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Recognizing Shades of Meaning

Week	Word(s)
5	**terrible** (Day 1, Step 1) MSP: Discuss Shades of Meaning with *Terrible* and *Terrific*
5	**terrific** (Day 1, Step 3) MSP: Discuss Shades of Meaning with *Terrible* and *Terrific*
13	**grip** (Day 2, Step 2) MSP: Discuss Shades of Meaning with *Grip*, *Grab*, and *Hold*
15	**stunned** (Day 1, Step 1) MSP: Discuss Shades of Meaning with *Surprised* and *Stunned*
16	**murmur** MSP: Review *Murmur*, Shades of Meaning, and Antonyms
17	**overjoyed** (Day 2, Step 4) MSP: Review *Overjoyed* and Shades of Meaning
20	**damp** (Day 1, Step 3)
22	**slurp** (Day 2, Step 4)
28	**whimper** (Day 2, Step 6)
30	**ecstatic** (Day 2, Step 4)

Recognizing Words with Multiple Meanings

Week	Word(s)
6	**gobble** (Day 1, Step 3) MSP: Discuss the Multiple Meanings of *Gobble*
10	pop MSP: Discuss Multiple Meanings of the Word *Pop*
12	**stuff** MSP: Discuss Other Meanings of *Stuff*
22	**dull** (Day 1, Step 3)
23	**consume** (Day 2, Step 4)
25	**fresh** (Day 2, Step 6)
27	**treat** MSP: Discuss Multiple Meanings of the Word *Treat*
27	**conserve** (Day 2, Step 3)

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Using a Print Dictionary to Determine Word Meanings

Week	Word(s)
8	**numerous** (Day 1, Step 1) MSP: Use a Print Dictionary
16	**guide**, village MSP: Review Using a Print Dictionary

Using an Online Dictionary to Determine Word Meanings

Week	Word(s)
18	wealthy, romantic, publish, version, research, modest MSP: Use an Online Dictionary

Using a Glossary to Determine Word Meanings

Week	Word(s)
21	insect, nectar, pollen MSP: Discuss Using a Glossary

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Appendix D

ADDITIONAL ACTIVITIES

EXTENSION ACTIVITIES

Extension activities provide an opportunity to introduce the students to independent word-learning strategies not formally taught in the program, such as using picture clues to determine word meanings, and to explore how authors use language in interesting ways. The table below shows the weeks in which Extension activities appear and the names of the activities.

Week	Activities
1	Use the Vocabulary Words Throughout the Day
11	Discuss Compound Words
13	Explore English Words Borrowed from Spanish
23	Explore Words with the Prefix *un-*
29	Discuss the Suffix *-ful*
30	Discuss the Prefix *dis-*

MORE ELL SUPPORT ACTIVITIES

More ELL Support activities provide English Language Learners with additional opportunities to build vocabulary and oral language skills. The table below shows the weeks in which More ELL Support activities appear and the names of the activities.

Week	Activities
2	Discuss Being Brave
3	Illustrate Synonyms
3	Discuss and Watch a Baseball Game
9	Draw Picture Poems
12	Discuss a Grandparent or Special Older Person
14	Discuss Favorite Parts of the Story
22	Discuss a Pair of Illustrations in *Spinning Spiders*
26	Make a Class Book of Antonyms

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Appendix E

SPANISH COGNATE PRONUNCIATIONS

Week	Spanish Word	Pronunciation	English Word
1	contento/a	cohn-TEHN-toh/tah	content
2	familiar	fah-mee-leeAHR	familiar
2	convencer	cohn-vehn-SEHR	convince
4	acompañar	ah-cohm-pahn-eeAHR	accompany
5	terrible	teh-REE-bleh	terrible
7	fragante	frah-GAHN-teh	fragrant
7	usual	oo-SWAHL	usual
7	inusual	ee-noo-SWAHL	unusual
8	numeroso/a	noo-meh-ROH-soh/sah	numerous
8	recreación	reh-creh-ah-seeOHN	recreation
8	necesario/a	neh-seh-SAH-reeoh/reeah	necessary
10	expandir	ehks-pahn-DEER	expand
11	rutina	roo-TEE-nah	routine
11	experto/a	ehks-PEHR-toh/tah	expert
12	turista	too-REES-tah	tourist
13	preparar	preh-pah-RAHR	prepare
14	miniatura	mee-neeah-TOO-rah	miniature
14	duplicar	doo-plee-CAHR	duplicate
15	genio	HEH-neeoh	genius
15	caos	CAH-ohs	chaos
16	murmurar	moor-moo-RAHR	murmur
17	hospitalidad	ohs-pee-tah-lee-DAHD	hospitality
17	gratitud	grah-tee-TOOD	gratitude
18	ocasionalmente	oh-cah-seeoh-NAHL-mehn-teh	occasionally
18	desaprobar	deh-sah-proh-BAHR	disapprove
18	aprobar	ah-proh-BAHR	approve
19	insistir	een-sees-TEER	insist
19	crear	creh-AHR	create
19	predecir	preh-deh-SEER	predict
19	fabuloso/a	fah-boo-LOH-soh/sah	fabulous

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Week	Spanish Word	Pronunciation	English Word
21	frágil	FRAH-heel	fragile
21	atraer	ah-trah-EHR	attract
22	sólido/a	SOH-lee-doh/dah	solid
23	variedad	vah-ree-eh-DAHD	variety
23	característico/a	cah-rahk-teh-REES-tee-coh/cah	characteristic
23	consumir	cohn-soo-MEER	consume
24	flexible	flehk-SEE-bleh	flexible
24	precaución	preh-caoo-seeOHN	precaution
25	complejo/a	cohm-PLEH-hoh/ha	complex
25	opcional	ohp-seeoh-NAHL	optional
26	único/a	OO-nee-coh/cah	unique
26	recientemente	reh-see-ehn-teh-MEHN-teh	recently
27	tratar	trah-TAHR	treat
27	proveer	proh-veh-ehr	provide
30	desobediente	deh-soh-beh-deeEHN-teh	disobedient
30	obediente	oh-beh-deeEHN-teh	obedient
30	extático/a	ehks-TAH-tee-coh/cah	ecstatic

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Appendix F

VOCABULARY WORDS K–6

GRADE K

active
allow
amusing
assist
assortment
bright
care for
collide
comfort
comfortable
communicate
companion
complete
concerned
confident
container
courageous
cozy
creature
creep
crowded
cupboard
decide
delicious
depart
describe
determined
diet
difficult
disappointed
drowsy
eager
edge
energetic
enjoy
enormous
evening
excited
exhausted
explore
face
fact
fits
fluffy
frightened
frustrated
furious
generous
glance
gooey
greet
grin
haul
healthy
icy
imitate
invite
kind
land
lonely
machine
mend
mighty
need
nuisance
observe
overhead
passenger
patient
pedestrian
peer
persistent
playful
pleasant
pleased
pointy
pounce
practice
proud
release
repair
rocky
rough
scoop
scoot
scramble
signal
similar
snatch
snooze
soar
soggy
sphere
straight
stuck
survive
swiftly
switch
tame
tangled
tasty
tip
train
transportation
travel
uncomfortable
uncrowded
unhealthy
unkind
unpleasant
upset
useful
various
visible
wade
warn
weak
welcome
whirl
wild

GRADE 1

admire
adult
adventure
affectionate
amazing
appetite
arrange
arrive
astonished
audible
bad-tempered
beam
bob
bold
chomp
collapse
commotion
contents
cooperate
crabby
crush
curious
dart
delighted
destination
dine
disappear
discover
disgusting
dump
earsplitting
essential
evidence
exclaim
extraordinary
faint
feast
ferocious
firm
flash
fond
frigid
future
gather
gigantic
glide
glow
gulp
habitat
hero
hope
hover
howl
humorous
impolite
inaudible
independent
inspect
journey
lunge
match
meadow

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memory
migrate
miserable
moan
munch
mutter
neighborhood
neighborly
nervous
odd
odor
ordinary
pack
peaceful
persevere
pile
popular
possession
pout
powerful
predator
prey
protect
quarrel
rapidly
relax
remain
rescue
resent
respect
ridiculous
rumble
rush
scrumptious
shallow
snuggle
sob
spot
squint
stomp
store
study
surroundings
thrilling
tidy
timid
track
tremble
trust
tug
twirl
underground
untidy
vegetation
wander
wobble
wonder
wriggle

GRADE 2

accompany
annoy
appreciate
approach
approve
attach
attract
behave
beneficial
blob
bulge
chaos
characteristic
collect
compassionate
complex
congratulate
conserve
consume
content
convince
create
damp
dash
decrease
delightful
disapprove
discover
disguise
disobedient
downcast
dull
duplicate
eavesdrop
eavesdropper
ecstatic
embarrass
encourage
expand
expert
fabulous
fade
familiar
fearful
fearless
fetch
flap
flexible
flop
fragile
fragrant
fresh
genius
glare
gleam
gobble
gratitude
grip
grumble
guide
hospitality
host
huddle
hurl
insist
miniature
misbehave
murmur
mushy
necessary
notorious
numerous
obedient
occasionally
optional
overalls
overjoyed
pester
picky
plenty
precaution
predict
prepare
provide
racket
rarely
recently
recreation
regularly
routine
rude
scrunch
shelter
shimmer
shriek
sip
slurp
sniffle
solid
steer clear
stream
strenuous
stuff
stunned
sturdy
swirl
teamwork
terrible
terrific
tourist
treat
tumble
unique
unusual
unwelcome
usual
valuable
vanish
variety
whimper

GRADE 3

abandon
achieve
adapt
adjust
adventuresome
advise
aggressive
appetizing
aroma
astounding
avoid
ban
barricade
belongings
bewildered
blow your top
boast
brainstorm
bustle
caretaker
celebration
challenge
cherish

(continues)

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(continued)

clatter
clench
cling
clutch
cluttered
coax
collaborate
comfy
command
commence
considerate
contentment
convenient
cross
customary
dazzle
deadly
debris
decline
delirious
depend
detect
determination
devastate
differ
diligent
disaster
disorganized
display
disrupt
distress
diverse
dodge
doubtful
durable
ease
energize
evacuate
exhilarated
faint
fantasize
fantastic
fierce/fiercest
flabbergasted
flashy
flick
flimsy
floppy
flutter
forbid
fortunate
frank
fret
fury
generally
ghastly
graceful
gruff
handy
have a change of heart
have eyes in the back of your head
hazardous
headstrong
heartbreaking
horizontal
immature
immense
impermissible
improvise
industrious
intense
joyful
likely
lively
long
lounge
magnificent
mature
memorable
motion
nifty
obstinate
opportunity
original
overwhelmed
particularly
permissible
permit
persist
plain
plop
prefer
prowl
quiver
rap
realize
recall
reconsider
refreshing
reluctant
require
retrieve
reunite
roam
ruckus
savory
scan
secure
self-confident
serve
shuffle
silky
skill
skillful
slog
slump
snap
snug
sorrowful
spectacular
speechless
speedy
squirm
strain
stressful
struggle
successful
swarm
swerve
task
texture
threatened
throw yourself into something
tip
trample
unaggressive
unexpected
unfortunate
ungrateful
unlikely
unsuccessful
unwind
urgent
utter
valuable
vertical
volunteer
well-organized
whiz
whoop
whoosh

GRADE 4

adequate
adore
alternative
ambition
amiable
analyze
apprehensive
bellow
bizarre
bliss
blotch
blurt out
boost
ceremony
circulate
circumstances
compromise
conceal
conditions
consistent
consistently
crave
creak
critical
crouch
custom
dazed
deceive
defy
dejected
dense
desire
desperate
dissimilar
dubious
edible
eerie
effective
elated
eligible
endure
engage
enraged
ensure

(continues)

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(continued)

enthusiastic
envision
equitable
exclusive
experience
feat
flee
focus
formal
fume
function
get-up-and-go
gleeful
glower
glum
greedy
harass
hardship
hazard
hinder
humane
humble
humdrum
ideal
imposing
impressive
imprudent
in the blink of an eye
inadequate
inclusive
inconsistent
indignantly
inedible
ineffective
ineligible
inequitable
informal
inhumane
initial
inspire
integrate
intimidate
intricate
jittery
jubilant
keen
labor
landscape
launch
lend a hand
lethal
loathe
luscious
manually
merit
misfortune
misjudge
mislead
mistreat
mysterious
neglect
nosing around
note
obstacle
offer
optimistic
pelt
perilous
permanent
pessimistic
plead
plunge
precarious
precise
prior to
process
proficient
prudent
pursue
raises eyebrows
recede
reduce
refuge
rejoice
reminisce
reputation
resemble
revere
rickety
rove
rowdier
rowdy
rubble
rugged
rummage
safeguard
sag
sandwiched
scrutinize
secure
seek
segregate
sensitive
serene
severe
sidesplitting
slight
speculate
stalk
survey
sustain
temporary
thoroughly
tilt
topple
transform
trend
trim
uniform
unwise
valiant
vigilant
wise
yearn

GRADE 5

academic
advantage
argue
battered
befuddled
billow
blow off steam
blunt
breathtaking
budge
bundle
calamity
cantankerous
clamber
clamor
clank
clash
cluster
commit
compel
comply
conspicuous
consume/consumer
contact
contemplate
contented
convert
cuisine
currently
dab
daring
defenseless
delectable
deliberately
dependent
desert/deserter
desirable
deteriorate
device
devour
dignified
dilapidated
dim
disadvantage
discontinue
discourteous
disposition
dissatisfied
drastic
dwelling
efficient
emerge
engrossed
envious
establish
ethical
exert
extend
fanciful
get on board
grimace
grotesque
hair-raising
harbor
heartless
heave
helter-skelter
heroine
hospitable
hunch
hunger
impact
indicate
inefficient

(continues)

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(continued)

influence
inform
injustice
insignificant
interact
international
intrigue
knowledgeable
loll
lose your nerve
lurch
lurk
lush
luxurious
master
meager
memento
mobile
moist
momentous
moocher
motionless
mystify
negative
nourish
on pins and needles
pandemonium
peculiar
peer
picturesque
plummet
pollute
positive
prejudice
preposterous
preteen
priority
procedure
protest
quality
reassure
regulate
reliable
resilient
resist
resolve
restore
restriction
reuse
reverie
rustle
scarce
scour
selfless
sequence
significant
sociable
solitary
soothe
spectacle
squander
stamina
stroll
stun
suit
supporter
supreme
surge
tattered
thoughtful
thoughtless
throng
thrust
thunderous
towering
tranquil
trickle
typical
uneasy
unethical
values
vary
vast
vexed
vivid
wide-eyed
widespread
wobbly

GRADE 6

abruptly
access
accessible
acknowledge
acquire
acute
adamant
adhere
adjacent
adversity
altruistic
appeal
appropriate
arduous
aspire
assert
awkward
bark
beckon
bind
catastrophe
clump
commercial
compatible
competent
composed
conceivable
condone
confide
congested
consensus
consider
cordial
counsel
cower
cruise
despair
dismal
distinctive
document
dramatic
elegant
encounter
enigma
erroneously
eventful
exasperated
excel
exceptional
excessive
expose
external
extract
extreme
flail
forethought
forlorn
frail
frantic
gargantuan
get down to business
gregarious
grit
guidance
heartwarming
hideous
hostile
hullabaloo
hurtle
hypocrite
impermanent
in the doghouse
inch
incident
incompetent
inconceivable
inconsolable
inconspicuous
incredulous
initiative
intensify
intently
internal
intrude
jostle
just
leisure
linger
livelihood
magnanimous
majestic
meticulous
mimic
mistrustful
modify
monitor
mount
muddled
nimble
nonhuman
nonviolent
obligation
ooze
overcome
overworked
particular
passionate
pastime
plot
pluck
potential
precede
presentable
press
prickly

(continues)

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(continued)

prohibited
promote
rate
ravenous
reasonable
reflect
resigned
salvage
scamper
scavenge
scurry
self-sufficient
shatter
sheepish
shift
skim
sleek
sling
spew
step up to the plate
stew
stoop
storm
subterranean
summon
sumptuous
supervision
suppress
surreptitiously
teeter
tenacious
tongue-tied
trace
trek
tribulation
trigger
trudge
turmoil
ubiquitous
understanding
unjust
unpredictable
unreasonable
unsettled
view
vital
vulnerable

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Center for the Collaborative Classroom

1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
800.666.7270
collaborativeclassroom.org

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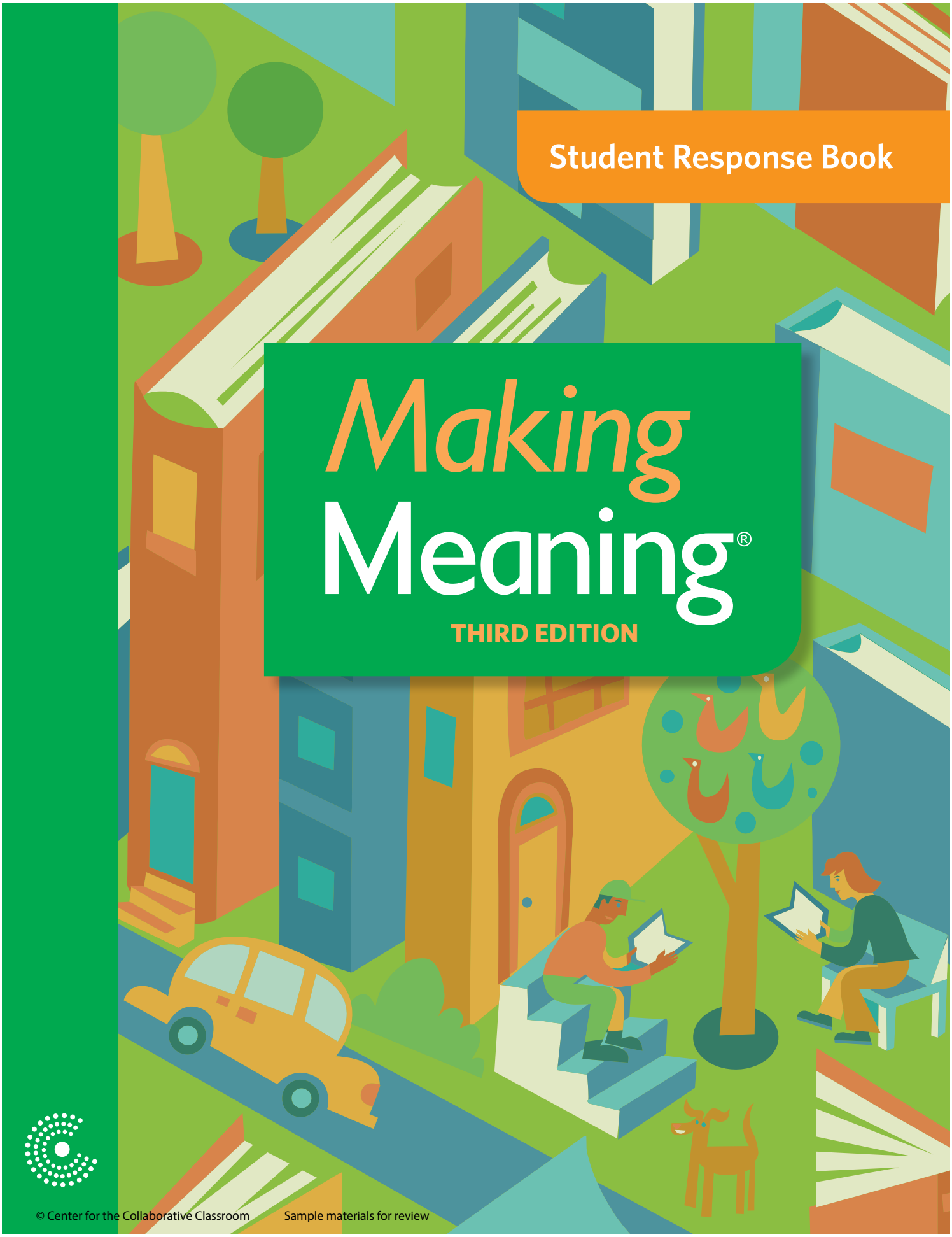
Making Meaning®

THIRD EDITION



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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270; fax: (510) 464-3670
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A Time I Had a Very Bad Day

Name:

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How Two Stories Are Alike and Different

Very soon a lean and hungry wolf happened by. Pig was just about his favorite food in the world. So he knocked on the door and said, "Little pig, little pig, let me come in." To which the little pig replied, "No, no, no, not by the hair of my chinny chin chin."

This annoyed the wolf to no end, and he said, "Then I'll huff and I'll puff and I'll blow your house in." "Go right ahead," said the little pig. So the wolf huffed and he puffed and he blew the house in.

— from *The Three Little Pigs*

(continues)

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How Two Stories Are Alike and Different *(continued)*

The very next day the big bad pig came prowling down the road and saw the little house of bricks that the little wolves had built. The three little wolves were playing croquet in the garden. When they saw the big bad pig coming, they ran inside the house and locked the door.

The pig knocked on the door and grunted, "Little wolves, little wolves, let me come in!"

"No, no, no," said the three little wolves. "By the hair on our chinny-chin-chins, we will not let you in, not for all the tea leaves in our china teapot!"

"Then I'll huff and I'll puff and I'll blow your house down!" said the pig.

So he huffed and he puffed and he puffed and he huffed, but the house didn't fall down.

— from *The Three Little Wolves and the Big Bad Pig*

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How I Pictured

"My Baby Brother"

Name:

Draw a picture of the baby brother.

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How I Pictured

"Raccoon"

Name:

Draw a picture of the raccoon.

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How I Pictured

The Paperboy

Name:

Draw a picture of the paperboy.

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Inferences About Passages
from *Erandi's Braids*

Name:

The barber moved to the second braid and Erandi's eyes filled with tears. But she dared not cry. Instead she asked the barber, "Señor, will my hair grow back?"

My inference: _____

"Don't worry, Mamá. My braids will grow back as long and pretty as before."

My inference: _____

Excerpts from *Erandi's Braids* by Antonio Hernández Madrigal, illustrated by Tomie dePaola. Text copyright © 1998 by Antonio Hernández Madrigal. Used by permission of G. P. Putnam's Sons Books for Young Readers, a division of Penguin Group (USA) LLC.

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Passages About Chester and Wilson

Name:

When Lilly asked Chester and Wilson to play, they said they were busy. When she called them up on the phone, they disguised their voices and said they weren't home. If Lilly was walking on one side of the street, Chester and Wilson crossed to the other and hid. "She's something else," said Chester. "Looks like it," said Wilson.

- -

After that, when Lilly asked Chester and Wilson to play, they said yes. When she called them up on the phone, they had pleasant conversations. And if Lilly was walking on one side of the street, Chester and Wilson waved and ran to catch up with her. Chester and Wilson taught Lilly hand signals. And she taught them how to pop wheelies. Lilly taught Chester and Wilson how to talk backwards. And they taught her how to double-knot her shoes.

Excerpts from *Chester's Way* by Kevin Henkes. Copyright © 1988 by Kevin Henkes. Used by permission of HarperCollins Publishers.

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What I Wonder
About *Galimoto*

Name:

I wonder _____

I wonder _____

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What I Wonder

About *The Paper Crane*

Name:

I wonder _____

I wonder _____

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What I Wonder
About Beatrix Potter

Name:

I wonder _____

I wonder _____

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What I Wonder

About Tomie dePaola

Name:

I wonder _____

I wonder _____

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What I Learned and Wonder
About Butterflies

Name:

I learned _____

I wonder _____

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What I Learned and Wonder
About Spiders

Name:

I learned _____

I wonder _____

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Contents from *Snails*

by Monica Hughes



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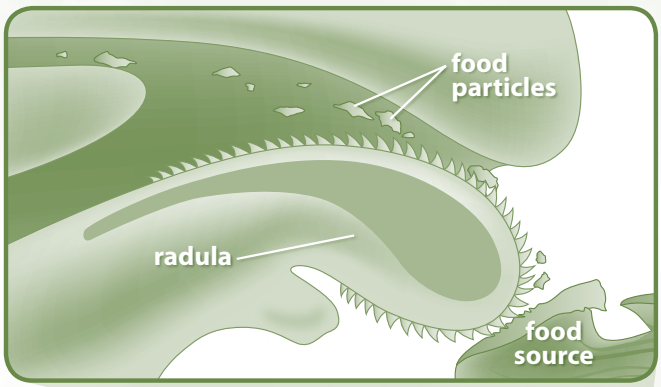
Snail Food

What Do Snails Eat?

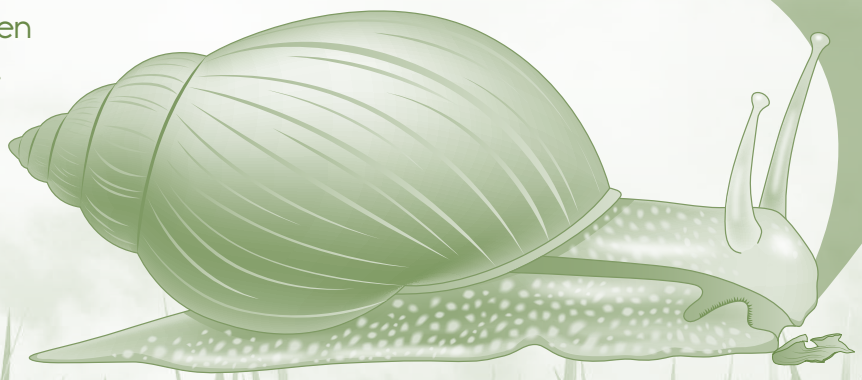
Have you ever seen a snail crawling slowly along a leaf? If you have, then you have seen a hungry snail that is looking for a meal. Most snails eat plants, including leaves, fruit, bark from a tree, and mushrooms. Snails will even eat dirt! Dirt has the calcium that snails need to keep their shells strong.

How Do They Eat?

A snail's mouth is on the bottom of its head. Inside the mouth is an eating tool called a *radula*. A radula is like a tongue. It is covered with thousands of tiny, sharp teeth. A snail scrapes its radula against food. The scraping breaks the food into small pieces that the snail can easily eat.



This eating action can be seen and even heard. Feed a hungry snail a piece of apple or lettuce. Then watch and listen very carefully.



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Labeled Diagram of My Hand

Name:

Draw a diagram of your hand and add labels to it.

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Ice Cream Mania!



Most people love ice cream.



Ice cream is one of the world's favorite foods. Why? There are three big reasons:

- There are many different flavors of ice cream.
- Ice cream can be eaten in lots of different ways. You can have it in a cone, a dish, an ice-cream cake, and even a sandwich.
- Ice cream tastes good!

After a healthy meal that includes plenty of veggies, ice cream is a real treat. It is often on the menu at birthday celebrations and other special events.

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How Ice Cream Is Made

Ice cream is a simple food. The main ingredients are milk, sugar, and water. It also has other ingredients to make it smooth and creamy.

But making it in a factory is not a simple process. Here's how it is done:

1. The ingredients are mixed together.
2. The mixture is heated to kill bacteria. Then it is churned to make it smooth.
3. The mixture is moved into a cold-storage tank. It stays there until it is firm.
4. Colors and flavors are added.
5. The ice cream is placed in a freezer. Inside the freezer, it is whipped up to force air into the ice cream to make it soft.
6. For some flavors, nuts or candy are then added.
7. Finally, the ice cream is packaged.

Most people who eat ice cream buy it from a supermarket. Others make their own ice cream at home. With an electric ice-cream maker, the mixture is quickly churned and frozen. Ice cream can also be made the old-fashioned way using a bowl, a whisk or an electric beater, and a freezer. This takes about four hours and a lot of churning. It takes a lot of muscle power to whip up ice cream by hand.



Ice cream is packaged in containers.

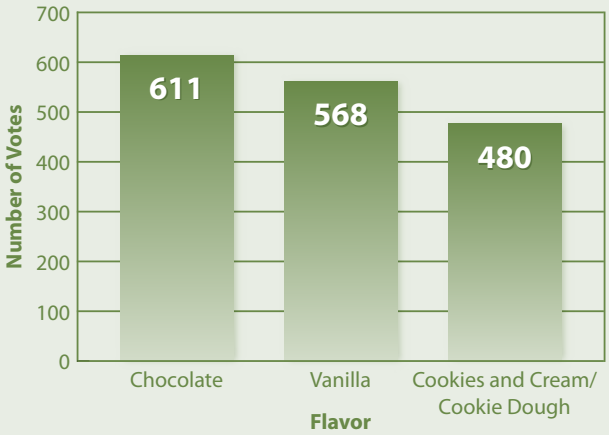
Who Ate All the Ice Cream?

More ice cream is eaten in the United States than in any other country in the world. In fact, Americans eat about 1.7 billion gallons of ice cream each year. Australia comes in second place. New Zealand is third.

The experts say that ice cream is a "sometimes food." This means that it's better to eat ice cream sometimes, rather than all the time. (You'll enjoy it more, too!) Ice cream can be enjoyed after a healthy meal that includes fruits and vegetables.

In a 2011 opinion poll, Americans were asked what ice cream flavors they liked the best. The bar graph below shows their three top choices.

Popular Ice Cream Flavors in the United States



Source: 2011 Harris Poll by Harris Interactive.

Sorbet, Soy, or Rice?

Ice cream isn't the only frozen dessert people love to eat. Another kind is sorbet, which is made from fruit and sugar. Soy ice cream is made from soy milk. Rice ice cream (or rice cream) is made from rice milk. Rice milk is made from brown rice and water.

None of these other desserts contain milk. This means that people who can't have milk can still have a frozen dessert. Sorbet, soy ice cream, and rice ice cream don't taste quite the same as ice cream made from milk. But they're still delicious.

So what's your favorite frozen dessert?

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GIANT PANDAS

FURRY FRIENDS

You may have seen giant pandas at the zoo. You may have seen pictures of them in books. But how much do you know about them? Their heavy bodies are covered in thick black-and-white fur. They have paws as big as boxing gloves. Like people, giant pandas often sit up while eating their food. Their jaws are really strong. And they have flat, wide teeth at the back of their mouths.

The huge paws, big teeth, and strong jaws of giant pandas help them eat bamboo. Bamboo is their favorite food. They eat up to 45 pounds of bamboo shoots each day. That's about the same as eating 270 carrots. That's a lot! But they have to eat that much to get all the nutrients they need.



Pandas are often seen sitting up while eating bamboo.

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Giant pandas live in China, a large country in eastern Asia.

PANDAS IN DANGER

Giant pandas live in the cool, rainy forests of China. Once, thousands and thousands of pandas lived there. But not anymore. Scientists say there are only about 1,800 pandas in the wild today. Why have they disappeared from their natural habitat?

One reason is that people have hunted pandas for many years. They have wanted the pandas' woolly fur to make warm clothing. Also, the pandas' natural habitat has shrunk because people have cut down many trees to build new farms and roads. Without a safe place to live, it is hard for pandas to breed. Today, pandas are considered a vulnerable species. That means they are at risk of becoming endangered if the circumstances threatening them do not improve.

Can We Save Them?

Giant pandas will have the best chance of survival if people:

- Keep panda hunting illegal.
- Increase the amount of protected habitat for pandas.
- Support conservation groups that help pandas.

CHANCES OF SURVIVAL

Many people are trying to help giant pandas survive. Conservation groups are also working hard to save them. In the 1960s, laws were passed in Asia to make it a crime to hunt pandas. Scientists are trying to help pandas, too. They are looking for ways to help them breed in the wild and in zoos.

China has made sure that pandas now have safe places to live. The government has set aside land just for pandas and other endangered animals. It will not let people spoil these new habitats. All these things have helped. But pandas are still in danger. In the past, some people's actions put them at risk of extinction, or disappearing forever. Today, we can all help them survive.



The San Diego Zoo, which had three giant pandas in 2018, studies its pandas to support worldwide conservation efforts.

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What I Might Learn
from "Giant Pandas"

Name:

I might learn _____

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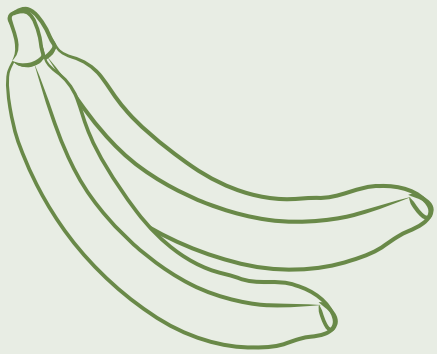
Classic Smoothie

A fruit smoothie is a special treat. It is easy to make, too. You will need to prepare the fruit and put it into the freezer at least 2 hours before you make the smoothie.

You will need:

- Blender
- Knife
- 1 plate
- Drinking glasses
- Straws (optional)
- 1 cup orange juice
- 1 cup fresh strawberries
- 2 fresh bananas



Here's how to make it:

1. At least 2 hours before you want to make the smoothie, wash the strawberries, take out the stems, and cut the strawberries into quarters. Put them on a plate in the freezer.



2. Peel and slice the bananas and put them on a plate in the freezer.



3. When you are ready to make the smoothie, pour the orange juice into a blender.



4. Add the strawberries and bananas.



5. Blend until smooth.



6. Pour into glasses, add straws, and enjoy!



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THE CITY ZOO





WELCOME TO THE CITY ZOO.

We are open every day from 9:30 A.M.–5:30 P.M.

FEEDING TIMES

Time	Animals
11:00 A.M.	Monkeys
12:00 P.M.	Zebras
1:00 P.M.	Giant Pandas
2:00 P.M.	Tigers
3:00 P.M.	Lions
4:00 P.M.	Polar Bears
5:00 P.M.	Chimpanzees

ACTIVITY TIMES

Time	Activity
11:00 A.M.	Spooky Spiders Talk (20 minutes)
12:00 P.M.	Sea Lion Display (10 minutes)
1:00 P.M.	Meet the Giraffes (30 minutes)
2:00 P.M.	World of Birds Talk (15 minutes)
3:00 P.M.	Tiger Tour (30 minutes, except Mondays)
4:00 P.M.	Alligator Show at Jurassic Swamp (10 minutes)

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The Friendship-fostering BUDDY BENCH

December 11, 2013 – Second-grader Christian Bucks noticed that some of his friends seemed lonely on the playground at recess. Then he remembered something he learned of that helps children make new friends at school, and he set his mind to making it happen.

Bucks initiated a buddy bench: a place where students can go and sit if they feel lonely or have nothing to do and another student will come up to them and ask if they want to play or just sit and talk. He says it acts as a way to "grow our dream circle of friends."

Bucks first heard about the buddy bench when his family was considering moving to Germany for a little while for his dad's work. He learned of a buddy bench at a German school, and he loved the idea right away. "He thought this was a great way to help other kids who might feel lonely or left out from time to time," said his mom, Alyson.

Just before school let out for the summer at Roundtown Elementary School in York, Pennsylvania, this year, Bucks told principal Matthew Miller about the buddy bench and explained why he thought the school should have one. Miller and the school's staff loved the idea and even let Bucks pick out the color and style of the bench!

The buddy bench is now installed near the playground, and Bucks hopes that people will use it and that it will help teach students to be kind to each other.

"We show we care about others when we ask others to play," Bucks said. "I also hope that new friendships will be made because of the buddy bench."

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Hey Joe,

How's It Going?

By Jennifer Marino Walters

Bottlenose dolphins are known for the high-pitched whistles they make to communicate. But what are they saying? Scientists now think some of those whistles might actually be unique (one of a kind) names for themselves and other dolphins.

Scientists already knew from past studies that each dolphin has a "signature whistle" it uses when it's in a group, and that dolphins respond to the whistles of other dolphins they know. A recent study suggests that when a dolphin hears the sound of its own whistle—whether recorded or copied by another dolphin—it often repeats the whistle back, as if to say, "Yes, I'm here!"

What's in a Name?

The scientists followed a group of wild dolphins off eastern Scotland for four months and recorded their signature whistles. Researchers then created computerized versions of the whistles that they could play back to the dolphins.

The scientists then played the whistles using an underwater speaker. In most cases, the dolphins responded to their own signature whistles by whistling them back, often immediately. The dolphins responded a little bit to recordings of other dolphins from the same group but didn't respond at all to unfamiliar dolphins from a different group.

The findings suggest that not only do dolphins recognize a familiar dolphin's signature whistle, but they also use another dolphin's signature whistle to call out to them, the same way humans call each others' names.

This is the first study testing wild dolphins' responses to signature whistles. It brings up the question of how common it is for animals to use whistles or other sounds to "name," or identify, themselves. Past studies have suggested that parrots, for instance, may engage in similar naming behaviors.

Stephanie King, the study's lead scientist, says, "I think we can really open the door now and look at this in more animals."



A recent study suggests that dolphins call each other by name.

"Hey Joe, How's It Going?" by Jennifer Marino Walters from *Scholastic News*, November 15, 2013 issue.
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GIANT JELLYFISH INVASION

Ruth A. Musgrave



A diver attaches a sensor to a Nomura's jellyfish. It will transmit the animal's location and other information.

Are aliens attacking the Sea of Japan? Not exactly. But these gigantic blobs are unwelcome visitors from another place. Called Nomura's jellyfish, the wiggly, pinkish giants can weigh up to 450 pounds (204 kilograms)—as heavy as a male lion—and they're swarming by the millions.

The supersize sea creatures—normally found off the coasts of China and North and South Korea—occasionally drift east into the Sea of Japan to feed on tiny organisms called plankton. But now one hundred times the usual number of jellyfish are invading Japanese waters. And local fishermen are feeling as if they are under siege.



The arrows show the route of the Nomura's jellyfish.

The fishermen's nets are getting weighed down, or even broken, by hundreds of jellyfish. The jellies crush, slime, and poison valuable fish in the nets, such as the tuna and salmon that the fishermen rely on to make a living.

FAST FACTS

- **Baby Nomura's jellyfish change from the size of a grain of rice to the size of a washing machine in six months or less.**
- **Jellyfish are 95% water.**
- **Jellyfish aren't actually fish; they're invertebrates—animals without backbones.**

No one knows for sure what's causing this jellyfish traffic jam. It's possible that oceans heated by global warming are creating the perfect jellyfish breeding ground. Another theory is that overfishing has decreased the numbers of some fish, which may allow the jellies to chow down without competition for food. For now, all the fishermen can do is design special nets to try to keep the jellies out. Some of them hope to turn the catastrophe into cash by selling jellyfish snacks. Peanut butter and jellyfish, anyone?

"Giant Jellyfish Invasion" by Ruth Musgrave/National Geographic Creative. Reprinted by permission of National Geographic Creative.
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Zoos Are **Good** for Animals



Lions and tigers and bears—oh my! Just about everyone enjoys a trip to the zoo. But are zoos good for animals? Many people think that they are.

One way that zoos help animals is by caring for them and treating animals that are sick. For example, the Wildlife Health Center at the Bronx Zoo in New York provides care for more than 15,000 animals. The zookeepers at the Bronx Zoo also work with animals to keep their minds and their bodies healthy. For example, the zookeepers use toys and games to help tigers develop their natural instincts, such as the instincts needed for hunting.



Zoos protect animals, too. Animals in zoos are safe from hunters. Zoos are also safe places for animals whose habitats are being threatened. By protecting animals, zoos help endangered species survive. In the last 30 years, zoos working with other conservation groups have helped save black-footed ferrets, California condors, red wolves, and other endangered species.

Zoos are also places where scientists can study animals. Zoos often share information with other zoos and scientists, which helps everyone learn more about the animals. The more we understand our animal friends, the more we can help protect them.

The next time you visit the zoo, say thanks to the zookeepers for making life better for the animals that live there.

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Zoos Are NOT GOOD for Animals



Imagine that you are visiting a zoo. You notice a lion in its cage pacing back and forth, back and forth, back and forth. The lion seems restless and unhappy—and it probably is. Experts say that when a lion, tiger, or other animal paces in its cage like that, it often means that the animal is bored or upset. Does that make you feel bad? If so, you are not alone.

Many people believe that keeping animals in zoos is cruel and unnatural. For one thing, some of the enclosures in zoos are much too small for the animals. Many zoos try to make their enclosures look like the animals' natural habitats. But just because it looks right to us does not mean it is good for the animals. Take elephants, for example. In the wild, elephants walk as much as 30 miles every day, looking for food and stopping at watering holes. Not even the best zoos can build enclosures large enough for elephants to live as they do in their natural habitat.

In the wild, animals learn how to survive when they are very young. For example, a young leopard learns how and where to hunt by watching its mother. When they are raised in zoos, leopards and other young animals never learn these and other important skills. They do not have to because humans feed and protect them. This is not a good thing. Most animals raised in zoos can never go back to their natural homes.

Some people say that zoos teach people about animals. Others argue that we do not have to put animals in cages to learn about them and that they belong in their natural habitat.



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An Important Idea the Author Wants Us to Remember About Zoos

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An Important Lesson in *Big Al*

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Thoughts About My Summer Reading

Name:

What kinds of books and stories do you want to read this summer?

Where do you think you might read your books this summer?

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What I Liked About Our Reading Community

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Reading Log

Date	Title	Author

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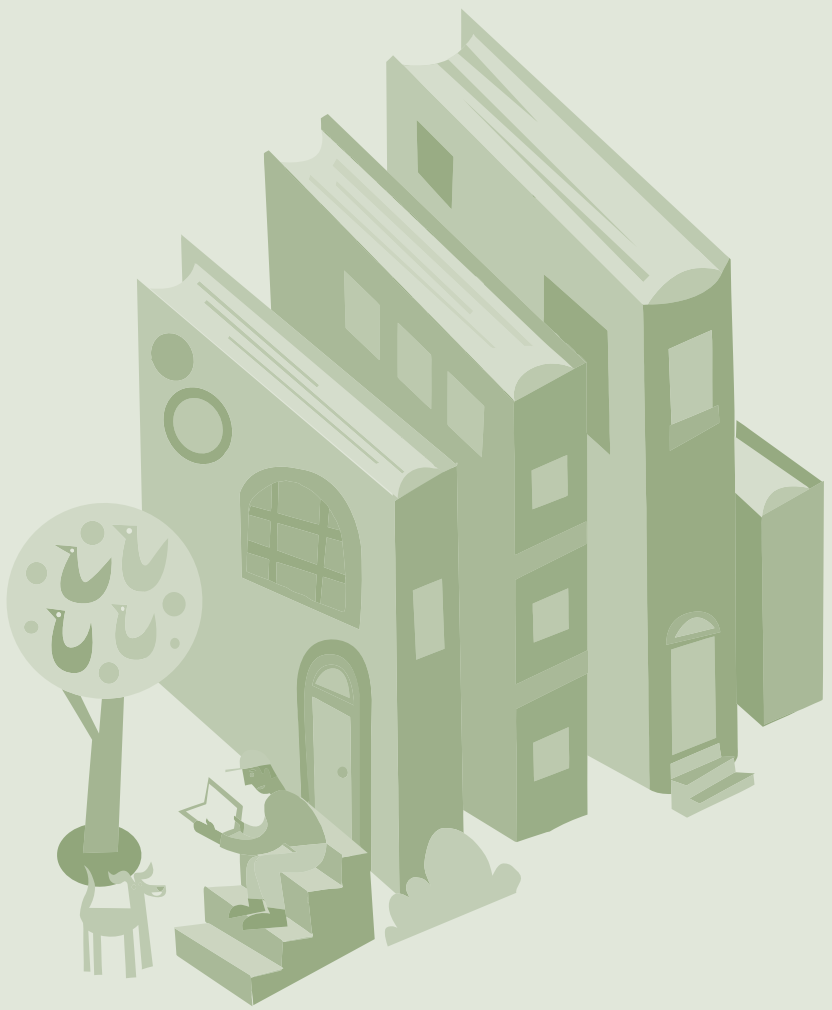
Reading Journal



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Center for the Collaborative Classroom

1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
800.666.7270
collaborativeclassroom.org

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GRADE 2

Assessment Resource Book

CCC Collaborative Literacy

Making Meaning®

Making Meaning®

THIRD EDITION



GRADE 2

ASSESSMENT RESOURCE BOOK

CCC

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Center for the Collaborative Classroom
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Assessment Overview

The assessments that accompany the *Making Meaning*® *Teacher's Manual* and *Vocabulary Teaching Guide* lessons are designed to help you (1) make informed instructional decisions as you teach the *Making Meaning* program, and (2) track and evaluate your students' reading comprehension, social development, and vocabulary knowledge over time. For descriptions of these assessments, see "About Comprehension and Social Skills Assessments" on the next page and "About Vocabulary Assessments" on page xix.

As you teach the lessons in the *Teacher's Manual* and the *Vocabulary Teaching Guide*, an assessment icon () will alert you whenever an assessment is suggested. If you are using the *Digital Teacher's Set*, you can tap the assessment icon to open the CCC ClassView™ assessment app.

Everything you need to conduct each assessment, including instructions and forms, can be found in this book or can be accessed through the CCC ClassView app (classview.org). Printable forms are also available on the CCC Learning Hub (ccclearninghub.org).

You may choose to record your students' progress using forms copied from this book or printed from the CCC Learning Hub, or you may choose to enter the information electronically using the CCC ClassView app (for more information, see "CCC ClassView App" below).

CCC ClassView App

CCC ClassView is an online application that contains all of the same assessment forms and instructions that are included in this *Assessment Resource Book*. This tool also enables you to electronically collect, sort, synthesize, and report assessment data for each student. When conducting the assessments, you can enter data directly into the CCC ClassView app and then generate reports on the progress of individual students and the class as a whole.

You can access the CCC ClassView app by tapping the assessment icons or links in the *Digital Teacher's Set*, by going directly to the app (classview.org), or by clicking the CCC ClassView button on the grade-level program resources page on the CCC Learning Hub (ccclearninghub.org). For more information about this assessment tool, view the "Using the CCC ClassView App" tutorial (AV41).

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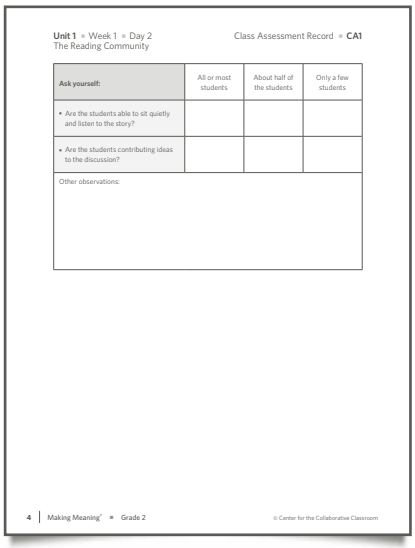
About Comprehension and Social Skills Assessments

The assessments that accompany the *Making Meaning Teacher's Manual* include both formative and summative assessments. These assessments enable you to track and evaluate your students' progress and needs, unit by unit and across the year.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' academic and social growth over time, through class observation and individual conferences. Formative assessments in the program include class assessments and IDR conferences.

Class Assessment



Unit 1 ▪ Week 1 ▪ Day 2
The Reading Community

Class Assessment Record ▪ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
• Are the students able to sit quietly and listen to the story?			
• Are the students contributing ideas to the discussion?			
Other observations:			

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The Class Assessment is designed to help you assess the performance and needs of the whole class. As you teach the lessons, a Class Assessment Note in the *Teacher's Manual* will alert you when an assessment is suggested. These notes occur about once per week, during a time in the lesson when the students are demonstrating their use of the strategies they have learned to make sense of text.

During the class assessment, you have the opportunity to randomly observe students working in pairs or individually (select strong, average, and struggling readers) as you ask yourself questions that focus your observations. Each Class Assessment Note in the *Teacher's Manual* has a corresponding "Class Assessment Record" sheet (CA) where you can record your observations. The record sheet reiterates the suggestions from the *Teacher's Manual* for how to proceed with the instruction based on your observations.

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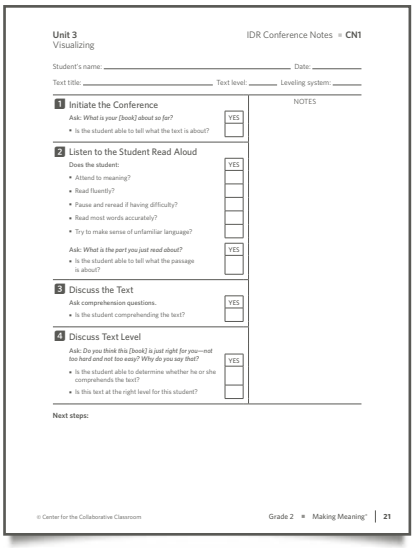
IDR Conferences



Unit 3 — IDR Conference Notes ▪ CN1
Visualizing

Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

NOTES

1 Initiate the Conference
Ask: *What is your [book] about so far?* YES
• Is the student able to tell what the text is about?

2 Listen to the Student Read Aloud
Does the student: YES
• Attend to meaning?
• Read fluently?
• Pause and reread if having difficulty?
• Read most words accurately?
• Try to make sense of unfamiliar language?

Ask: *What is the part you just read about?* YES
• Is the student able to tell what the passage is about?

3 Discuss the Text
Ask comprehension questions. YES
• Is the student comprehending the text?

4 Discuss Text Level
Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?* YES
• Is the student able to determine whether he or she comprehends the text?
• Is this text at the right level for this student?

Next steps:

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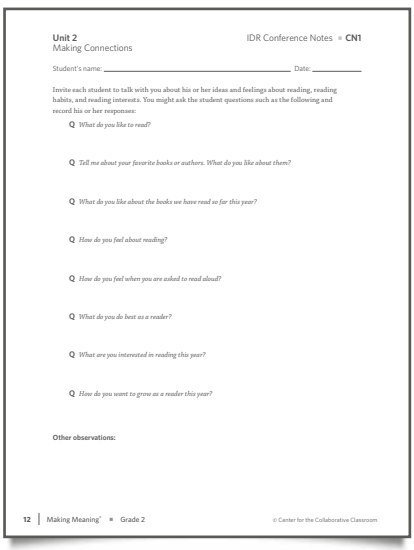
IDR conferences provide you with the opportunity to talk with individual students about their reading, identify areas of strength, and note areas in which students need more support. As you teach the lessons, an IDR Conference Note in the *Teacher's Manual* will alert you when a conference is suggested. Initially, your individual student conferences will focus on getting to know the students as readers and on ensuring that they are reading appropriately leveled texts (for more information, see "Student Reading Goals and Interests Survey" below). As the year progresses, the IDR conferences focus more on assessing the students' comprehension, supporting students' reading growth, and encouraging self-monitoring (for more information, see "Resource Sheet for IDR Conferences" on the next page).

You can document your observations and suggestions that result from each conference on an "IDR Conference Notes" record sheet (CN). We recommend that you document at least one IDR conference per student per unit. The "IDR Conference Class Record" sheet (CR1) is provided for you to record the dates you confer with each student over the course of the year (see page 145).

You will refer to the "IDR Conference Notes" record sheets to help you evaluate each student's comprehension development in the Individual Comprehension Assessment that occurs at the end of Units 3–9. For more information, see "Individual Comprehension Assessment" on page ix.



Unit 2 — IDR Conference Notes ▪ CN1
Making Connections

Student's name: _____ Date: _____

Invite each student to talk with you about his or her ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record his or her responses:

Q *What do you like to read?*

Q *Tell me about your favorite books or authors. What do you like about them?*

Q *What do you like about the books we have read so far this year?*

Q *How do you feel about reading?*

Q *How do you feel when you are asked to read aloud?*

Q *What do you do best as a reader?*

Q *What are you interested in reading this year?*

Q *How do you want to grow as a reader this year?*

Other observations:

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Student Reading Goals and Interests Survey

The questions provided in the first "IDR Conference Notes" record sheet can be used as a beginning-of-year survey of your students' reading goals and interests. After you have conferred with all of your students, we recommend that you review the students' responses to the questions and look both for patterns across the class and for individual comments that stand out to you. For example, you might note authors, book series, and genres the students are interested in reading and whether the students enjoy reading. The information you gather can help you plan instruction in the coming months.

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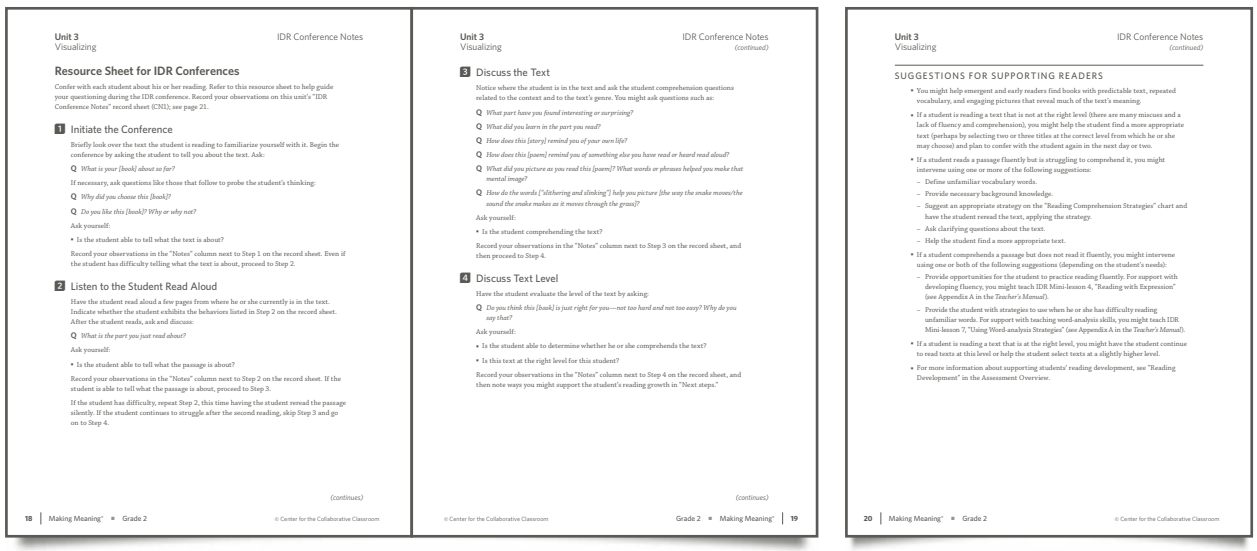
After analyzing your students' responses, you might share with the class what you have learned about them as readers and how you plan to help them build their love of reading over the course of the year. For ideas on how to facilitate a class discussion about the survey, see the extension "Discuss the Students' Reading Goals and Interests" on page 91 of the *Teacher's Manual*.

The questions in the final IDR Conference Note of the year can serve as an end-of-year survey of your students' perceptions of their growth as readers, a measure of their attitudes toward reading, and a summary of their goals for summer reading. After you have conferred with your students, you might share the information from the end-of-year survey with them, compare it with the information from the beginning-of-year survey, and discuss how the students' attitudes toward reading have changed.

Resource Sheet for IDR Conferences In Units 3–9, you will use a unit-specific "Resource Sheet for IDR Conferences" to guide you as you confer (see pages 18–20). This resource sheet outlines a process you can use when conferring with your students about their independent reading. It includes questions you can ask to help you probe the students' thinking about what they are reading and to assess the students' comprehension of their texts. It also includes suggestions for supporting the students' reading growth. Each section of the resource sheet has a corresponding section in the "IDR Conference Notes" record sheet (CN), where you can record notes and observations as you confer.



Unit 3 Visualizing — IDR Conference Notes

Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 21.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

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Unit 3 Visualizing — IDR Conference Notes *(continued)*

3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q *What part have you found interesting or surprising?*

Q *What did you learn in the part you read?*

Q *How does this [story] remind you of your own life?*

Q *How does this [poem] remind you of something else you have read or heard read about?*

Q *What did you picture as you read this [poem]? What words or phrases helped you make that mental image?*

Q *How do the words ["slithering and slinking"] help you picture [the way the snake moves/the sound the snake makes as it moves through the grass]?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the "Notes" column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

Q *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the "Notes" column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in "Next steps."

(continues)

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Unit 3 Visualizing — IDR Conference Notes *(continued)*

SUGGESTIONS FOR SUPPORTING READERS

- You might help emergent and early readers find books with predictable text, repeated vocabulary, and engaging pictures that reveal much of the text's meaning.
- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the "Reading Comprehension Strategies" chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, "Reading with Expression" (see Appendix A in the *Teacher's Manual*).
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 7, "Using Word-analysis Strategies" (see Appendix A in the *Teacher's Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students' reading development, see "Reading Development" in the Assessment Overview.

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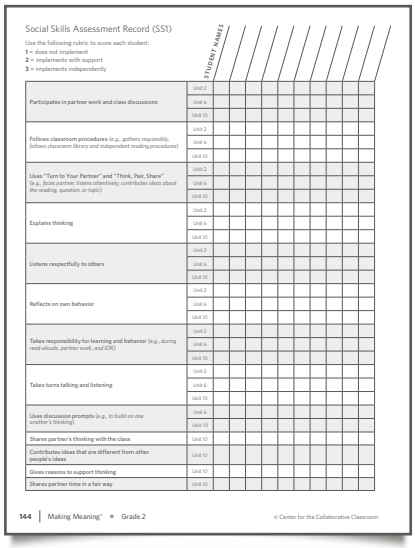
SUMMATIVE ASSESSMENTS

Summative assessments enable you to evaluate and measure the comprehension and social development of each student. Summative assessments include the Social Skills Assessment and the Individual Comprehension Assessment.

Social Skills Assessment


Social Skills Assessment Record (SS1)

Use the following rubric to score each student:
1 = does not implement
2 = implements with support
3 = implements independently

STUDENT NAMES

Participates in partner work and class discussions	Unit 2, Unit 6, Unit 10
Follows classroom procedures *(e.g., gathers responsibly, follows classroom library and independent reading procedures)*	Unit 2, Unit 6, Unit 10
Uses "Turn to Your Partner" and "Think, Pair, Share" *(e.g., faces partner, listens attentively, contributes ideas about the reading, question, or topic)*	Unit 2, Unit 6, Unit 10
Explains thinking	Unit 2, Unit 6, Unit 10
Listens respectfully to others	Unit 2, Unit 6, Unit 10
Reflects on own behavior	Unit 2, Unit 6, Unit 10
Takes responsibility for learning and behavior *(e.g., during read-alouds, partner work, and IDR)*	Unit 2, Unit 6, Unit 10
Takes turns talking and listening	Unit 2, Unit 6, Unit 10
Uses discussion prompts *(e.g., to build on one another's thinking)*	Unit 6, Unit 10
Shares partner's thinking with the class	Unit 10
Contributes ideas that are different from other people's ideas	Unit 10
Gives reasons to support thinking	Unit 10
Shares partner time in a fair way	Unit 10

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The Social Skills Assessment enables you to assess how well each student is learning and applying the social skills taught in the program and how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. As you teach the lessons, a Social Skills Assessment Note in the *Teacher's Manual* will alert you when a social skills assessment is suggested. We recommend that you do this assessment three times: at the beginning, middle, and end of the year. The "Social Skills Assessment Record" sheet (SS1) allows you to track how individual students are doing with specific skills during the course of the year (see page 144).

Individual Comprehension Assessment

The Individual Comprehension Assessment is designed to help you assess the strategy use and comprehension development of individual students. It is administered once per unit, in Units 3–9. The "Individual Comprehension Assessment" record sheet (IA) consists of two sections—Part A: Strategy Assessment and Part B: IDR Assessment—and reflection questions to help guide your assessment of each student's growth.

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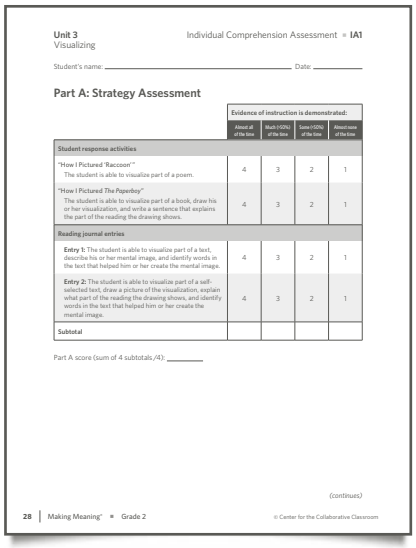

Unit 3
Visualizing

Individual Comprehension Assessment ■ **IA1**

Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"How I Pictured 'Raccoon'" The student is able to visualize part of a poem.	4	3	2	1
"How I Pictured *The Paperboy*" The student is able to visualize part of a book, draw his or her visualization, and write a sentence that explains the part of the reading the drawing shows.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to visualize part of a text, describe his or her mental image, and identify words in the text that helped him or her create the mental image.	4	3	2	1
Entry 2: The student is able to visualize part of a self-selected text, draw a picture of the visualization, explain what part of the reading the drawing shows, and identify words in the text that helped him or her create the mental image.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals /4): _____

(continues)

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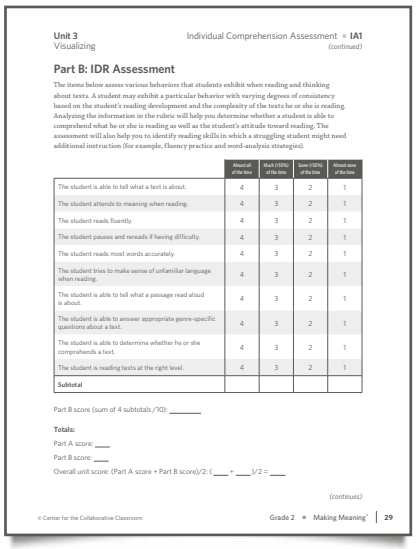
Part A: Strategy Assessment The Strategy Assessment section helps you analyze each student's independent strategy work on four activities completed during the unit. The four activities include two student response activities (usually focusing on strategy work with a read-aloud text) and two reading journal activities (asking the students to apply the unit's strategy work to their independent reading). Teacher Notes in the *Teacher's Manual* identify which activities will be assessed in that unit's Individual Comprehension Assessment. Examples of a student response activity, a journal entry, and an annotated Strategy Assessment rubric are provided for each unit as models to help you score your students' work using the rubric.

Part B: IDR Assessment The IDR Assessment section helps you assess each student's comprehension using a rubric that identifies various behaviors the students exhibit when reading and thinking about texts. During the assessment, you will review the information you have collected on the student's "IDR Conference Notes" record sheets and think about the student's participation during class discussions and IDR. To complete the assessment, you will use the information to determine whether the student shows evidence of actively engaging with and making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time.



Unit 3
Visualizing

Individual Comprehension Assessment ■ **IA1**
(continued)

Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals /10): _____

Totals:

Part A score: ___

Part B score: ___

Overall unit score: (Part A score + Part B score)/2: (___ + ___)/2 = ___

(continues)

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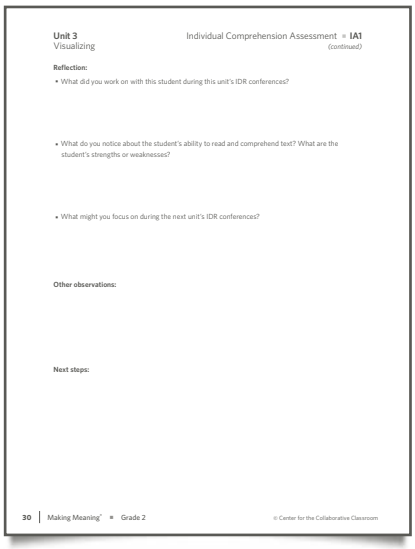

Unit 3
Visualizing

Individual Comprehension Assessment ■ **IA1**
(continued)

Reflection:

- What did you work on with this student during this unit's IDR conferences?

- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

- What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Analyzing the information in the IDR Assessment rubric will help you determine whether a student is able to comprehend what he or she is reading and will help you evaluate the student's attitude toward reading. The assessment will also help you to identify areas in which you can focus your instruction to support the student's reading growth (for example, fluency practice and word-analysis strategies). For information about supporting your students' reading growth, see "Reading Development" on on the next page.

Examples of an annotated "IDR Conference Notes" record sheet and an annotated IDR Assessment rubric are provided for each unit as models to help you analyze your students' reading comprehension using the rubric.

Reflection The Reflection section of the IDR Assessment provides questions that help you reflect on the instructional support you provided to the student during the unit, the student's ability to read and comprehend text, and what you would like to focus on during the next unit's IDR conferences. Space is provided for recording observations and suggestions for future instruction.

The information from the "Individual Comprehension Assessment" and "IDR Conference Notes" record sheets constitutes a record of each student's development over the unit. If you wish to use the Individual Comprehension Assessment as a basis for assigning a grade, the "Individual Comprehension Assessment" record sheet includes instructions for calculating an overall unit score. We recommend that progress in the *Making Meaning* program be determined by an increase in scores over time, rather than by each unit's score. The assumption is that each student is growing into a strong reader at his or her own pace.

You can use the "Individual Comprehension Assessment Student Record" sheet (SR2) to create a cumulative record of each student's scores on the assessment during the year. Space is provided on the record sheet for you to write comments about the student's performance and suggestions for additional support. You can use the "Individual Comprehension Assessment Class Record" sheet (CR2) to record and track your students' progress as a class.

To learn more about using the Individual Comprehension Assessment, view "Using the Individual Comprehension Assessment" (AV31).



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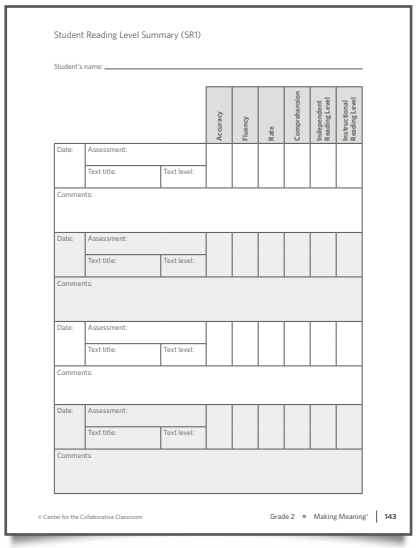
Student Reading Level Summary


Student Reading Level Summary (SR1)

Student's name: _____

			Accuracy	Fluency	Rate	Comprehension	Independent Reading Level	Instructional Reading Level
Date:	Assessment:							
	Text title:	Text level:						
Comments:								
Date:	Assessment:							
	Text title:	Text level:						
Comments:								
Date:	Assessment:							
	Text title:	Text level:						
Comments:								
Date:	Assessment:							
	Text title:	Text level:						
Comments:								

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In addition to the Individual Comprehension Assessment, you may wish to use other informal and formal tools to assess your students' comprehension of text (for example, running records and benchmark assessments). Regardless of which assessment tool(s) you use, it is important to monitor and record the students' progress across the year. The "Student Reading Level Summary" record sheet (SR1) can be used to record individual students' reading assessment data. You might wish to use the information recorded to discuss your students' reading growth with their families, to inform your instruction, and to help support individual students in their growth as readers.

Overview of Grade 2 Assessments

The table below provides an overview of the comprehension and social skills assessments in grade 2 of the *Making Meaning* program. The squares indicate the units in which a particular assessment can be found.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Class Assessment	■	■	■	■	■	■	■	■	■	■
IDR Conferences		■	■	■	■	■	■	■	■	■
Social Skills Assessment		■				■				■
Individual Comprehension Assessment			■	■	■	■	■	■	■	

Individual Assessment Folders

We recommend that you create a folder for each student in which to store the "Individual Comprehension Assessment" and "IDR Conference Notes" record sheets. You may also want to make copies of each student's assessed student response activities and reading journal entries and file these in the student's assessment folder. Periodically, you can use the materials in the folder to discuss the student's progress with the student, as well as with parents and other adults in the school. The folders can travel to the next grade with the students.

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Reading Development

Young students learn to read by being read to, by acquiring letter–sound and sight-word knowledge, and by exploring text—lots of text. They love to reread their favorite books and engage in rhyming activities, and it is through these and other activities that they begin to understand that print carries meaning. Young students read books in a variety of ways, such as by retelling familiar stories in their own words and by telling stories as they refer to the pictures. As the students' knowledge of letter–sound correspondence develops and they grow a sight-word base, they begin to read the words on the page. With much practice, their reading starts to become more automatic. They focus less on decoding individual words and more on the meaning of the text.

The "Stages of Reading Development" chart starting on the next page shows the stages through which students commonly progress on their way to becoming independent and critical readers. Note that because reading development is a continuum, students may display behaviors from multiple stages at any given time as they encounter new and more complex texts. For each stage, the chart gives approximate Guided Reading Levels and lists behaviors students may display at each stage of development. The chart also lists ways you can support students at each stage.

Some of the characteristics identified in the chart appear at multiple stages (for example, "understands that print carries a message," "reads with expression," and "recognizes letters and letter–sound relationships"). This ongoing development of skills is to be expected as students begin to make connections between the spoken and written word and the many nuances of the English language.

You might use the information in the "Stages of Reading Development" chart in conjunction with the information you gather from the Individual Comprehension Assessment to discuss your students' reading growth with their families, to inform your instruction, and to help support individual students as they become independent readers. Keep in mind that each student will progress through these stages at his or her own pace.

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Stages of Reading Development

Stage 1

Awareness and Exploration

Approximate Guided Reading Level*

- A

Characteristics

- Enjoys listening to and discussing storybooks
- Understands that print carries a message
- Engages in reading and writing attempts
- Identifies labels and signs in his or her environment
- Participates in rhyming games
- Recognizes some letters and is beginning to attend to letter–sound relationships

Support

- Reread favorite stories and nursery rhymes to the student.
- Read books that are predictable and have repetition, and encourage the student to join in with you.
- Talk about stories and pictures in the stories.
- Ask the student questions about stories before, during, and after reading.
- Create a print-rich environment (labels, signs, bulletin boards) to expose the student to a variety of print.
- Engage the student in activities that develop concepts of print (e.g., word boundaries, directionality, and one-to-one correspondence between the written and spoken word).
- Direct the student's attention to where to begin reading and point to individual words as you read books aloud.
- Help the student recognize letters and letter–sound relationships (e.g., encourage the student to explore alphabet books and puzzles).
- Engage the student in language games and rhythmic activities.
- Provide the student with time every day to read self-selected texts independently or with peers.
- Encourage the student to experiment with writing.
- Encourage parents or other family members to read aloud to the student every day.

*Guided Reading Levels are based on Fountas and Pinnell's "Instructional Level Expectations for Reading" dated 8/07/2014, found on the Heinemann website (Heinemann.com).

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Stages of Reading Development *(continued)*

Stage 2

Emergent Reader

Approximate Guided Reading Levels

- A–B

Characteristics

- Relies on the pictures to gather information about a story's meaning
- Understands that print carries a message
- Understands directionality and other familiar concepts of print
- Tracks words on the page by pointing to words as he or she develops one-to-one matching
- Is developing a larger sight-word vocabulary
- Recognizes letters and attends to letter–sound relationships
- Shows familiarity with rhyming and beginning sounds

Support

- Read and reread books from a variety of genres.
- Read books that are predictable and have repetition, and encourage the student to join in with you.
- Read rhyming books.
- Point to each word as you read books aloud to the student.
- Talk about stories and pictures in the stories.
- Ask the student questions about stories before, during, and after reading.
- Reinforce concepts of print (e.g., word boundaries, directionality, and one-to-one correspondence between the written and spoken word).
- Work on phonics and phonological awareness.
- Help the student segment spoken words into individual sounds and blend the sounds into whole words.
- Expand vocabulary by talking about words.
- Provide the student with time every day to read self-selected texts independently or with peers.
- Encourage the student to write every day (independently or through dictation).
- Encourage parents or other family members to read aloud to the student every day.

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Stages of Reading Development *(continued)*

Stage 3

Early Reader

Approximate Guided Reading Levels

- B–J/K

Characteristics

- May still rely on pictures to gather information about a story's meaning
- Points to words only when a problem is encountered
- Is continuing to develop his or her sight-word vocabulary
- Is beginning to notice errors and attempts to correct them
- Is beginning to use more than one strategy to problem-solve unknown words (e.g., decoding, using context clues and/or picture clues, rereading)
- Is beginning to attend to punctuation and use expression while reading familiar texts
- Is beginning to self-monitor reading (e.g., asking questions to check for understanding during reading, predicting what will happen, summarizing what was read)

Support

- Read and reread books from a variety of genres.
- Ask the student questions about stories before, during, and after reading.
- Talk about stories and pictures in the stories.
- Work on phonics and phonological awareness.
- Listen to the student read books that he or she can read successfully.
- Encourage the student to read familiar texts with expression.
- Help the student locate words that he or she knows.
- Expand vocabulary by talking about words before reading the text.
- Provide the student with time every day to read self-selected texts independently or with peers.
- Encourage the student to write every day (independently or through dictation).
- Encourage parents or other family members to read aloud to the student every day.

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Stages of Reading Development *(continued)*

Stage 4

Transitional Reader

Approximate Guided Reading Levels

- J/K–M/N

Characteristics

- Relies less on pictures to gather information about a story's meaning and more on the text
- Uses more than one strategy to problem-solve unknown words (e.g., decoding, analyzing word parts, using context clues and/or picture clues, rereading)
- Consistently notices and then self-corrects errors
- Is continuing to expand vocabulary, which allows him or her to focus more on meaning
- Attends to punctuation and reads familiar text with phrasing and expression
- Begins to engage in silent reading
- Consistently self-monitors reading (e.g., asking questions to check for understanding during reading, predicting what will happen, summarizing what was read)

Support

- Encourage the student to choose books that he or she can read successfully.
- Encourage the student to read silently for longer periods of time.
- Engage the student in conversations about what he or she has read.
- Work with the student on deciphering longer words by analyzing word parts.
- Work on developing fluency.
- Define unfamiliar vocabulary words.
- Provide the student with time every day to read self-selected texts independently.
- Encourage the student to write every day.
- Encourage parents or other family members to read aloud to the student every day and engage in discussion as they read.

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Stages of Reading Development *(continued)*

Stage 5

Fluent/Independent Reader

Approximate Guided Reading Levels

- M/N–V/W

Characteristics

- Selects a variety of "just-right" texts for varying purposes
- Uses multiple strategies to problem-solve unknown words quickly
- Self-corrects all significant errors quickly (e.g., using strategies such as decoding, analyzing word parts, using context clues and/or picture clues, rereading)
- Reads a variety of genres such as fiction, nonfiction, fantasy, mystery, poetry, etc.
- Reads orally with expression and at an appropriate rate
- Reads silently most of the time
- Consistently self-monitors reading (e.g., asking questions to check for understanding during reading, predicting what will happen, summarizing what was read)

Support

- Make sure the student has access to a wide variety of reading materials that he or she can read successfully and that will challenge him or her to think critically.
- Engage the student in conversation about what he or she has read.
- Ask the student questions that encourage him or her to analyze the text or generate questions about the text.
- Read the first few chapters of a book with the student; discuss characters, plot, and setting.
- Define unfamiliar vocabulary words.
- Provide the student with time every day to read self-selected texts independently.
- Encourage the student to write about what he or she has read.

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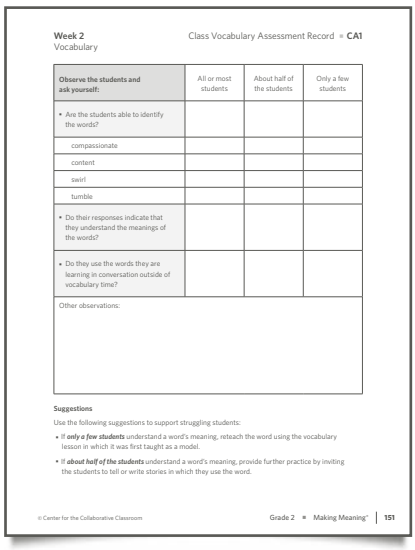
About Vocabulary Assessments

The assessments that accompany the *Vocabulary Teaching Guide* lessons help you evaluate your students' knowledge of the words they are learning and track your students' progress throughout the year. In grade 2, both formative and summative assessments are included.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' vocabulary growth through class observation and support you in differentiating instruction, as necessary.

Class Vocabulary Assessment



Week 2
Vocabulary

Class Vocabulary Assessment Record ▪ **CA1**

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
• Are the students able to identify the words?			
compassionate			
content			
swirl			
tumble			
• Do their responses indicate that they understand the meanings of the words?			
• Do they use the words they are learning in conversation outside of vocabulary time?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

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The Class Vocabulary Assessment is designed to help you evaluate the performance and needs of the whole class. This assessment occurs every two weeks, beginning in Week 2, during the ongoing review activity. A Class Vocabulary Assessment Note in the *Vocabulary Teaching Guide* will alert you when an assessment is suggested. During the assessment, you will have the opportunity to observe the students and ask yourself questions about their understanding of the words, as well as note their use of words outside of vocabulary time and their enthusiasm for learning words. Each Class Vocabulary Assessment Note has a corresponding "Class Vocabulary Assessment Record" sheet (CA1) on which you can record your observations. The record sheet includes the questions from the assessment note and provides suggestions for students who are struggling with words.

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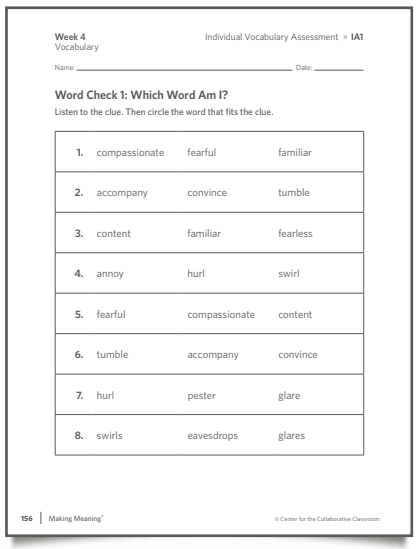
SUMMATIVE ASSESSMENTS

Summative assessments enable you to evaluate and score each student's knowledge of the words taught during the vocabulary lessons.

Individual Vocabulary Assessment



Week 4
Vocabulary

Individual Vocabulary Assessment ▪ IA1

Name: _____ Date: _____

Word Check 1: Which Word Am I?

Listen to the clue. Then circle the word that fits the clue.

1.	compassionate	fearful	familiar
2.	accompany	convince	tumble
3.	content	familiar	fearless
4.	annoy	hurl	swirl
5.	fearful	compassionate	content
6.	tumble	accompany	convince
7.	hurl	pester	glare
8.	swirls	eavesdrops	glares

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The Individual Vocabulary Assessment is designed to help you assess individual students' knowledge of the words. This assessment occurs after weeks 4, 8, 12, 16, 20, 24, and 30 and focuses on words taught during the previous four weeks (or six weeks in the case of the Week 30 assessment). An Individual Vocabulary Assessment Note in the *Vocabulary Teaching Guide* will alert you when the assessment is suggested.

The Individual Vocabulary Assessment is a multiple-choice assessment that uses activity formats such as "Which Word Am I?" and "I'm Thinking of a Word" that are familiar to the students from the weekly lessons. Each assessment includes a teacher instruction sheet and an answer key. The students record their answers on the corresponding "Individual Vocabulary Assessment: Word Check" answer sheet (IA1). We recommend that you discuss each item with the students after they have completed the assessment. Suggested follow-up questions that require the students to explain their thinking are provided on each instruction sheet. The instruction sheet also includes suggestions for scoring and assigning grades to the assessment.

You can use the "Individual Vocabulary Assessment Student Record" sheet (SR1) to create a cumulative record of each student's scores on the assessment throughout the year. Space is provided on the record sheet for you to write comments about the student's performance and suggestions for additional support. You can use the "Individual Vocabulary Assessment Class Record" sheet (CR1) to record and track your students' progress as a class.

To learn more about using the Individual Vocabulary Assessment, view "Using the Individual Vocabulary Assessment" (AV51).

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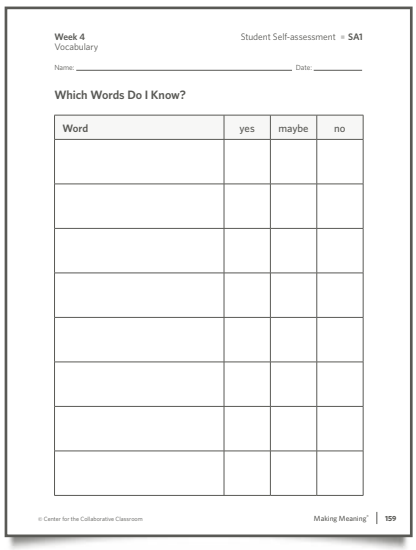
Student Self-assessment



Week 4
Vocabulary

Student Self-assessment ▪ SA1

Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

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The Student Self-assessment empowers the students to become partners in their own assessment by giving them the opportunity to evaluate their understanding of the words they are learning. The assessment can also be used to identify which words the students need to practice and review further. We recommend that the Student Self-assessment be administered in place of or in addition to the Individual Vocabulary Assessment, with the students assessing their knowledge of a set of words you select. A Student Self-assessment Note during Ongoing Review will alert you when the assessment is recommended.

The Student Self-assessment includes a "Student Self-assessment" response sheet (SA1), on which the students record whether they know what a word means ("yes"), whether they *think* they know what a word means ("maybe"), or whether they do not know what a word means or cannot remember ("no"). The assessment also includes instructions for preparing and conducting the assessment, as well as suggestions for how to use the results to help students identify which words they are struggling with and to support the students in reviewing those words.

Overview of Grade 2 Assessments

The table below provides an overview of the assessments that accompany the *Vocabulary Teaching Guide* in grade 2 of the *Making Meaning* program. The squares indicate the weeks in which a particular assessment can be found.

	Week of Instruction														
Assessment	**2**	**4**	**6**	**8**	**10**	**12**	**14**	**16**	**18**	**20**	**22**	**24**	**26**	**28**	**30**
Class Vocabulary Assessment	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Individual Vocabulary Assessment		■		■		■		■		■		■			■
Student Self-assessment		■		■		■		■		■		■			■

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Comprehension and Social Skills Assessments

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Unit 1

The Reading Community

FICTION AND NARRATIVE NONFICTION

Class Assessment Records (CA1–CA3) 4

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to sit quietly and listen to the story?			
▪ Are the students contributing ideas to the discussion?			
Other observations:			

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students taking turns sharing ideas?			
▪ Are the students able to recall details from the story?			
Other observations:			

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students contributing ideas to the discussion?			
▪ Are the students' ideas centered on the story?			
▪ Are the students having difficulty listening to the story?			
▪ Are the students having difficulty listening to one another?			
Other observations:			

Suggestions:

- If ***all or most students*** are contributing ideas that are centered on the story, continue with the lesson.
- If ***about half of the students*** are contributing ideas that are centered on the story, you might ask additional questions such as:
  - **Q** *What made Alta different from a lot of other girls?*
  - **Q** *What did Alta do especially well?*
- If ***only a few students*** are contributing ideas that are centered on the story, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Unit 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Unit 2

Making Connections

FICTION

Class Assessment Records (CA1–CA4). 8

IDR Conference Notes (CN1) 12

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students connecting to important ideas in the story rather than to details?			
Other observations:			

Suggestions:

- If ***all or most students*** are making text-to-self connections to important ideas in the story, proceed with the lesson.
- If ***about half of the students*** are making text-to-self connections to important ideas in the story, proceed with the lesson and plan to check in with students who are not making connections during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:
  - **Q** *What does that remind you of in your own life?*
  - **Q** *How are you like this character? How are you different?*
- If ***only a few students*** are able to make text-to-self connections to important ideas in the story, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students connect the writing and pictures about their own lives to the story?			
Other observations:			

Suggestions:

- If ***all or most students*** are connecting the writing and pictures about their lives to the story, proceed with the lesson.
- If ***about half of the students*** are connecting the writing and pictures about their lives to the story, proceed with the lesson and plan to check in with students who are not making text-to-self connections during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:
  - **Q** *What does that remind you of in your own life?*
  - **Q** *How are you like this character? How are you different?*
- If ***only a few students*** are connecting the writing and pictures about their lives to the story, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to express their opinions of the story?			
▪ Are they able to explain their thinking clearly?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to express their opinions and explain their thinking, proceed with the lesson.
- If ***about half of the students*** are able to express their opinions and explain their thinking, proceed with the lesson and plan to check in with students who are struggling to explain their thinking. You might have the students tell you about what they just read and follow up with questions such as:
  - **Q** *What do you like about this part of the story?*
  - **Q** *What in the story makes you think that [there is going to be a storm]?*
- If ***only a few students*** are able to express their opinions and explain their thinking, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify similarities and differences between the two stories?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to identify similarities and differences between the two stories, proceed with Independent Strategy Practice on Day 3.
- If ***about half of the students*** are able to identify similarities and differences between the two stories, proceed with Day 3 and plan to check in with students who are not making connections during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:

  Q *What other stories have you read or heard about [someone who's brave]?*

  Q *What other stories about [animals] have you read or heard?*

- If ***only a few students*** are making connections between the two stories, you might give the class additional instruction by repeating Days 1 and 2 of last week and this week using a pair of alternative books before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Student's name: _____ Date: _____

Invite each student to talk with you about his or her ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record his or her responses:

Q *What do you like to read?*

Q *Tell me about your favorite books or authors. What do you like about them?*

Q *What do you like about the books we have read so far this year?*

Q *How do you feel about reading?*

Q *How do you feel when you are asked to read aloud?*

Q *What do you do best as a reader?*

Q *What are you interested in reading this year?*

Q *How do you want to grow as a reader this year?*

Other observations:

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Unit 3

Visualizing

NARRATIVE NONFICTION, POETRY, AND FICTION

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Resource Sheet for IDR Conferences 18

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Individual Comprehension Assessment (IA1) 28

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Did the students draw mental pictures of the poem?			
▪ Are the students able to identify words and phrases in the poem that helped them draw their pictures?			
Other observations:			

Suggestions:

- If ***all or most students*** drew mental pictures of the poem, proceed with the lesson.
- If ***about half of the students*** or ***only a few students*** drew mental pictures of the poem, you might give the class additional instruction by repeating this week's instruction using alternative poems before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Visualizing

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to visualize images that connect to words in the poem?			
▪ When asked, do they refer to the text to describe the connections they are making?			
Other observations:			

Suggestions:

- If ***all or most students*** describe images that connect to words in the poem, proceed with the lesson.
- If ***about half of the students*** describe images that connect to words in the poem, proceed with the lesson and plan to check in with students who are not visualizing during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:

  Q *What did you see in your mind when you read that passage?*

  Q *What kind of picture could you draw to illustrate what you just read?*

- If ***only a few students*** describe images that connect to words in the poem, you might give the class additional instruction by repeating Days 1 and 2 of this week using alternative poems before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to describe how the text helped them visualize?			
▪ Are they using their background knowledge and/or inference to help them visualize?			
Other observations:			

Suggestions:

- If ***all or most students*** are using visualization to help them understand the text, proceed with the lesson.
- If ***about half of the students*** are using visualization to help them understand the text, proceed with the lesson and plan to check in with students who are struggling to describe how the text helps them visualize during their independent reading. You might ask those students to reread descriptive words or phrases and then close their books and describe what they see in their minds, or ask them to act out part of the story briefly.
- If ***only a few students*** are using visualization to help them understand the text, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students marking descriptive words or phrases in the text?			
▪ Do the words the students mark indicate that they are making vivid mental images?			
Other observations:			

Suggestions:

- If ***all or most students*** are creating images and descriptions that are linked to the text, proceed with the lesson.
- If ***about half of the students*** are creating images and descriptions that are linked to the text, proceed with the lesson and plan to check in with students who are struggling to describe how the text helps them visualize during their independent reading. You might have them draw mental images that connect to their books during IDR.
- If ***only a few students*** are using visualization to help them understand the text, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Unit 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 21.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

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3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

- **Q** *What part have you found interesting or surprising?*
- **Q** *What did you learn in the part you read?*
- **Q** *How does this [story] remind you of your own life?*
- **Q** *How does this [poem] remind you of something else you have read or heard read aloud?*
- **Q** *What did you picture as you read this [poem]? What words or phrases helped you make that mental image?*
- **Q** *How do the words ["slithering and slinking"] help you picture [the way the snake moves/the sound the snake makes as it moves through the grass]?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the "Notes" column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- **Q** *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the "Notes" column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in "Next steps."

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SUGGESTIONS FOR SUPPORTING READERS

- You might help emergent and early readers find books with predictable text, repeated vocabulary, and engaging pictures that reveal much of the text's meaning.
- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the "Reading Comprehension Strategies" chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, "Reading with Expression" (see Appendix A in the *Teacher's Manual*).
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 7, "Using Word-analysis Strategies" (see Appendix A in the *Teacher's Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students' reading development, see "Reading Development" in the Assessment Overview.

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Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

	YES
Ask: *What is your [book] about so far?*	
▪ Is the student able to tell what the text is about?	

2 Listen to the Student Read Aloud

Does the student:	YES
▪ Attend to meaning?	
▪ Read fluently?	
▪ Pause and reread if having difficulty?	
▪ Read most words accurately?	
▪ Try to make sense of unfamiliar language?	

	YES
Ask: *What is the part you just read about?*	
▪ Is the student able to tell what the passage is about?	

3 Discuss the Text

Ask comprehension questions.	YES
▪ Is the student comprehending the text?	

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*	YES
▪ Is the student able to determine whether he or she comprehends the text?	
▪ Is this text at the right level for this student?	

NOTES

Next steps:

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Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of "Individual Comprehension Assessment" record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 28–30. If you would like to record your assessment data electronically, go to classview.org to learn how you can access the *Making Meaning* assessments using the CCC ClassView app.

✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- "How I Pictured 'Raccoon'" on page 7
- "How I Pictured *The Paperboy*" on page 8

Reading journal entries

- Prompt: *Write a journal entry. Please include the title of your text and the author's name, what the text is about, what mental image you created, and which words helped you create your mental image.*
- Prompt: *Draw a mental picture from your reading. Write the title of the text and the author's name, and a sentence explaining which part of your reading the drawing shows and which words helped you draw your mental picture.*

✓ Locate the "IDR Conference Notes" record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.

✓ Review Parts A and B on the "Individual Comprehension Assessment" record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

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CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit's instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student's "IDR Conference Notes" record sheet(s) and think about the student's participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student's average performance across categories based on this rubric's 4-point scale. Also note that the overall unit score will be based equally on the student's strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school's or district's grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student's "IDR Conference Notes" record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student's work in the folder.

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Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "How I Pictured 'Raccoon' "

How I Pictured
"Raccoon"

Name: Roosevelt

Draw a picture of the raccoon.



Unit 3 ▸ Week 2 ▸ Day 2

Reading journal entry 1

Reading Journal

Name: Roosevelt Date: 10/31

I read the book I Am Too Absolutely Small for School by Lauren Child. I pictured the part when Lola talked about her imaginary friend named Soren Lorenson. I pictured a little boy sitting next to Lola. He had brown hair and freckles. He was acting shy. I thought he was shy because Charlie said that Soren is also nervous about going to school.

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Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"How I Pictured 'Raccoon'" The student is able to visualize part of a poem.	(4)	3	2	1
"How I Pictured *The Paperboy*" The student is able to visualize part of a book, draw his or her visualization, and write a sentence that explains the part of the reading the drawing shows.	4	(3)	2	1
Reading journal entries				
Entry 1: The student is able to visualize part of a text, describe his or her mental image, and identify words in the text that helped him or her create the mental image.	(4)	3	2	1
Entry 2: The student is able to visualize part of a self-selected text, draw a picture of the visualization, explain what part of the reading the drawing shows, and identify words in the text that helped him or her create the mental image.	4	(3)	2	1
Subtotal	8	6	0	0

Part A score (sum of 4 subtotals/4): 3.5

Commentary: Roosevelt's *Student Response Book* work and journal entries indicate that he is able to visualize part of a text that is read aloud as well as texts read independently. He included details from the poem "Raccoon" in his drawing such as garbage spilled on the sidewalk and the raccoon eating some garbage with its hands. Roosevelt's journal entry indicates that he was also able to visualize part of his IDR book. He included the title of the book, the author, and what he pictured. He mentions the phrase "nervous about going to school" to explain why he pictured Soren as being shy.

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Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assesment

Student's name: Roosevelt Date: 11/3

Text title: I Am Too Absolutely Small for School Text level: M Leveling system: F&P

1 Initiate the Conference

	YES
Ask: *What is your [book] about so far?*	
▪ Is the student able to tell what the text is about?	✓

2 Listen to the Student Read Aloud

Does the student:	YES
▪ Attend to meaning?	✓
▪ Read fluently?	✓
▪ Pause and reread if having difficulty?	✓
▪ Read most words accurately?	✓
▪ Try to make sense of unfamiliar language?	✓

Ask: *What is the part you just read about?*	YES
▪ Is the student able to tell what the passage is about?	✓

3 Discuss the Text

Ask comprehension questions.	YES
▪ Is the student comprehending the text?	✓

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*	YES
▪ Is the student able to determine whether he or she comprehends the text?	✓
▪ Is this text at the right level for this student?	

NOTES

"Charlie's little sister does not think that she is big enough to go to school. Charlie tries to convince her that there is a lot for her to learn."

Stopped when he saw the word schooliform and said, "I think she means school uniform." He continued reading and confirmed his thinking later on the page.

Broke the word invisible into syllables to read it.

"Lola starts telling why she doesn't want to go to school."

Made a personal connection to the text; he has a little sister who is about to start kindergarten too.

Next steps:

Roosevelt read and understood this book without any problems. He could be reading books at a higher level. Guide him to choose more challenging books during next IDR.

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Example of Part B: IDR Assessment

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	(4)	3	2	1
The student attends to meaning when reading.	(4)	3	2	1
The student reads fluently.	(4)	3	2	1
The student pauses and rereads if having difficulty.	(4)	3	2	1
The student reads most words accurately.	(4)	3	2	1
The student tries to make sense of unfamiliar language when reading.	(4)	3	2	1
The student is able to tell what a passage read aloud is about.	(4)	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	(4)	3	2	1
The student is able to determine whether he or she comprehends a text.	(4)	3	2	1
The student is reading texts at the right level.	(4)	3	2	1
Subtotal	40	0	0	0

Part B score (sum of 4 subtotals/10): 4

Commentary: Analysis of the Roosevelt's "IDR Conference Notes" record sheet and observations made during IDR and class discussions indicate that he comprehends text almost all of the time. He is able to describe what is happening in a narrative text (*Charlie tries to convince her that there is a lot for her to learn*). He is using strategies to figure out unfamiliar words such as breaking the word into syllables (*invisible*) and pausing and rereading (questioning the word *schooliform* and reading to confirm his prediction about what the word meant). He was able to tell about his book and answer comprehension questions about it. Roosevelt also made a personal connection to the text when he told about the book. This book is at the right level for Roosevelt, but it seems he could probably be reading books that are more challenging.

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Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"How I Pictured 'Raccoon' " The student is able to visualize part of a poem.	4	3	2	1
"How I Pictured *The Paperboy*" The student is able to visualize part of a book, draw his or her visualization, and write a sentence that explains the part of the reading the drawing shows.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to visualize part of a text, describe his or her mental image, and identify words in the text that helped him or her create the mental image.	4	3	2	1
Entry 2: The student is able to visualize part of a self-selected text, draw a picture of the visualization, explain what part of the reading the drawing shows, and identify words in the text that helped him or her create the mental image.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals/4): _____

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Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: ____

Part B score: ____

Overall unit score: (Part A score + Part B score)/2: (____ + ____)/2 = ____

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Reflection:

- What did you work on with this student during this unit's IDR conferences?

- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

- What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Unit 4

Making Inferences

FICTION

Class Assessment Records (CA1–CA3) 33

Resource Sheet for IDR Conferences 36

IDR Conference Notes (CN1) 39

Individual Comprehension Assessment (IA1) 46

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make inferences about Bernardi?			
▪ Can they identify clues that support their inferences?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to make inferences about Bernardi, proceed with the lesson.
- If ***about half of the students*** are able to make inferences about Bernardi, proceed with the lesson and plan to check in with students who are having difficulty with inferences during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:
  - **Q** *What do you know about the main character in your story?*
  - **Q** *What clues in the story helped you figure that out about the character?*
- If ***only a few students*** are able to make inferences about Bernardi, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make inferences about characters?			
▪ Can they identify clues that support their inferences?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to make inferences about characters, proceed with the lesson.
- If ***about half of the students*** are able to make inferences about characters, proceed with the lesson and plan to check in with students who are having difficulty with inferences during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:

  Q *What do you know about the main character in your story?*

  Q *What clues in the story helped you figure that out about the character?*

- If ***only a few students*** are able to make inferences about characters, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify clues that reveal something about the characters?			
▪ Can they explain the inferences those clues help them make?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to identify and explain clues about the characters, proceed with the lesson.
- If ***about half of the students*** are able to identify and explain clues about the characters, proceed with the lesson and plan to check in with students who are not making inferences during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:

  Q *What clue in the story tells you something about [Lottie]?*

  Q [Read a passage about the character aloud from the student's book.] *What does this passage tell you about [Mary Jo]?*

- If ***only a few students*** are able to identify and explain clues about the characters, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 39.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

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3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

- **Q** *What do you think [Babu] will do next? What in the story makes you think that?*
- **Q** *How do you think [Erandi] feels? What makes you think that?*
- **Q** *What did you picture when you read this part of your story? What did you see, hear, or feel?*
- **Q** *How does this story remind you of your own life?*
- **Q** *What did you infer, or figure out, about [Jamaica] from this part of the story? What clues helped you make that inference?*
- **Q** *What problem does [Alta] face in the story? How does [she] solve it?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the "Notes" column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- **Q** *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the "Notes" column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in "Next steps."

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SUGGESTIONS FOR SUPPORTING READERS

- You might help emergent and early readers find books with predictable text, repeated vocabulary, and engaging pictures that reveal much of the text's meaning.
- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the "Reading Comprehension Strategies" chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, "Reading with Expression," or IDR Mini-lesson 5, "Reading Punctuation." The mini-lessons can be found in Appendix A of the *Teacher's Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 7, "Using Word-analysis Strategies" (see Appendix A in the *Teacher's Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students' reading development, see "Reading Development" in the Assessment Overview.

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Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

	YES
Ask: *What is your [book] about so far?*	
▪ Is the student able to tell what the text is about?	

2 Listen to the Student Read Aloud

Does the student:	YES
▪ Attend to meaning?	
▪ Read fluently?	
▪ Pause and reread if having difficulty?	
▪ Read most words accurately?	
▪ Try to make sense of unfamiliar language?	

	YES
Ask: *What is the part you just read about?*	
▪ Is the student able to tell what the passage is about?	

3 Discuss the Text

Ask comprehension questions.	YES
▪ Is the student comprehending the text?	

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*	YES
▪ Is the student able to determine whether he or she comprehends the text?	
▪ Is this text at the right level for this student?	

NOTES

Next steps:

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Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of "Individual Comprehension Assessment" record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 46–48.

✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- "Inferences About Passages from *Erandi's Braids*" on page 9
- "Passages About Chester and Wilson" on page 10

Reading journal entries

- Prompt: *Write a journal entry. Please include the title of your story, the author's name, and what the story is about. Write about an inference you made about a main character and what clues in the story helped you make that inference.*
- Prompt: *Write a journal entry. Please include the title of your story, the author's name, and what the story is about. Write about an inference you made about a main character and what clues in the story helped you make that inference.*

✓ Locate the "IDR Conference Notes" record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.

✓ Review Parts A and B on the "Individual Comprehension Assessment" record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

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CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit's instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student's "IDR Conference Notes" record sheet(s) and think about the student's participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student's average performance across categories based on this rubric's 4-point scale. Also note that the overall unit score will be based equally on the student's strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school's or district's grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student's "IDR Conference Notes" record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student's work in the folder.

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Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "Inferences About Passages from *Erandi's Braids*"

Inferences About Passages
from *Erandi's Braids*

Name: Michelle

The barber moved to the second braid and Erandi's eyes filled with tears. But she dared not cry. Instead she asked the barber, "Señor, will my hair grow back?"

My inference: I think Erandi is afraid.

"Don't worry, Mamá. My braids will grow back as long and pretty as before."

My inference: I think that Erandi is trying to be brave.

Excerpts from *Erandi's Braids* by Antonio Hernández Madrigal, illustrated by Tomie dePaola. Text copyright © 1998 by Antonio Hernández Madrigal. Used by permission of G. P. Putnam's Sons Bo Group (USA) LLC.

Unit 4 ▸ Week 2 ▸ Day 2

Reading journal entry 1

Reading Journal

Name: Michelle Date: 11/9

I read the book Pigsty. It is about a boy named Wendell. Pigs come to live in his room. I think Wendell is messy. I think so because there's a pig in his room and he doesn't care.

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Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"Inferences About Passages from *Erandi's Braids*" The student is able to make an inference about the story's main character.	(4)	3	2	1
"Passages About Chester and Wilson" The student is able to underline clues about the two main characters in the story.	4	(3)	2	1
Reading journal entries				
Entry 1: The student is able to tell what the story is about, identify a main character in the story, and explain what he or she inferred about the character from clues in the story.	(4)	3	2	1
Entry 2: The student is able to tell what the story is about, identify a main character in the story, and explain what he or she inferred about the character from clues in the story.	(4)	3	2	1
Subtotal	12	3	0	0

Part A score (sum of 4 subtotals /4): 3.75

Commentary: Michelle's *Student Response Book* work and journal entries indicate that she is able to make inferences about characters in texts read aloud and independently almost all of the time. She was able to make inferences about the character Erandi (that she was afraid and brave) from two excerpts from the text. Her reading journal entry indicates that she was able to make an inference about a main character in her IDR book (*Wendell is messy*). She also included details that helped her to make her inference (he doesn't care that there is a pig in his room).

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Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assesment

Student's name: Michelle Date: 11/10

Text title: Pigsty Text level: M Leveling system: F&P

1 Initiate the Conference

	YES
Ask: *What is your [book] about so far?*	
▪ Is the student able to tell what the text is about?	✓

NOTES

"It's about pigs coming to live in Wendell's room because it's dirty."

2 Listen to the Student Read Aloud

Does the student:	YES
▪ Attend to meaning?	✓
▪ Read fluently?	
▪ Pause and reread if having difficulty?	✓
▪ Read most words accurately?	✓
▪ Try to make sense of unfamiliar language?	✓

Noticed when she didn't know a meaning. Asked me what a pigsty is.

Reads with little expression.

Broke the word upstairs into two smaller words to read it. Sounded out trampoline.

Ask: *What is the part you just read about?*	YES
▪ Is the student able to tell what the passage is about?	✓

"Wendell's room gets messier and messier and more pigs come."

3 Discuss the Text

Ask comprehension questions.	YES
▪ Is the student comprehending the text?	✓

Inferred that Wendell does mind when the pigs take over his bed. Predicted that once the pigs start ruining Wendell's toys that he will clean his room.

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*	YES
▪ Is the student able to determine whether he or she comprehends the text?	✓
▪ Is this text at the right level for this student?	✓

Next steps:

Michelle is really enjoying this book. I encouraged her to finish the book and to read other books by the same author. Pointed out pages that might be read with more expression. Asked her to pay attention to punctuation when reading.

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Example of Part B: IDR Assessment

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	(4)	3	2	1
The student attends to meaning when reading.	(4)	3	2	1
The student reads fluently.	4	(3)	2	1
The student pauses and rereads if having difficulty.	4	(3)	2	1
The student reads most words accurately.	(4)	3	2	1
The student tries to make sense of unfamiliar language when reading.	(4)	3	2	1
The student is able to tell what a passage read aloud is about.	(4)	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	(4)	3	2	1
The student is able to determine whether he or she comprehends a text.	(4)	3	2	1
The student is reading texts at the right level.	(4)	3	2	1
Subtotal	32	6	0	0

Part B score (sum of 4 subtotals/10): 3.8

Commentary: Analysis of Michelle's "IDR Conference Notes" record sheet and observations made during IDR and class discussions indicate that she comprehends text almost all of the time. She is able to describe what is happening in a narrative text (*It's about pigs coming to live in Wendell's room because it's dirty*). She asked what the word *pigsty* meant, which shows that she is attending to meaning as she reads. She is using strategies to figure out unfamiliar words such as breaking words into smaller words (*upstairs*) and sounding out words by breaking it into syllables (*trampoline*). She was able to tell about the part of the book she read and make an inference about the character (*that Wendell really did mind when the pigs took over his bed*). Michelle also made a prediction about what will happen next in the text (Wendell will want to clean his room after the pigs start ruining his toys). This book is at the right level for Michelle, and she should continue reading books at this level. She would also benefit from some practice with reading expressively.

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Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"Inferences About Passages from *Erandi's Braids*" The student is able to make an inference about the story's main character.	4	3	2	1
"Passages About Chester and Wilson" The student is able to underline clues about the two main characters in the story.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to tell what the story is about, identify a main character in the story, and explain what he or she inferred about the character from clues in the story.	4	3	2	1
Entry 2: The student is able to tell what the story is about, identify a main character in the story, and explain what he or she inferred about the character from clues in the story.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals/4): _____

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Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: ____

Part B score: ____

Overall unit score: (Part A score + Part B score)/2: (____ + ____)/2 = ____

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Reflection:

- What did you work on with this student during this unit's IDR conferences?

- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

- What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Unit 5

Wondering

FICTION

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Resource Sheet for IDR Conferences 54

IDR Conference Notes (CN1) 57

Individual Comprehension Assessment (IA1) 64

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using "I wonder" statements to discuss the story?			
▪ Are they using evidence from the text to support their thinking?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to wonder and ask relevant questions about their reading, proceed with the lesson.
- If ***about half of the students*** are able to wonder and ask relevant questions about their reading, proceed with the lesson and plan to check in with students who are having difficulty during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:

  Q *What do you wonder about [Sylvester]?*

  Q *What do you wonder about [the dark clouds that are gathering in the sky]?*
- If ***only a few students*** are able to wonder and ask relevant questions about their reading, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students wondering about characters and events in their stories?			
▪ Do their wonderings indicate that they are making sense of their stories?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to wonder about characters and events in their stories, proceed with the lesson.
- If ***about half of the students*** are able to wonder about characters and events in their stories, proceed with the lesson and plan to check in with students who are having difficulty during IDR in the coming week. You might ask those students to tell you about what they have just read and follow up with questions such as:
  - **Q** *What has happened in your story so far?*
  - **Q** *What do you wonder about the characters in the story?*
  - **Q** *What do you wonder about what is happening in the story?*
- If ***only a few students*** are able to wonder about characters and events in their stories, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Wondering

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students wondering as they read?			
▪ Are their questions relevant to the text?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to wonder and ask relevant questions about their reading, proceed with the lesson.
- If ***about half of the students*** or ***only a few students*** are able to wonder and ask relevant questions about their reading, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Unit 6. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list. Continue to closely monitor and support struggling students during IDR with questions such as:

  Q *What has happened in your story so far?*

  Q *What do you wonder about the story?*

  Q *What do you wonder about the characters?*

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Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 57.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

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3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q *How does this story remind you of your own life?*

Q *What did you picture when you read this part of your story? What did you see, hear, or feel?*

Q *What did you infer, or figure out, about [Lily] from this part of the story? What clues helped you make that inference?*

Q *What did you wonder about the story before you started reading it?*

Q *Were any of the things you wondered about explained in the story? How were they explained?*

Q *What do you wonder about what might happen next?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the "Notes" column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

Q *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the "Notes" column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in "Next steps."

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SUGGESTIONS FOR SUPPORTING READERS

- You might help emergent and early readers find books with predictable text, repeated vocabulary, and engaging pictures that reveal much of the text's meaning.
- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the "Reading Comprehension Strategies" chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, "Reading with Expression," or IDR Mini-lesson 5, "Reading Punctuation." The mini-lessons can be found in Appendix A of the *Teacher's Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 7, "Using Word-analysis Strategies" (see Appendix A in the *Teacher's Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students' reading development, see "Reading Development" in the Assessment Overview.

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Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

Ask: *What is your [book] about so far?* — YES

- Is the student able to tell what the text is about? ☐

2 Listen to the Student Read Aloud

Does the student: — YES

- Attend to meaning? ☐
- Read fluently? ☐
- Pause and reread if having difficulty? ☐
- Read most words accurately? ☐
- Try to make sense of unfamiliar language? ☐

Ask: *What is the part you just read about?* — YES

- Is the student able to tell what the passage is about? ☐

3 Discuss the Text

Ask comprehension questions. — YES

- Is the student comprehending the text? ☐

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?* — YES

- Is the student able to determine whether he or she comprehends the text? ☐
- Is this text at the right level for this student? ☐

NOTES

Next steps:

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Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of "Individual Comprehension Assessment" record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 64–66.

✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- "What I Wonder About *Galimoto*" on page 11
- "What I Wonder About *The Paper Crane*" on page 12

Reading journal entries

- Prompt: *Write a journal entry. Please include the title of your story, the author's name, what the story is about, what is happening in the part you read today, and what you wonder about the story.*
- Prompt: *Write a journal entry. Please include the title of your story, the author's name, what the story is about, what is happening in the part you read today, what you wondered as you read today, and whether what you wondered is explained in the story.*

✓ Locate the "IDR Conference Notes" record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.

✓ Review Parts A and B on the "Individual Comprehension Assessment" record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

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CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit's instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student's "IDR Conference Notes" record sheet(s) and think about the student's participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student's average performance across categories based on this rubric's 4-point scale. Also note that the overall unit score will be based equally on the student's strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school's or district's grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student's "IDR Conference Notes" record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student's work in the folder.

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Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "What I Wonder About *Galimoto*"

What I Wonder
About *Galimoto*

Name: Ernest

I wonder if Kondi will go to jail.

I wonder if the policeman will take the wires.

Unit 5 ▸ Week 2 ▸ Day 1

Reading journal entry 2

Reading Journal

Name: Ernest Date: 12/8

I read the book Bravery Soup. The raccoon wants to be brave. I wondered what bravery soup is. It is a soup that the bear makes. He gives it to brave animals.

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Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"What I Wonder About *Galimoto*" The student is able to generate "I wonder" statements about a story after hearing part of the story.	(4)	3	2	1
"What I Wonder About *The Paper Crane*" The student is able to generate "I wonder" statements about a story after hearing the entire story.	4	(3)	2	1
Reading journal entries				
Entry 1: The student is able to describe what is happening in the story and explain what he or she wonders about the story.	(4)	3	2	1
Entry 2: The student is able to describe what is happening in the story, articulate what he or she wondered in the part of the story he or she has read, and discern whether what he or she wondered is explained in the story.	(4)	3	2	1
Subtotal	12	3	0	0

Part A score (sum of 4 subtotals/4): 3.75

Commentary: Ernest's *Student Response Book* work and journal entries indicate that he is able to wonder about texts read aloud and texts read independently almost all of the time. He wrote "I wonder" statements that show he understood what was happening in the story *Galimoto* (if Kondi would go to jail; if the policeman would take Kondi's wires away). Ernest's reading journal entry indicates that he used the strategy of wondering as he read independently (*what bravery soup is*). His final journal entry indicates that he recognizes that what he wondered is explained in the book (a soup that the bear gives to brave animals).

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Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assesment

Student's name: Ernest Date: 12/9

Text title: Bravery Soup Text level: J Leveling system: F&P

1 Initiate the Conference

	YES
Ask: *What is your [book] about so far?*	
▪ Is the student able to tell what the text is about?	✓

NOTES: "A raccoon wants to be brave. He goes to find an important ingredient to make a soup."

2 Listen to the Student Read Aloud

Does the student:	YES
▪ Attend to meaning?	✓
▪ Read fluently?	✓
▪ Pause and reread if having difficulty?	✓
▪ Read most words accurately?	✓
▪ Try to make sense of unfamiliar language?	✓

NOTES: Asked if venturing was like going on an adventure. Stopped when he couldn't make sense of a word. Worked on fierce and dangerous together.

Ask: *What is the part you just read about?*	YES
▪ Is the student able to tell what the passage is about?	✓

NOTES: "The animals think that Carlin can't find the ingredient alone."

3 Discuss the Text

Ask comprehension questions.	YES
▪ Is the student comprehending the text?	✓

NOTES: Wondered if Carlin will find a monster in the cave.

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*	YES
▪ Is the student able to determine whether he or she comprehends the text?	✓
▪ Is this text at the right level for this student?	✓

Next steps:

Encouraged Ernest to think about what in this story reminds him of his own life.

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Example of Part B: IDR Assessment

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	(3)	2	1
The student attends to meaning when reading.	(4)	3	2	1
The student reads fluently.	4	(3)	2	1
The student pauses and rereads if having difficulty.	(4)	3	2	1
The student reads most words accurately.	(4)	3	2	1
The student tries to make sense of unfamiliar language when reading.	(4)	3	2	1
The student is able to tell what a passage read aloud is about.	(4)	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	(4)	3	2	1
The student is able to determine whether he or she comprehends a text.	(4)	3	2	1
The student is reading texts at the right level.	(4)	3	2	1
Subtotal	32	6	0	0

Part B score (sum of 4 subtotals/10): 3.8

Commentary: Analysis of Ernest's "IDR Conference Notes" record sheet and observations made during IDR and class discussions indicate that he comprehends text almost all of the time. He is able to provide a general description of what is happening in a narrative text (a raccoon wants to be brave; he goes to find an important ingredient to make a soup), though there are some key details missing from his description. For example, it is not evident if Ernest understands that the raccoon thinks that eating the soup will make him brave. Ernest shows he is attending to meaning by asking if *venturing* is "like going on an adventure." He stops when he can't make sense of a word (*fierce* and *dangerous*) but asks for help rather than uses strategies to figure them out. He received help to sound out *fierce* and to break *dangerous* into syllables to read it. He was able to tell about the part of the book he read (the animals think that Carlin can't find the ingredient alone) and what he wondered about (if Carlin will find a monster in the cave). This book is at the right level for Ernest. He was encouraged to think about how this story reminds him of his own life to reinforce previously learned strategies.

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Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"What I Wonder About *Galimoto*" The student is able to generate "I wonder" statements about a story after hearing part of the story.	4	3	2	1
"What I Wonder About *The Paper Crane*" The student is able to generate "I wonder" statements about a story after hearing the entire story.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to describe what is happening in the story and explain what he or she wonders about the story.	4	3	2	1
Entry 2: The student is able to describe what is happening in the story, articulate what he or she wondered in the part of the story he or she has read, and discern whether what he or she wondered is explained in the story.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals/4): _____

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Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: ____

Part B score: ____

Overall unit score: (Part A score + Part B score)/2: (____ + ____)/2 = ____

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Reflection:

- What did you work on with this student during this unit's IDR conferences?

- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

- What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Unit 6

Wondering

FICTION AND NARRATIVE NONFICTION

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Resource Sheet for IDR Conferences 70

IDR Conference Notes (CN1) 73

Individual Comprehension Assessment (IA1) 80

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Wondering

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Have the students learned new things about Beatrix Potter from the reading?			
▪ Are partners contributing different ideas?			
Other observations:			

Suggestions:

- If ***all or most students*** are demonstrating evidence that they have learned new things about Beatrix Potter and are contributing different ideas, proceed with the lesson.
- If ***about half of the students*** or ***only a few students*** are demonstrating evidence that they have learned new things about Beatrix Potter and are contributing different ideas, proceed with the lesson and plan to monitor and support students who are having difficulty. Note that the students will have more opportunities to practice these skills in Week 2.

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Wondering

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students wondering as they read?			
▪ Are their questions relevant to the texts they are reading?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to wonder and ask relevant questions about their reading, continue on to Unit 7 after this lesson.
- If ***about half of the students*** are able to wonder and ask relevant questions about their reading, continue on to Unit 7 after this lesson and plan to check in with students who are struggling. You might have them continue to use self-stick notes during IDR to mark places where they wonder while reading.
- If ***only a few students*** are able to wonder and ask relevant questions about their reading, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Unit 7. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 73.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

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3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q *How does this story remind you of your own life?*

Q *What did you picture when you read this part of your story? What did you see, hear, or feel?*

Q *What did you infer, or figure out, about [Lily] from this part of the story? What clues helped you make that inference?*

Q *What questions have come to mind as you have been reading this story?*

Q *What do you wonder about [Nelson Mandela]? What else would you like to find out about [him]?*

Q *Based on what you know so far about [Nelson Mandela], what else would you like to know about [him]?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the "Notes" column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

Q *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the "Notes" column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in "Next steps."

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SUGGESTIONS FOR SUPPORTING READERS

- You might help emergent and early readers find books with predictable text, repeated vocabulary, and engaging pictures that reveal much of the text's meaning.
- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the "Reading Comprehension Strategies" chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, "Reading with Expression," or IDR Mini-lesson 5, "Reading Punctuation." The mini-lessons can be found in Appendix A of the *Teacher's Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 7, "Using Word-analysis Strategies" (see Appendix A in the *Teacher's Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students' reading development, see "Reading Development" in the Assessment Overview.

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Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

Ask: *What is your [book] about so far?* — YES

- Is the student able to tell what the text is about? ☐

2 Listen to the Student Read Aloud

Does the student: — YES

- Attend to meaning? ☐
- Read fluently? ☐
- Pause and reread if having difficulty? ☐
- Read most words accurately? ☐
- Try to make sense of unfamiliar language? ☐

Ask: *What is the part you just read about?* — YES

- Is the student able to tell what the passage is about? ☐

3 Discuss the Text

Ask comprehension questions. — YES

- Is the student comprehending the text? ☐

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?* — YES

- Is the student able to determine whether he or she comprehends the text? ☐
- Is this text at the right level for this student? ☐

NOTES

Next steps:

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Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of "Individual Comprehension Assessment" record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 80–82.

✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- "What I Wonder About Beatrix Potter" on page 13
- "What I Wonder About Tomie dePaola" on page 14

Reading journal entries

- Prompt: *Write a journal entry. Please include the title of your story, the author's name, and what the story is about. Write about something you wondered about the story and whether what you wondered is explained in the story.*
- Prompt: *Write a journal entry. Please include the title of your story, the author's name, and what the story is about. Write about something you wondered about the story, what was happening in the part of the story when you wondered that, and whether what you wondered is explained in the story.*

✓ Locate the "IDR Conference Notes" record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.

✓ Review Parts A and B on the "Individual Comprehension Assessment" record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

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CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit's instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student's "IDR Conference Notes" record sheet(s) and think about the student's participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student's average performance across categories based on this rubric's 4-point scale. Also note that the overall unit score will be based equally on the student's strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school's or district's grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student's "IDR Conference Notes" record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student's work in the folder.

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Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "What I Wonder About Beatrix Potter"

What I Wonder
About Beatrix Potter

Name: Gillian

I wonder if she stops living with her mom and dad.

I wonder if she writes more books.

Unit 6 ▸ Week 1 ▸ Day 2

Reading journal entry 1

Reading Journal

Name: Gillian Date: 1/17

I read the book One Tiny Turtle by Nicola Davies. It is about turtles. I wondered if the shell on a turtle grows. The book said it does grow.

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Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"What I Wonder About Beatrix Potter" The student is able to generate "I wonder" statements about a topic after hearing a narrative nonfiction text about the subject.	(4)	3	2	1
"What I Wonder About Tomie dePaola" The student is able to generate "I wonder" statements about a topic after hearing a narrative nonfiction text about the subject.	4	(3)	2	1
Reading journal entries				
Entry 1: The student is able to tell what the story is about and articulate what he or she wondered about the part of the story he or she has read and whether the story has explained what he or she wondered about.	(4)	3	2	1
Entry 2: The student is able to tell what the story is about and articulate what he or she wondered about the part of the story he or she has read, what was happening in that part of the story, and whether what he or she wondered is explained in the story.	4	(3)	2	1
Subtotal	8	6	0	0

Part A score (sum of 4 subtotals /4): 3.5

Commentary: Gillian's *Student Response Book* work and journal entries indicate that she is able to wonder about texts read aloud and texts read independently almost all or much of the time. She wrote "I wonder" statements that show that she understood what was happening in the biography of Beatrix Potter (*if she stops living with her mom and dad*; *if she writes more books*). Gillian's reading journal entry indicates that she used the strategy of wondering as she read independently (does a turtle's shell grow?). Her last journal entry indicates that she recognizes that what she wondered is explained in the book (the shell gets bigger).

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Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assesment

Student's name: Gillian Date: 1/18

Text title: One Tiny Turtle Text level: N Leveling system: F&P

1 Initiate the Conference

Ask: *What is your [book] about so far?*

	YES
▪ Is the student able to tell what the text is about?	✓

2 Listen to the Student Read Aloud

Does the student:

	YES
▪ Attend to meaning?	✓
▪ Read fluently?	✓
▪ Pause and reread if having difficulty?	✓
▪ Read most words accurately?	✓
▪ Try to make sense of unfamiliar language?	✓

Ask: *What is the part you just read about?*

	YES
▪ Is the student able to tell what the passage is about?	✓

3 Discuss the Text

Ask comprehension questions.

	YES
▪ Is the student comprehending the text?	✓

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

	YES
▪ Is the student able to determine whether he or she comprehends the text?	✓
▪ Is this text at the right level for this student?	✓

NOTES

"The book is about a baby turtle and how the turtle lives in the world."

Notices when she doesn't understand words.

Got stuck on the phrase pinprick nostrils.

Reread the sentence and inferred from the context that turtles breathe through their noses but was still confused about pinprick.

"It's about how turtles swim and breathe."

"I wonder what will happen to the turtle when it grows up."

Makes connections with what she knows about other marine life (whales, dolphins) to understand the text.

Next steps:

Encouraged her to think about what she knows and wonder about a topic before starting to read.

Keep an eye out for unfamiliar words and mark them with self-stick notes to look up or ask someone about later.

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Example of Part B: IDR Assessment

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	(4)	3	2	1
The student attends to meaning when reading.	(4)	3	2	1
The student reads fluently.	(4)	3	2	1
The student pauses and rereads if having difficulty.	(4)	3	2	1
The student reads most words accurately.	(4)	3	2	1
The student tries to make sense of unfamiliar language when reading.	(4)	3	2	1
The student is able to tell what a passage read aloud is about.	(4)	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	(4)	3	2	1
The student is able to determine whether he or she comprehends a text.	(4)	3	2	1
The student is reading texts at the right level.	(4)	3	2	1
Subtotal	40	0	0	0

Part B score (sum of 4 subtotals/10): 4.0

Commentary: Analysis of Gillian's "IDR Conference Notes" record sheet and observations made during IDR and class discussions indicate that Gillian comprehends text almost all of the time. She is able to provide a general description of what her book is about (how a baby turtle lives in the world). She notices when she doesn't understand words (*pinprick nostril*) and used context to help her determine the meaning of the phrase. Gillian was able to tell about the part of the book she read aloud ("it's about how turtles swim and breathe") and what she wondered about it (what will happen to the turtle when it grows up). She was also able to make connections between the text and what she already knows about dolphins and whales to help her understand the content of the book. This book is at the right level for her. Gillian would benefit from marking unknown words with self-stick notes and then checking the meanings of those words later.

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Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"What I Wonder About Beatrix Potter" The student is able to generate "I wonder" statements about a topic after hearing a narrative nonfiction text about the subject.	4	3	2	1
"What I Wonder About Tomie dePaola" The student is able to generate "I wonder" statements about a topic after hearing a narrative nonfiction text about the subject.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to tell what the story is about and articulate what he or she wondered about the part of the story he or she has read and whether the story has explained what he or she wondered about.	4	3	2	1
Entry 2: The student is able to tell what the story is about and articulate what he or she wondered about the part of the story he or she has read, what was happening in that part of the story, and whether what he or she wondered is explained in the story.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals /4): _____

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Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: ____

Part B score: ____

Overall unit score: (Part A score + Part B score)/2: (____ + ____)/2 = ____

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Reflection:

- What did you work on with this student during this unit's IDR conferences?

- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

- What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Unit 7

Wondering

EXPOSITORY NONFICTION

Class Assessment Records (CA1–CA3) 85

Resource Sheet for IDR Conferences 88

IDR Conference Notes (CN1) 91

Individual Comprehension Assessment (IA1) 98

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Wondering

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to wonder about a topic prior to reading?			
▪ Is their wondering connected to what they are previewing?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to wonder about a topic prior to reading and connect their wondering to the books they are previewing, proceed with the lesson and continue on to Week 2.
- If ***about half of the students*** or ***only a few students*** are able to wonder about a topic prior to reading and connect their wondering to the books they are previewing, provide additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify and describe interesting or surprising things they learned from their books?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to identify and describe interesting or surprising things they learned from their books, proceed with the lesson and continue on to Week 3.
- If ***about half of the students*** or ***only a few students*** are able to identify and describe interesting or surprising things they learned from their books, proceed with the lesson and continue on to Week 3, but plan to monitor and support students who are having difficulty during their independent reading. You might have individual students read a passage aloud to you and then ask:

  Q *What is one thing that is interesting or surprising about what you just read?*

  Q *Where in the book did you find this information?*

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Wondering

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify and describe what they learned?			
▪ Do they wonder about things that are connected to their books?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to identify and describe what they learned from their books and what they wonder about things that are connected to their books, proceed with the lesson and continue on to Unit 8.
- If ***about half of the students*** are able to identify and describe what they learned from their books and what they wonder about things that are connected to their books, proceed with the lesson and continue on to Unit 8, but plan to monitor and support students who are having difficulty during their independent reading. You might have individual students read a passage aloud to you and then ask:

  Q *What is one thing you learned from the section you just read?*

  Q *What do you wonder about that?*
- If ***only a few students*** are able to identify and describe what they learned from their books and what they wonder about things that are connected to their books, provide additional instruction by repeating this week's lessons using an alternative book before continuing on to Unit 8. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 91.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

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3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

- **Q** *How does this book about [caring for cats] remind you of what you already know about [cats]?*
- **Q** *What did you picture when you read this part of your book? What did you see, hear, or feel?*
- **Q** *Based on what you already knew about [tornadoes], what did you wonder about [them] before you started reading?*
- **Q** *Have any of your questions been answered? How?*
- **Q** *What interesting or surprising information have you learned about [lizards]?*
- **Q** *What is one thing you learned about [the North Pole] that you think is important to remember?*
- **Q** *What else are you wondering about [volcanoes]? What part of the book made you wonder about that?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the "Notes" column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- **Q** *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the "Notes" column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in "Next steps."

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SUGGESTIONS FOR SUPPORTING READERS

- You might help emergent and early readers find books with predictable text, repeated vocabulary, and engaging pictures that reveal much of the text's meaning.
- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the "Reading Comprehension Strategies" chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, "Reading with Expression," or IDR Mini-lesson 5, "Reading Punctuation." The mini-lessons can be found in Appendix A of the *Teacher's Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 7, "Using Word-analysis Strategies" (see Appendix A in the *Teacher's Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students' reading development, see "Reading Development" in the Assessment Overview.

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Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

Ask: *What is your [book] about so far?* — YES

- Is the student able to tell what the text is about? ☐

2 Listen to the Student Read Aloud

Does the student: — YES

- Attend to meaning? ☐
- Read fluently? ☐
- Pause and reread if having difficulty? ☐
- Read most words accurately? ☐
- Try to make sense of unfamiliar language? ☐

Ask: *What is the part you just read about?* — YES

- Is the student able to tell what the passage is about? ☐

3 Discuss the Text

Ask comprehension questions. — YES

- Is the student comprehending the text? ☐

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?* — YES

- Is the student able to determine whether he or she comprehends the text? ☐
- Is this text at the right level for this student? ☐

NOTES

Next steps:

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Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of "Individual Comprehension Assessment" record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 98–100.

✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- "What I Learned and Wonder About Butterflies" on page 15
- "What I Learned and Wonder About Spiders" on page 16

Reading journal entries

- Prompt: *Write a journal entry. Please include the title of your book, the author's name, and what you think the book might be about. Write two "I wonder" statements about your book.*
- Prompt: *Write a journal entry. Please include the title of your book, the author's name, and what the book is about. Write about one thing you learned from your reading and one thing you wonder about the topic of the book.*

✓ Locate the "IDR Conference Notes" record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.

✓ Review Parts A and B on the "Individual Comprehension Assessment" record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

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CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit's instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student's "IDR Conference Notes" record sheet(s) and think about the student's participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student's average performance across categories based on this rubric's 4-point scale. Also note that the overall unit score will be based equally on the student's strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school's or district's grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student's "IDR Conference Notes" record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student's work in the folder.

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Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "What I Learned and Wonder About Spiders"

What I Learned and Wonder
About Spiders

Name: Om

I learned spider webs come in all shapes and sizes.

I wonder if spiders can hurt people.

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Reading journal entry 2

Reading Journal

Name: Om Date: 2/18

I read the book The Emperor's Egg. It is about how penguins take care of their babies. I learned that the father emperor penguin keeps the egg warm. I wonder if they get to eat.

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Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"What I Learned and Wonder About Butterflies" The student is able to identify one thing he or she learned while listening to an expository nonfiction text and one thing he or she still wonders about the topic.	4	(3)	2	1
"What I Learned and Wonder About Spiders" The student is able to identify one thing he or she learned while listening to an expository nonfiction text and one thing he or she still wonders about the subject.	(4)	3	2	1
Reading journal entries				
Entry 1: The student is able to wonder about what he or she thinks an expository nonfiction book might be about before beginning to read, and generate two "I wonder" statements about the book.	(4)	3	2	1
Entry 2: The student is able to write what the book is about and explain what he or she learned from an expository nonfiction text and what he or she still wonders.	(4)	3	2	1
Subtotal	12	3	0	0

Part A score (sum of 4 subtotals /4): 3.75

Commentary: Om's *Student Response Book* work and journal entries indicate that he is able to wonder about expository nonfiction texts read aloud and read independently almost all of the time. He wrote what he learned about spiders (*spider webs come in all shapes and sizes*) and what he still wonders about spiders (if they can hurt people). Om's reading journal entry includes sentences that tell what he learned from a book read independently (father penguins sit on the eggs) and what he wondered about the book as he read (do the father penguins get to eat).

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Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assesment

Student's name: Om Date: 2/19

Text title: The Emperor's Egg Text level: O Leveling system: F&P

1 Initiate the Conference

	YES
Ask: *What is your [book] about so far?*	
▪ Is the student able to tell what the text is about?	✓

NOTES: "It's about how penguins take care of their babies."

2 Listen to the Student Read Aloud

Does the student:	YES
▪ Attend to meaning?	✓
▪ Read fluently?	✓
▪ Pause and reread if having difficulty?	✓
▪ Read most words accurately?	✓
▪ Try to make sense of unfamiliar language?	✓

NOTES: Read exclamations with expression. ("It's a PENGUIN!")

Skipped captions, then stopped and went back to read them. Realized they had information about what he was reading.

Ask: *What is the part you just read about?*	YES
▪ Is the student able to tell what the passage is about?	✓

NOTES: "It's about how the father penguin takes care of the egg."

3 Discuss the Text

Ask comprehension questions.	YES
▪ Is the student comprehending the text?	✓

NOTES: "I wonder what happens if the egg touches the ground."

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*	YES
▪ Is the student able to determine whether he or she comprehends the text?	✓
▪ Is this text at the right level for this student?	✓

Next steps:

Read the captions, too.

Think about asking him what he learned from reading the captions.

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Example of Part B: IDR Assessment

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	(4)	3	2	1
The student attends to meaning when reading.	4	(3)	2	1
The student reads fluently.	4	(3)	2	1
The student pauses and rereads if having difficulty.	(4)	3	2	1
The student reads most words accurately.	4	(3)	2	1
The student tries to make sense of unfamiliar language when reading.	(4)	3	2	1
The student is able to tell what a passage read aloud is about.	(4)	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	(4)	3	2	1
The student is able to determine whether he or she comprehends a text.	(4)	3	2	1
The student is reading texts at the right level.	(4)	3	2	1
Subtotal	28	9	0	0

Part B score (sum of 4 subtotals/10): 3.7

Commentary: Analysis of Om's "IDR Conference Notes" record sheet and observations made during IDR and class discussions indicate that he comprehends text almost all of the time. He is able to provide a general description of what his book is about (how penguins take care of their babies). At first, he didn't read the captions but then went back to reread when he realized that they contained facts about what he was reading in the main text. He reads punctuation with expression (exclamation marks) and reads most words accurately. He was able to tell about the part of the book he read aloud (how the father penguin takes care of his egg). He also wondered about what he read (what happens if the egg touches the ground). This book is at the right level for Om. He was encouraged to read the captions and to think about what he learned from reading them.

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Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"What I Learned and Wonder About Butterflies" The student is able to identify one thing he or she learned while listening to an expository nonfiction text and one thing he or she still wonders about the topic.	4	3	2	1
"What I Learned and Wonder About Spiders" The student is able to identify one thing he or she learned while listening to an expository nonfiction text and one thing he or she still wonders about the subject.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to wonder about what he or she thinks an expository nonfiction book might be about before beginning to read, and generate two "I wonder" statements about the book.	4	3	2	1
Entry 2: The student is able to write what the book is about and explain what he or she learned from an expository nonfiction text and what he or she still wonders.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals/4): _____

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Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: ____

Part B score: ____

Overall unit score: (Part A score + Part B score)/2: (____ + ____)/2 = ____

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Reflection:

- What did you work on with this student during this unit's IDR conferences?

- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

- What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Unit 8

Using Text Features

EXPOSITORY NONFICTION

Class Assessment Records (CA1–CA3) 103

Resource Sheet for IDR Conferences 106

IDR Conference Notes (CN1) 109

Individual Comprehension Assessment (IA1) 116

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students recognize text features?			
▪ Are the students able to make sense of the text features?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to identify text features and make sense of the features, proceed with the lesson.
- If ***about half of the students*** are able to identify text features and make sense of them, proceed with the lesson and plan to check in with and support students who continue to have difficulty.
- If ***only a few students*** are able to identify text features and make sense of them, provide additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students recognize text features?			
▪ Are they able to make sense of the text features?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to identify text features and make sense of them, proceed with the lesson.
- If ***about half of the students*** are able to identify text features and make sense of them, proceed with the lesson and plan to check in with and support students who continue to have difficulty.
- If ***only a few students*** are able to identify text features and make sense of them, provide additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify helpful information found in a functional text?			
▪ Are the students taking responsibility for their behavior and learning?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to identify helpful information found in functional texts, proceed with the lesson and then continue on to Unit 9.
- If ***about half of the students*** or ***only a few students*** are able to identify helpful information found in functional texts, you might wish to repeat Day 3 using alternative functional texts before continuing on to Unit 9. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 109.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

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3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

- **Q** *How does this [story] remind you of something else you have read?*
- **Q** *What did you picture when you read this part of your book? What did you see, hear, or feel?*
- **Q** *What did you infer, or figure out, about [Bernardi] from this part of the [story]? What clues helped you make that inference?*
- **Q** *What do you wonder about what might happen next?*
- **Q** *What is one thing you learned about [Abraham Lincoln] that you think is important to remember?*
- **Q** *What else are you wondering about [volcanoes]? What part of the book made you wonder about that?*
- **Q** *What new information does this [diagram] give about [avalanches]?*
- **Q** *What did you find out about [how to care for a puppy] from this [text box]?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the "Notes" column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- **Q** *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the "Notes" column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in "Next steps."

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SUGGESTIONS FOR SUPPORTING READERS

- You might help emergent and early readers find books with predictable text, repeated vocabulary, and engaging pictures that reveal much of the text's meaning.
- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the "Reading Comprehension Strategies" chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, "Reading with Expression," or IDR Mini-lesson 5, "Reading Punctuation." The mini-lessons can be found in Appendix A of the *Teacher's Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 7, "Using Word-analysis Strategies" (see Appendix A in the *Teacher's Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students' reading development, see "Reading Development" in the Assessment Overview.

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Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

	YES
Ask: *What is your [book] about so far?*	
▪ Is the student able to tell what the text is about?	

2 Listen to the Student Read Aloud

Does the student:	YES
▪ Attend to meaning?	
▪ Read fluently?	
▪ Pause and reread if having difficulty?	
▪ Read most words accurately?	
▪ Try to make sense of unfamiliar language?	

	YES
Ask: *What is the part you just read about?*	
▪ Is the student able to tell what the passage is about?	

3 Discuss the Text

Ask comprehension questions.	YES
▪ Is the student comprehending the text?	

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*	YES
▪ Is the student able to determine whether he or she comprehends the text?	
▪ Is this text at the right level for this student?	

NOTES

Next steps:

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Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of "Individual Comprehension Assessment" record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 116–118.

✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- "Labeled Diagram of My Hand" on page 19
- "What I Might Learn from 'Giant Pandas'" on page 24

Reading journal entries

- Prompt: *Write a journal entry. Please include the title of your book, the author's name, and what the book is about. Tell about a text feature the book includes and what the feature helped you learn about the topic of the book.*
- Prompt: *Write a journal entry. Please include the title of your text, the author's name, and what the text is about. Tell about a text feature you noticed and what the feature helped you learn about the topic of the text.*

✓ Locate the "IDR Conference Notes" record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.

✓ Review Parts A and B on the "Individual Comprehension Assessment" record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

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CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit's instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student's "IDR Conference Notes" record sheet(s) and think about the student's participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student's average performance across categories based on this rubric's 4-point scale. Also note that the overall unit score will be based equally on the student's strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school's or district's grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student's "IDR Conference Notes" record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student's work in the folder.

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Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "What I Might Learn from 'Giant Pandas' "

What I Might Learn
from "Giant Pandas"

Name: Ashlyn

I might learn about giant pandas.

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Reading journal entry 2

Reading Journal

Name: Ashlyn Date: 3/11

I read the book Ants! It is about ants. It tells how they work together. I saw a picture with labels. It tells the parts of an ant.

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Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"Labeled Diagram of My Hand" The student is able to draw a diagram of his or her hand and label its parts.	(4)	3	2	1
"What I Might Learn from 'Giant Pandas' " The student is able to identify what he or she might learn from an expository nonfiction article after reading the title and headings.	(4)	3	2	1
Reading journal entries				
Entry 1: The student is able to write about what his or her book is about, identify a text feature the book includes, and explain what the feature helped him or her learn about the topic of the book.	(4)	3	2	1
Entry 2: The student is able to write about what his or her text is about, identify a text feature in the text, and explain what the feature helped him or her learn about the topic of the text.	(4)	3	2	1
Subtotal	16	0	0	0

Part A score (sum of 4 subtotals /4): 4.0

Commentary: Ashlyn's *Student Response Book* work and journal entries indicate that she is able to wonder about texts read aloud and independently almost all of the time. After reading the title and headings in the article, she was able to determine that she would learn about giant pandas. Ashlyn's reading journal entry indicates that she used text features (*a picture with labels*) when independently reading an expository nonfiction text about ants. She included an explanation of what the text feature helped her to learn about the topic ("the parts of an ant").

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Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assesment

Student's name: Ashlyn Date: 3/12

Text title: Ants! Text level: J Leveling system: F&P

1 Initiate the Conference

	YES
Ask: *What is your [book] about so far?*	
▪ Is the student able to tell what the text is about?	✓

NOTES

Has read half the book. Book is about ants. "It tells about how they look and how they live in groups."

2 Listen to the Student Read Aloud

Does the student:	YES
▪ Attend to meaning?	✓
▪ Read fluently?	✓
▪ Pause and reread if having difficulty?	✓
▪ Read most words accurately?	✓
▪ Try to make sense of unfamiliar language?	✓

Struggled with some content words pupa, larva, and cocoon. Reread and asked for help.

Used the photograph to understand what pupa, larva, and cocoons are.

Ask: *What is the part you just read about?*	YES
▪ Is the student able to tell what the passage is about?	✓

"It's about how ants grow."

3 Discuss the Text

Ask comprehension questions.	YES
▪ Is the student comprehending the text?	✓

Used photographs to gain understanding of unfamiliar vocabulary.

Learned that ants go through different stages before they become an ant.

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*	YES
▪ Is the student able to determine whether he or she comprehends the text?	✓
▪ Is this text at the right level for this student?	✓

Next steps:

Continue to notice and use text features.

Think about how she can use text features to help her understand the text.

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Example of Part B: IDR Assessment

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	(4)	3	2	1
The student attends to meaning when reading.	(4)	3	2	1
The student reads fluently.	4	(3)	2	1
The student pauses and rereads if having difficulty.	(4)	3	2	1
The student reads most words accurately.	4	(3)	2	1
The student tries to make sense of unfamiliar language when reading.	(4)	3	2	1
The student is able to tell what a passage read aloud is about.	(4)	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	(4)	3	2	1
The student is able to determine whether he or she comprehends a text.	(4)	3	2	1
The student is reading texts at the right level.	(4)	3	2	1
Subtotal	32	6	0	0

Part B score (sum of 4 subtotals/10): 3.8

Commentary: Analysis of Ashlyn's "IDR Conference Notes" record sheet and observations made during IDR and class discussions indicate that she comprehends text almost all of the time. She is able to provide a general description of what her book is about (how ants work and live in groups). She stops and rereads when she does not understand a word (*pupa*, *larva*, *cocoon*). She asks for help to pronounce the words and uses text features (photographs) to help her understand the meanings of the words. She was able to tell about the part of the book she read aloud ("it's about how ants grow") and to point out a text feature she used when reading (photograph). Ashlyn was also able to tell about something she learned from the book (ants go through different stages before they become an ant). Taking into consideration the unfamiliar content vocabulary, this book is at the right level for Ashlyn. She should continue reading books at this level and continue to practice using text features to gain understanding.

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Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"Labeled Diagram of My Hand" The student is able to draw a diagram of his or her hand and label its parts.	4	3	2	1
"What I Might Learn from 'Giant Pandas'" The student is able to identify what he or she might learn from an expository nonfiction article after reading the title and headings.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to write about what his or her book is about, identify a text feature the book includes, and explain what the feature helped him or her learn about the topic of the book.	4	3	2	1
Entry 2: The student is able to write about what his or her text is about, identify a text feature in the text, and explain what the feature helped him or her learn about the topic of the text.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals/4): _____

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Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: ____

Part B score: ____

Overall unit score: (Part A score + Part B score)/2: (____ + ____)/2 = ____

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Reflection:

- What did you work on with this student during this unit's IDR conferences?

- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

- What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Unit 9

Determining Important Ideas

EXPOSITORY NONFICTION AND FICTION

Class Assessment Records (CA1–CA4) 120

Resource Sheet for IDR Conferences 124

IDR Conference Notes (CN1) 127

Individual Comprehension Assessment (IA1) 134

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify what is important to remember or know about the articles they heard?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to identify what is important to remember or know, proceed with the lesson and continue on to Week 2.
- If ***about half of the students*** are able to identify what is important to remember or know, proceed with the lesson and plan to check in with students who are not identifying important ideas during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:
  - **Q** *What is important to know about [turtles]?*
  - **Q** *What is something the author really wants you to remember about [turtles]?*
  - **Q** *If a friend asked you what this [book/article] is about, what would you tell him or her?*
- If ***only a few students*** are able to identify what is important to remember or know, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative text before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify the author's opinion?			
▪ Are they able to identify the reasons that support the author's opinion?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to identify the author's opinion and the reasons that support it, proceed with the lesson and continue on to Week 3.
- If ***about half of the students*** are able to identify the author's opinion and the reasons that support it, proceed with the lesson and plan to check in with students who are not identifying the author's opinion and supporting reasons during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:
  - **Q** *How does the author feel about [California condors]? What is the author's opinion about them?*
  - **Q** *How does the author want the reader to feel about [condors]?*
  - **Q** *Why does the author think that we should [protect the condors]?*
- If ***only a few students*** are able to identify the author's opinion and the reasons that support it, you might give the class additional instruction by repeating Days 1 and 2 of this week using alternative texts before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify the important lesson Pinkerton learns?			
▪ Are they able to use the text to support their thinking?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to identify the important lesson Pinkerton learns, proceed with the lesson and continue on to Day 3.
- If ***about half of the students*** are able to identify the important lesson Pinkerton learns, proceed with the lesson and plan to check in with students who are not identifying important lessons or messages during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:
  - **Q** *What is this character like at the beginning of the story? What is [he/she] like at the end? Why does [he/she] change?*
  - **Q** *What is something important this character learns in the story?*
  - **Q** *What message about [being kind] do you think the author is telling readers?*
- If ***only a few students*** are able to identify the important lesson Pinkerton learns, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative text before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify an important lesson in the story?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to identify an important lesson in *Big Al*, proceed with the instruction and continue on to Day 3.
- If ***about half of the students*** are able to identify an important lesson in *Big Al*, proceed with the instruction and plan to check in with students who are not identifying important lessons during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:
  - **Q** *What is this character like at the beginning of the story? What is [he/she] like at the end? Why does [he/she] change?*
  - **Q** *What message about [sharing] do you think the author is telling readers?*
- If ***only a few students*** are able to identify an important lesson in *Big Al*, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative text before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 2 Alternative Texts" list.

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Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 127.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

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3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

- **Q** *How does this [story] remind you of something else you have read?*
- **Q** *What did you picture when you read this part of your book? What did you see, hear, or feel?*
- **Q** *What did you infer, or figure out, about [Bernardi] from this part of the [story]? What clues helped you make that inference?*
- **Q** *What do you wonder about what might happen next?*
- **Q** *What else are you wondering about [volcanoes]? What part of the book made you wonder about that?*
- **Q** *What new information does this [diagram] give about [avalanches]?*
- **Q** *If someone asked you what this [article] is about, what would you tell her? Why do you think so?*
- **Q** *What important message is the author telling us in this part of the story? Why do you think so?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the "Notes" column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- **Q** *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the "Notes" column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in "Next steps."

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SUGGESTIONS FOR SUPPORTING READERS

- You might help emergent and early readers find books with predictable text, repeated vocabulary, and engaging pictures that reveal much of the text's meaning.
- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the "Reading Comprehension Strategies" chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, "Reading with Expression"; IDR Mini-lesson 5, "Reading Punctuation"; and IDR Mini-lesson 6, "Reading Typography." The mini-lessons can be found in Appendix A of the *Teacher's Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 7, "Using Word-analysis Strategies" (see Appendix A in the *Teacher's Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students' reading development, see "Reading Development" in the Assessment Overview.

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Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

Ask: *What is your [book] about so far?*

- Is the student able to tell what the text is about? — YES ☐

2 Listen to the Student Read Aloud

Does the student:

- Attend to meaning? — YES ☐
- Read fluently? ☐
- Pause and reread if having difficulty? ☐
- Read most words accurately? ☐
- Try to make sense of unfamiliar language? ☐

Ask: *What is the part you just read about?*

- Is the student able to tell what the passage is about? — YES ☐

3 Discuss the Text

Ask comprehension questions.

- Is the student comprehending the text? — YES ☐

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

- Is the student able to determine whether he or she comprehends the text? — YES ☐
- Is this text at the right level for this student? ☐

NOTES

Next steps:

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Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of "Individual Comprehension Assessment" record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 134–136.

✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- "An Important Idea the Author Wants Us to Remember About Zoos" on page 32
- "An Important Lesson in *Big Al*" on page 33

Reading journal entries

- Prompt: *Write a journal entry. Please include the title of your text, the author's name, what the book is about, an idea in the text that you think is important to remember, and why you think it is important to remember that idea.*
- Prompt: *Write a journal entry. Please include the title of your text, the author's name, what the book is about, and one or two sentences about an important message or lesson from the story.*

✓ Locate the "IDR Conference Notes" record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.

✓ Review Parts A and B on the "Individual Comprehension Assessment" record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

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CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit's instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student's "IDR Conference Notes" record sheet(s) and think about the student's participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student's average performance across categories based on this rubric's 4-point scale. Also note that the overall unit score will be based equally on the student's strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school's or district's grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student's "IDR Conference Notes" record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student's work in the folder.

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Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "An Important Idea the Author Wants Us to Remember About Zoos"

An Important Idea the Author Wants Us to Remember About Zoos

Name: Sam

Animals that live in zoos are unhappy.

32 | Making Meaning®

Reading journal entry 1

Reading Journal

Name: Sam Date: 5/13

I read the book Chameleons Are Cool by Martin Jenkins. It tells about the different kinds of chameleons. Chameleons can get sick and die if you make them pets. That's important to remember because people need to know not to try to buy chameleons.

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Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"An Important Idea the Author Wants Us to Remember About Zoos" The student is able to identify an important idea in an expository nonfiction text.	4	(3)	2	1
"An Important Lesson in *Big Al*" The student is able to identify one thing he or she thinks is an important lesson to be learned from a story.	(4)	3	2	1
Reading journal entries				
Entry 1: The student is able to write about an idea in the text that he or she thinks is important to remember and why he or she thinks it is important to remember that idea.	(4)	3	2	1
Entry 2: The student is able to write one or two sentences about an important message or lesson from the story.	4	(3)	2	1
Subtotal	8	6	0	0

Part A score (sum of 4 subtotals /4): 3.5

Commentary: Sam's *Student Response Book* work and journal entries indicate that he is able to identify important ideas in expository nonfiction texts read aloud and independently almost all or much of the time. An important idea that Sam thinks the author of "Zoos Are Not Good for Animals" wants the reader to remember is "animals that live in zoos are unhappy." While the article states that lions *seem* "restless and unhappy," the author's intended point is not that all animals in zoos are unhappy. Sam's reading journal entry includes an important idea he learned from a book he read independently about chameleons (*chameleons can get sick and die if you make them pets*) and a reason he thinks that is important to remember (*people need to know not to try to buy chameleons*).

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Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assesment

Student's name: Sam Date: 5/14

Text title: Chameleons Are Cool Text level: M Leveling system: F&P

1 Initiate the Conference

	YES	NOTES
Ask: *What is your [book] about so far?*		"It's about chameleons. All kinds of facts about them."
▪ Is the student able to tell what the text is about?	✓	

2 Listen to the Student Read Aloud

Does the student:	YES	NOTES
▪ Attend to meaning?	✓	Asked where Madagascar is.
▪ Read fluently?	✓	Stumbled over names of types of chameleons (Oustalet's, Dwarf Brookesia).
▪ Pause and reread if having difficulty?	✓	Didn't know what bulgy meant. Used illustrations to see that the chameleon's eyes stick out from its head.
▪ Read most words accurately?	✓	
▪ Try to make sense of unfamiliar language?	✓	
Ask: *What is the part you just read about?*	YES	"It's about how big chameleons are and how they look."
▪ Is the student able to tell what the passage is about?	✓	

3 Discuss the Text

Ask comprehension questions.	YES	NOTES
▪ Is the student comprehending the text?	✓	"I learned that there are lots of different kinds of chameleons and that you shouldn't have them as a pet."

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*	YES
▪ Is the student able to determine whether he or she comprehends the text?	✓
▪ Is this text at the right level for this student?	✓

Next steps:

Encouraged him to use wondering as he reads.

(continues)

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Example of Part B: IDR Assessment

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	(4)	3	2	1
The student attends to meaning when reading.	(4)	3	2	1
The student reads fluently.	4	(3)	2	1
The student pauses and rereads if having difficulty.	(4)	3	2	1
The student reads most words accurately.	4	(3)	2	1
The student tries to make sense of unfamiliar language when reading.	(4)	3	2	1
The student is able to tell what a passage read aloud is about.	(4)	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	(4)	3	2	1
The student is able to determine whether he or she comprehends a text.	(4)	3	2	1
The student is reading texts at the right level.	(4)	3	2	1
Subtotal	32	6	0	0

Part B score (sum of 4 subtotals/10): 3.8

Commentary: Analysis of Sam's "IDR Conference Notes" record sheet and observations made during IDR and class discussions indicate that he comprehends text almost all of the time. He is able to provide a general description of what his book is about (facts about chameleons). When he was unsure about an unfamiliar word, he asked what the word was or what it meant. The words he stumbled over were proper nouns that he had never seen before (*Madagascar*, *Oustalet's*, *Dwarf Brookesia*). He used text features (illustrations) to gain understanding about an unfamiliar word (*bulgy*). He was able to tell about the part of the book he read aloud ("it's about how big chameleons are and how they look"). He also explained what he learned ("that there are lots of different kinds of chameleons") and what he thought an important message was ("chameleons should not be pets"). This book is at the right level for Sam. He was encouraged to use wondering as he reads the rest of the book.

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Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"An Important Idea the Author Wants Us to Remember About Zoos" The student is able to identify an important idea in an expository nonfiction text.	4	3	2	1
"An Important Lesson in *Big Al*" The student is able to identify one thing he or she thinks is an important lesson to be learned from a story.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to write about an idea in the text that he or she thinks is important to remember and why he or she thinks it is important to remember that idea.	4	3	2	1
Entry 2: The student is able to write one or two sentences about an important message or lesson from the story.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals/4): _____

(continues)

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Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: ____

Part B score: ____

Overall unit score: (Part A score + Part B score)/2: (____ + ____)/2 = ____

(continues)

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Reflection:

- What did you work on with this student during this unit's IDR conferences?

- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

- What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Unit 10

Revisiting the Reading Community

Class Assessment Record (CA1) 138

IDR Conference Notes (CN1) 139

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Take this opportunity to reflect on your students' growth over the year by asking yourself questions such as:

- Are the students using the comprehension strategies successfully? Which strategies seem to be the most challenging for the students?

- Has the students' enjoyment of reading grown? What evidence do I notice?

- How might I help next year's students grow as readers?

- What was challenging for my students this year in terms of their social development?

- How might I help next year's students grow socially?

Other observations:

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Student's name: _____ Date: _____

Invite each student to talk with you about his or her ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record his or her responses:

Q *What do you like to read?*

Q *Tell me about your favorite books or authors. What do you like about them?*

Q *What did you like best about the books we read this year?*

Q *How do you feel about reading?*

Q *How do you feel when you are asked to read aloud?*

Q *What do you do best as a reader?*

Q *What are you interested in reading this summer?*

Q *How do you think you have grown as a reader this year?*

Other observations:

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Summary Record Sheets

Student Reading Level Summary (SR1) 142

Social Skills Assessment Record (SS1) 144

IDR Conference Class Record (CR1) 145

Individual Comprehension Assessment Student Record (SR2) 146

Individual Comprehension Assessment Class Record (CR2) 147

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Assessing Student Reading Level

Assessing individual students' reading levels throughout the year is critical for providing students with appropriate texts for independent reading and for grouping students for small-group instruction. The "Student Reading Level Summary" record sheet can be used to record individual students' reading assessment data that you have obtained using informal or formal assessments of your choice.

USING THE STUDENT READING LEVEL SUMMARY

- ✓ Make a class set of "Student Reading Level Summary" record sheets (SR1) from the CCC Learning Hub (ccclearninghub.org) or from page 143. If you would like to record your assessment data electronically, go to classview.org to learn how you can access the record sheet using the CCC ClassView app.
- ✓ Collect any reading assessment data that you have obtained for each student (e.g., observation notes, running records, or record sheets from formal assessments).
- ✓ For each student, record the data you have collected about his or her reading behavior in the appropriate boxes on the "Student Reading Level Summary" record sheet (SR1). We recommend entering the data in whatever way will be most helpful to you when analyzing the student's progress and instructional needs. In the "Comments" sections, you might enter notes about the text used for each assessment (e.g., whether it is fiction or nonfiction, how many lines of text are on a page, or how much support is provided by the illustrations), observations about the student's reading behavior, and notes about future instruction for the student.
- ✓ If you choose to enter this data directly into the CCC ClassView app, the information will appear in each student's Student Profile. From there, the data can be shared digitally with parents, colleagues, and administrators.

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Student Reading Level Summary (SR1)

Student's name: _____

			Accuracy	Fluency	Rate	Comprehension	Independent Reading Level	Instructional Reading Level
Date:	Assessment:							
	Text title:	Text level:						
Comments:								
Date:	Assessment:							
	Text title:	Text level:						
Comments:								
Date:	Assessment:							
	Text title:	Text level:						
Comments:								
Date:	Assessment:							
	Text title:	Text level:						
Comments:								

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Social Skills Assessment Record (SS1)

Use the following rubric to score each student:

1 = does not implement
2 = implements with support
3 = implements independently

		STUDENT NAMES									
Participates in partner work and class discussions	Unit 2										
	Unit 6										
	Unit 10										
Follows classroom procedures (*e.g., gathers responsibly, follows classroom library and independent reading procedures*)	Unit 2										
	Unit 6										
	Unit 10										
Uses "Turn to Your Partner" and "Think, Pair, Share" (*e.g., faces partner; listens attentively; contributes ideas about the reading, question, or topic*)	Unit 2										
	Unit 6										
	Unit 10										
Explains thinking	Unit 2										
	Unit 6										
	Unit 10										
Listens respectfully to others	Unit 2										
	Unit 6										
	Unit 10										
Reflects on own behavior	Unit 2										
	Unit 6										
	Unit 10										
Takes responsibility for learning and behavior (*e.g., during read-alouds, partner work, and IDR*)	Unit 2										
	Unit 6										
	Unit 10										
Takes turns talking and listening	Unit 2										
	Unit 6										
	Unit 10										
Uses discussion prompts (*e.g., to build on one another's thinking*)	Unit 6										
	Unit 10										
Shares partner's thinking with the class	Unit 10										
Contributes ideas that are different from other people's ideas	Unit 10										
Gives reasons to support thinking	Unit 10										
Shares partner time in a fair way	Unit 10										

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IDR Conference Class Record (CR1)

Student Name	Conference Dates									

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Individual Comprehension Assessment Student Record (SR2)

Student's name: _____ Date: _____

Unit	Part A: Strategy Assessment	Part B: IDR Assessment	Overall Unit Score
Unit 3 Visualizing: Expository Nonfiction, Poetry, and Fiction			
Comments:			
Unit 4 Making Inferences: Fiction			
Comments:			
Unit 5 Wondering: Fiction			
Comments:			
Unit 6 Wondering: Fiction and Narrative Nonfiction			
Comments:			
Unit 7 Wondering: Expository Nonfiction			
Comments:			
Unit 8 Using Text Features: Expository Nonfiction			
Comments:			
Unit 9 Determining Important Ideas: Expository Nonfiction and Fiction			
Comments:			

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Individual Comprehension Assessment Class Record (CR2)

		STUDENT NAMES																
Unit 3 scores	Part A																	
	Part B																	
	Total																	
Unit 4 scores	Part A																	
	Part B																	
	Total																	
Unit 5 scores	Part A																	
	Part B																	
	Total																	
Unit 6 scores	Part A																	
	Part B																	
	Total																	
Unit 7 scores	Part A																	
	Part B																	
	Total																	
Unit 8 scores	Part A																	
	Part B																	
	Total																	
Unit 9 scores	Part A																	
	Part B																	
	Total																	

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Vocabulary Assessments

Week 2 Assessments 151
Week 4 Assessments 152
Week 6 Assessments 160
Week 8 Assessments 161
Week 10 Assessments 169
Week 12 Assessments 170
Week 14 Assessments 178
Week 16 Assessments 179
Week 18 Assessments 187
Week 20 Assessments 188
Week 22 Assessments 196
Week 24 Assessments 197
Week 26 Assessments 205
Week 28 Assessments 206
Week 30 Assessments 207

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify the words?			
compassionate			
content			
swirl			
tumble			
▪ Do their responses indicate that they understand the meanings of the words?			
▪ Do they use the words they are learning in conversation outside of vocabulary time?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify the words?			
familiar			
glare			
hurl			
overalls			
pester			
▪ Can they use the words to explain their thinking?			
▪ Do they enjoy using new words?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having the students play "Which Word Am I?" (see Week 2, Ongoing Review, Step 2).

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Completing the Individual Vocabulary Assessment: Word Check 1

Before continuing with the week 5 lesson, use the Individual Vocabulary Assessment: Word Check 1 to assess each student's understanding of words taught in Weeks 1–4.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Vocabulary Assessment: Word Check 1" answer sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 156. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ Make a class set of the "Individual Vocabulary Assessment Student Record" sheets (SR1) from the CCC Learning Hub (ccclearninghub.org) or from page 217. Use this sheet to record each student's scores from Word Check 1–7 over the course of the year.
- ✓ Make a copy of the "Individual Vocabulary Assessment Class Record" sheet (CR1) from the CCC Learning Hub (ccclearninghub.org) or from page 218. Use this sheet to record the scores of all of the students in the class across the year.
- ✓ If the students are not familiar with the assessment's multiple-choice format, you might make a copy of the answer sheet (IA1) and display it where everyone can see it. While conducting the assessment, you might point to each vocabulary word as you pronounce it. You might discuss the first few clues as a class and model circling the answers. This copy of the answer sheet is also useful for discussing the activity after the students have completed it.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the "Individual Vocabulary Assessment: Word Check 1" answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game "Which Word Am I?" Explain that you will give a clue about one of the words and the students will circle the word that fits the clue.

   Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *compassionate*, *fearful*, or *familiar*.
3. Read clue number 1 aloud twice. (See "Which Word Am I?" on page 155.)
4. Have the students circle the word that fits the clue.
5. Follow the same procedure with the remaining clues.

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DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students' understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:

   Q *Why did you say the word* [compassionate] *describes a kind person who takes care of others?*

   Q *What do you know about the word* [fearful/familiar]*?*

2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 1" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.

4. If you wish to track your students' progress, as a class, for Word Checks 1–7, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

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Which Word Am I?

Read the following clues and answers to the class.

1. I'm how you would describe a kind person who takes care of others.

Q *Which word am I:* **compassionate**, **fearful**, *or* **familiar**? (compassionate)

2. I'm what you do when you make someone believe you are telling the truth.

Q *Which word am I:* **accompany**, **convince**, *or* **tumble**? (convince)

3. I'm how you would describe someone you see every day.

Q *Which word am I:* **content**, **familiar**, *or* **fearless**? (familiar)

4. I'm what you do when you bother the person in front of you in the lunch line.

Q *Which word am I:* **annoy**, **hurl**, *or* **swirl**? (annoy)

5. I'm how you feel when you know you have done your best.

Q *Which word am I:* **fearful**, **compassionate**, *or* **content**? (content)

6. I'm what you do when you go with your brother to the mall.

Q *Which word am I:* **tumble**, **accompany**, *or* **convince**? (accompany)

7. I'm a synonym of the word *annoy*.

Q *Which word am I:* **hurl**, **pester**, *or* **glare**? (pester)

8. I'm what a leaf does when it spins in a circle in the wind.

Q *Which word am I:* **swirls**, **eavesdrops**, *or* **glares**? (swirls)

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Name: _____ Date: _____

Word Check 1: Which Word Am I?

Listen to the clue. Then circle the word that fits the clue.

1.	compassionate	fearful	familiar
2.	accompany	convince	tumble
3.	content	familiar	fearless
4.	annoy	hurl	swirl
5.	fearful	compassionate	content
6.	tumble	accompany	convince
7.	hurl	pester	glare
8.	swirls	eavesdrops	glares

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Completing the Student Self-assessment

Before continuing with the week 5 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

PREPARING FOR THE ASSESSMENT

✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (or six weeks for the final assessment). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.

✓ Make a master copy of the "Student Self-assessment" response sheet (SA1) from the CCC Learning Hub (ccclearninghub.org) or from page 159. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the "Student Self-assessment" response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the "yes" column, meaning "Yes, I know this word!" If they *think* they know what the word means but are not sure, they will put a check mark in the "maybe" column, meaning "Maybe I know this word. I'm not sure." If they do not know what the word means or cannot remember, they will put a check mark in the "no" column, meaning "No, I don't know this word."
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

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USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

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Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' responses show that they know what the words mean?			
annoy			
fearless			
grumble			
terrible			
terrific			
▪ Can they use the words to explain their thinking?			
▪ Are they using the words they are learning in conversation outside of vocabulary time?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having the students play "Which Word Am I?" (see Week 5, Ongoing Review, Step 2 in the *Vocabulary Teaching Guide*).

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' responses show that they understand the words' meanings?			
eavesdropper			
fragrant			
plenty			
rude			
unusual			
▪ Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)			
▪ Do they enjoy learning and talking about new words?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

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Completing the Individual Vocabulary Assessment: Word Check 2

Before continuing with the week 9 lesson, use the Individual Vocabulary Assessment: Word Check 2 to assess each student's understanding of words taught in Weeks 5–8.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Individual Vocabulary Assessment: Word Check 2" answer sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 165. Make enough copies for each student to have one; set aside a reference copy for yourself.

✓ If the students are not familiar with the assessment's multiple-choice format, you might make a copy of the answer sheet (IA1) and display it where everyone can see it. While conducting the assessment, you might point to each vocabulary word as you pronounce it. You might discuss the first few clues as a class and model circling the answers. This copy of the answer sheet is also useful for discussing the activity after the students have completed it.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the "Individual Vocabulary Assessment: Word Check 2" answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game "Which Word Am I?" Explain that you will give a clue about one of the words and the students will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *grumble*, *gobble*, or *approach*.
4. Read clue number 1 aloud twice. (See "Which Word Am I?" on page 164.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students' understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:

   Q *Why did you say the word* [grumble] *is something you might do if you feel grouchy?*

   Q *What do you know about the word* [gobble/approach]*?*

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2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.
3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 2" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–7, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

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Which Word Am I?

Read the following clues and answers to the class.

1. I'm what you might do if you feel grouchy because you have no time for rest or recreation.

Q *Which word am I:* **grumble**, **gobble**, *or* **approach***?* (grumble)

2. I'm what you do when you run quickly to find shelter from a storm.

Q *Which word am I:* **scrunch**, **gobble**, *or* **dash***?* (dash)

3. I'm a synonym of the words *bad*, *horrible*, and *awful*.

Q *Which word am I:* **rude**, **numerous**, *or* **terrible***?* (terrible)

4. I'm an antonym of the word *unusual*.

Q *Which word am I:* **plenty**, **usual**, *or* **necessary***?* (usual)

5. I'm how you might describe roses that smell terrific.

Q *Which word am I:* **fragrant**, **plenty**, *or* **rude***?* (fragrant)

6. I'm what you do when you crush a paper cup.

Q *Which word am I:* **scrunch**, **dash**, *or* **approach***?* (scrunch)

7. I'm how you would describe something like food that you need to be healthy.

Q *Which word am I:* **unusual**, **terrible**, *or* **necessary***?* (necessary)

8. I'm a synonym of the words *good*, *wonderful*, and *great*.

Q *Which word am I:* **usual**, **terrific**, *or* **fragrant***?* (terrific)

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Name: _____ Date: _____

Word Check 2: Which Word Am I?

Listen to the clue. Then circle the word that fits the clue.

1.	grumble	gobble	approach
2.	scrunch	gobble	dash
3.	rude	numerous	terrible
4.	plenty	usual	necessary
5.	fragrant	plenty	rude
6.	scrunch	dash	approach
7.	unusual	terrible	necessary
8.	usual	terrific	fragrant

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Completing the Student Self-assessment

Before continuing with the week 9 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

PREPARING FOR THE ASSESSMENT

✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (or six weeks for the final assessment). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.

✓ Make a master copy of the "Student Self-assessment" response sheet (SA1) from the CCC Learning Hub (ccclearninghub.org) or from page 168. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the "Student Self-assessment" response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the "yes" column, meaning "Yes, I know this word!" If they *think* they know what the word means but are not sure, they will put a check mark in the "maybe" column, meaning "Maybe I know this word. I'm not sure." If they do not know what the word means or cannot remember, they will put a check mark in the "no" column, meaning "No, I don't know this word."
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

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USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

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Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' responses show that they know what the words mean?			
behave			
discover			
misbehave			
racket			
shelter			
▪ What words are difficult for the students to use or explain? (Note which words they have difficulty with.)			
▪ Do they use the words they are learning in conversation outside of the vocabulary lessons?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having the students play "Which Word Am I?" (see Week 2, Ongoing Review, Step 2) or "Which Word Goes With?" (see Week 1, Day 3, Step 2).

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' choices show that they know what the words mean?			
expert			
fade			
flap			
routine			
vanish			
▪ What words are difficult for the students to use or explain? (Note which words they have difficulty with.)			
▪ Are the students using the words spontaneously at other times of the day?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

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Completing the Individual Vocabulary Assessment: Word Check 3

Before continuing with the week 13 lesson, use the Individual Vocabulary Assessment: Word Check 3 to assess each student's understanding of words taught in Weeks 9–12.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Individual Vocabulary Assessment: Word Check 3" answer sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 174. Make enough copies for each student to have one; set aside a reference copy for yourself.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the "Individual Vocabulary Assessment: Word Check 3" answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game "Which Word Am I?" Explain that you will give a clue about one of the words and the students will circle the word that fits the clue.

   Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *expand*, *flap*, or *vanish*.
3. Read clue number 1 aloud twice. (See "Which Word Am I?" on page 173.)
4. Have the students circle the word that fits the clue.
5. Follow the same procedure with the remaining clues.

DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students' understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:

   Q *Why did you say the word* [vanish] *describes what might happen to a snowman on a warm afternoon?*

   Q *What do you know about the word* [expand/flap]*?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

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3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 3" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–7, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

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Which Word Am I?

Read the following clues and answers to the class.

1. I'm what a snowman might do on a warm afternoon.

Q *Which word am I:* **expand**, **flap**, *or* **vanish***?* (vanish)

2. I'm what you do when you gather shells at the beach to keep with other shells you have.

Q *Which word am I:* **collect**, **shimmer**, *or* **sniffle***?* (collect)

3. I'm how you would describe the sound made by a noisy garbage truck.

Q *Which word am I:* **stream**, **racket**, *or* **tourist***?* (racket)

4. I'm what explorers do when they find a new land.

Q *Which word am I:* **discover**, **stuff**, *or* **sniffle***?* (discover)

5. I'm what people do when they act badly or break the rules.

Q *Which word am I:* **collect**, **behave**, *or* **misbehave***?* (misbehave)

6. I'm a person who knows all about bikes and can fix a broken bike.

Q *Which word am I:* **racket**, **expert**, *or* **stream***?* (expert)

7. I'm what you do if you put as many things as possible into a suitcase.

Q *Which word am I:* **flap**, **fade**, *or* **stuff***?* (stuff)

8. I'm a person who visits a city to learn all about it.

Q *Which word am I:* **tourist**, **expert**, *or* **routine***?* (tourist)

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Name: _____ Date: _____

Word Check 3: Which Word Am I?

Listen to the clue. Then circle the word that fits the clue.

1.	expand	flap	vanish
2.	collect	shimmer	sniffle
3.	stream	racket	tourist
4.	discover	stuff	sniffle
5.	collect	behave	misbehave
6.	racket	expert	stream
7.	flap	fade	stuff
8.	tourist	expert	routine

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Completing the Student Self-assessment

Before continuing with the week 13 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

PREPARING FOR THE ASSESSMENT

✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (or six weeks for the final assessment). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.

✓ Make a master copy of the "Student Self-assessment" response sheet (SA1) from the CCC Learning Hub (ccclearninghub.org) or from page 177. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the "Student Self-assessment" response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the "yes" column, meaning "Yes, I know this word!" If they *think* they know what the word means but are not sure, they will put a check mark in the "maybe" column, meaning "Maybe I know this word. I'm not sure." If they do not know what the word means or cannot remember, they will put a check mark in the "no" column, meaning "No, I don't know this word."
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

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USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

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Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' responses show that they know what the words mean?			
embarrass			
fade			
grip			
huddle			
prepare			
▪ Can they use the words to explain their thinking?			
▪ Do they enjoy learning new words?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to draw a picture about the word and then talk about his or her drawing.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' responses show that they know what the words mean?			
duplicate			
genius			
miniature			
rarely			
stunned			
▪ Can they use the words to explain their thinking?			
▪ Do they enjoy learning and talking about new words?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting the students to draw pictures about the word and then talk about their drawings.

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Completing the Individual Vocabulary Assessment: Word Check 4

Before continuing with the week 17 lesson, use the Individual Vocabulary Assessment: Word Check 4 to assess each student's understanding of words taught in Weeks 13–16.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Individual Vocabulary Assessment: Word Check 4" answer sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 183. Make enough copies for each student to have one; set aside a reference copy for yourself.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the "Individual Vocabulary Assessment: Word Check 4" answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game "Finish the Story." Explain that you will read a sentence and leave off the last word. They will circle the word that makes the best ending.

   Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *murmur*, *duplicate*, or *embarass*.
3. Read sentence number 1 aloud twice. (See "Finish the Story" on page 182.)
4. Have the students circle the word that fits the sentence.
5. Follow the same procedure with the remaining sentences.

DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students' understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:

   Q *Why did you say the word* [duplicate] *best completes the story about trying to copy a painting?*

   Q *What do you know about the word* [murmur/embarrass]*?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

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3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 4" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–7, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

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Finish the Story

Read the following clues and answers to the class.

1. "I'm trying to make a copy of your painting," said Sophie, "but it's hard to _____."

Q *Which word makes the best ending:* **murmur**, **duplicate**, *or* **embarrass***?* (duplicate)

2. The furniture inside the dollhouse is much smaller than real furniture. The tables and chairs are _____.

Q *Which word makes the best ending:* **miniature**, **notorious**, *or* **stunned***?* (miniature)

3. "I'll wear a clown costume to the party," said Henry. "No one will recognize me in my _____."

Q *Which word makes the best ending:* **chaos**, **genius**, *or* **disguise***?* (disguise)

4. It is important to study before a test. If you want to do well, you need to _____.

Q *Which word makes the best ending:* **prepare**, **guide**, *or* **fetch***?* (prepare)

5. Zoë was shocked to hear the news. "I can't believe it," she said. "I'm _____!"

Q *Which word makes the best ending:* **notorious**, **sturdy**, *or* **stunned***?* (stunned)

6. Derek rarely feels ashamed or uncomfortable. He isn't someone you can easily _____.

Q *Which word makes the best ending:* **murmur**, **embarrass**, *or* **prepare***?* (embarrass)

7. Everyone knows how smart Dr. Okafor is. Even the other doctors think she is a _____.

Q *Which word makes the best ending:* **chaos**, **disguise**, *or* **genius***?* (genius)

8. Our team needed to talk before the game started. We moved close together to _____.

Q *Which word makes the best ending:* **duplicate**, **huddle**, *or* **grip***?* (huddle)

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Name: _____ Date: _____

Word Check 4: Finish the Story

Listen to the clue. Then circle the word that fits the clue.

1.	murmur	duplicate	embarrass
2.	miniature	notorious	stunned
3.	chaos	genius	disguise
4.	prepare	guide	fetch
5.	notorious	sturdy	stunned
6.	murmur	embarrass	prepare
7.	chaos	disguise	genius
8.	duplicate	huddle	grip

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Completing the Student Self-assessment

Before continuing with the week 17 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

PREPARING FOR THE ASSESSMENT

✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (or six weeks for the final assessment). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.

✓ Make a master copy of the "Student Self-assessment" response sheet (SA1) from the CCC Learning Hub (ccclearninghub.org) or from page 186. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the "Student Self-assessment" response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the "yes" column, meaning "Yes, I know this word!" If they *think* they know what the word means but are not sure, they will put a check mark in the "maybe" column, meaning "Maybe I know this word. I'm not sure." If they do not know what the word means or cannot remember, they will put a check mark in the "no" column, meaning "No, I don't know this word."
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

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USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

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Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' explanations indicate that they understand the words' meanings?			
fetch			
guide			
murmur			
overjoyed			
sturdy			
▪ Do they have difficulty using or explaining the meaning of any of the words? (Note the words they have difficulty with.)			
▪ Do they enjoy learning and talking about words?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice through an activity modeled on "What Might You Do?" (see Week 4, Ongoing Review, Step 2 in the *Vocabulary Teaching Guide*).

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' responses show that they understand what the words mean?			
accompany			
create			
fabulous			
insist			
predict			
▪ Do the students have difficulty describing what they think about, or what pictures come into their minds? (Note which words they have difficulty with.)			
▪ Do they enjoy learning and using new words?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having the students play "Which Word Am I?" (see Week 2, Ongoing Review, Step 2).

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Completing the Individual Vocabulary Assessment: Word Check 5

Before continuing with the week 21 lesson, use the Individual Vocabulary Assessment: Word Check 5 to assess each student's understanding of words taught in Weeks 17–20.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Individual Vocabulary Assessment: Word Check 5" answer sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 192. Make enough copies for each student to have one; set aside a reference copy for yourself.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the "Individual Vocabulary Assessment: Word Check 5" answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game "Finish the Story." Explain that you will read a sentence and leave off the last word. They will circle the word that makes the best ending.

   Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *gleam*, *insist*, or *encourage*.
3. Read sentence number 1 aloud twice. (See "Finish the Story" on page 191.)
4. Have the students circle the word that fits the sentence.
5. Follow the same procedure with the remaining sentences.

DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students' understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:

   Q *Why did you say the word* [gleam] *best completes the story about the boat shining in the sun?*

   Q *What do you know about the word* [insist/encourage]*?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

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3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 5" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–7, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

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Finish the Story

Read the following clues and answers to the class.

1. The boat shined brightly in the sun. Even from the shore we could see it _____.

Q *Which word makes the best ending:* **gleam**, **insist**, *or* **encourage***?* (gleam)

2. "I agree that we should go camping," said Sujin. "It's a great idea. I definitely _____."

Q *Which word makes the best ending:* **create**, **approve**, *or* **disapprove***?* (approve)

3. "We can have the party at my house," said Gary. "I'm happy to be the _____."

Q *Which word makes the best ending:* **host**, **teamwork**, *or* **hospitality***?* (host)

4. "I demand that you clean your room!" said Mrs. Martin. "Right this minute! I _____!"

Q *Which word makes the best ending:* **predict**, **create**, *or* **insist***?* (insist)

5. "I left my backpack out in the rain," said Mario. "Now everything in it is _____."

Q *Which word makes the best ending:* **fabulous**, **damp**, *or* **overjoyed***?* (damp)

6. "Thank you again for helping me study," said Laura. "I feel so much _____."

Q *Which word makes the best ending:* **hospitality**, **host**, *or* **gratitude***?* (gratitude)

7. The way each member of the team regularly helped one another showed great _____.

Q *Which word makes the best ending:* **gratitude**, **teamwork**, *or* **host***?* (teamwork)

8. "Occasionally it rains here," said Mr. Watson. "But tomorrow I think it will be sunny. That's what I _____."

Q *Which word makes the best ending:* **predict**, **disapprove**, *or* **gleam***?* (predict)

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Name: _____ Date: _____

Word Check 5: Finish the Story

Listen to the clue. Then circle the word that fits the clue.

1.	gleam	insist	encourage
2.	create	approve	disapprove
3.	host	teamwork	hospitality
4.	predict	create	insist
5.	fabulous	damp	overjoyed
6.	hospitality	host	gratitude
7.	gratitude	teamwork	host
8.	predict	disapprove	gleam

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Completing the Student Self-assessment

Before continuing with the week 21 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

PREPARING FOR THE ASSESSMENT

✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (or six weeks for the final assessment). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.

✓ Make a master copy of the "Student Self-assessment" response sheet (SA1) from the CCC Learning Hub (ccclearninghub.org) or from page 195. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the "Student Self-assessment" response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the "yes" column, meaning "Yes, I know this word!" If they *think* they know what the word means but are not sure, they will put a check mark in the "maybe" column, meaning "Maybe I know this word. I'm not sure." If they do not know what the word means or cannot remember, they will put a check mark in the "no" column, meaning "No, I don't know this word."
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

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USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

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Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' responses show that they know what the words mean?			
attract			
fragile			
gleam			
sip			
teamwork			
▪ Can they use the words to explain their thinking?			
▪ Are the students using the words spontaneously at other times of the day?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to draw a picture about the word and then talk about his or her drawing.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' responses show that they understand what the words mean?			
attract			
consume			
fragile			
gleam			
sip			
▪ Do the students have difficulty describing what they think about, or what pictures come into their minds? (Note which words they have difficulty with.)			
▪ Do they use the words they are learning in conversation outside of the vocabulary lessons?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having the students play "What Might You Do?" (see Week 4, Ongoing Review, Step 2).

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Completing the Individual Vocabulary Assessment: Word Check 6

Before continuing with the week 25 lesson, use the Individual Vocabulary Assessment: Word Check 6 to assess each student's understanding of words taught in Weeks 21–24.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Individual Vocabulary Assessment: Word Check 6" answer sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 201. Make enough copies for each student to have one; set aside a reference copy for yourself.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the "Individual Vocabulary Assessment: Word Check 6" answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game "Finish the Story." Explain that you will read a sentence and leave off the last word. They will circle the word that makes the best ending.

   Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *beneficial*, *mushy*, or *unwelcome*.
3. Read sentence number 1 aloud twice. (See "Finish the Story" on page 200.)
4. Have the students circle the word that fits the sentence.
5. Follow the same procedure with the remaining sentences.

DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students' understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:

   Q *Why did you say the word* [mushy] *best completes the story about the broccoli?*

   Q *What do you know about the word* [beneficial/unwelcome]*?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

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3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 6" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–7, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

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Finish the Story

Read the following clues and answers to the class.

1. "Please don't cook the broccoli too long," says Connor. "I don't like it when it's soft and _____."

Q *Which word makes the best ending:* **beneficial**, **mushy**, *or* **unwelcome***?* (mushy)

2. Violet is making lots of noise as she eats her soup. "Stop that," scolds her mother. "It's rude to _____."

Q *Which word makes the best ending:* **attach**, **sip**, *or* **slurp***?* (slurp)

3. Danny likes to eat something different for lunch every day. He enjoys the _____.

Q *Which word makes the best ending:* **variety**, **precaution**, *or* **characteristic***?* (variety)

4. The workers are moving the statue slowly and carefully because it is old and _____.

Q *Which word makes the best ending:* **dull**, **picky**, *or* **fragile***?* (fragile)

5. Mr. Chen is not sure the new sign on his store will get customers' attention. "I wonder," he says, "how many customers will the sign _____."

Q *Which word makes the best ending:* **attract**, **sip**, *or* **consume***?* (attract)

6. "This plastic spoon is easy to bend," says Jolie. "It's _____."

Q *Which word makes the best ending:* **dull**, **flexible**, *or* **fragile***?* (flexible)

7. "I must buy food for people to eat at my party," says Ari. "I have to figure out how much food people will _____."

Q *Which word makes the best ending:* **consume**, **attract**, *or* **attach***?* (consume)

8. In winter, the water in the lake freezes and is hard and firm. It is safe to walk on the ice because it is _____.

Q *Which word makes the best ending:* **beneficial**, **picky**, *or* **solid***?* (solid)

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Name: _____ Date: _____

Word Check 6: Finish the Story

Listen to the clue. Then circle the word that fits the clue.

1.	beneficial	mushy	unwelcome
2.	attach	sip	slurp
3.	variety	precaution	characteristic
4.	dull	picky	fragile
5.	attract	sip	consume
6.	dull	flexible	fragile
7.	consume	attract	attach
8.	beneficial	picky	solid

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Completing the Student Self-assessment

Before continuing with the week 25 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

PREPARING FOR THE ASSESSMENT

✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (or six weeks for the final assessment). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.

✓ Make a master copy of the "Student Self-assessment" response sheet (SA1) from the CCC Learning Hub (ccclearninghub.org) or from page 204. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the "Student Self-assessment" response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the "yes" column, meaning "Yes, I know this word!" If they *think* they know what the word means but are not sure, they will put a check mark in the "maybe" column, meaning "Maybe I know this word. I'm not sure." If they do not know what the word means or cannot remember, they will put a check mark in the "no" column, meaning "No, I don't know this word."
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

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USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

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Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to answer questions about the words?			
beneficial			
complex			
fresh			
precaution			
strenuous			
▪ Do their responses show that they know what the words mean?			
▪ Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' choices show that they understand what the words mean?			
appreciate			
conserve			
provide			
recently			
treat			
▪ Do they have difficulty making a choice or explaining their decision for any of the words? (Note which words they have difficulty with.)			
▪ Do they enjoy learning and using new words?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' responses show that they know what the words mean?			
bulge			
congratulate			
delightful			
flop			
steer clear			
▪ Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)			
▪ Are the students using the words spontaneously at other times of the day?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice through an activity modeled on "What Might You Say or Do?" (see Week 5, Day 3, Step 2).

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Completing the Individual Vocabulary Assessment: Word Check 7

Use the Individual Vocabulary Assessment: Word Check 7 to assess each student's understanding of words taught in Weeks 25–30.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Individual Vocabulary Assessment: Word Check 7" answer sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 211. Make enough copies for each student to have one; set aside a reference copy for yourself.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the "Individual Vocabulary Assessment: Word Check 7" answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game "Finish the Story." Explain that you will read a sentence and leave off the last word. They will circle the word that makes the best ending.

   Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *strenuous*, *downcast*, or *obedient*.
3. Read sentence number 1 aloud twice. (See "Finish the Story" on page 210.)
4. Have the students circle the word that fits the sentence.
5. Follow the same procedure with the remaining sentences.

DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students' understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:

   Q *Why did you say the word* [strenuous] *best completes the story about mountain climbing?*

   Q *What do you know about the word* [downcast/obedient]*?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

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3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 7" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–7, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

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Finish the Story

Read the following clues and answers to the class.

1. "Mountain climbing is really hard," said Laura. "You have to be in good shape for something so _____."

Q *Which word makes the best ending:* **strenuous**, **downcast**, *or* **obedient***?* (strenuous)

2. "The ice on the pond is too thin for skating," said Mrs. Walters. "We'd better _____."

Q *Which word makes the best ending:* **appreciate**, **conserve**, *or* **steer clear***?* (steer clear)

3. "I'm happy to hear such great news!" shouted Ali. "I'm more than happy! I'm _____!"

Q *Which word makes the best ending:* **unique**, **ecstatic**, *or* **optional***?* (ecstatic)

4. Charlie could tell when his puppy was frightened by the way it would quietly _____.

Q *Which word makes the best ending:* **provide**, **congratulate**, *or* **whimper***?* (whimper)

5. The painting was worth millions of dollars, but to Morgan it just looked like blobs of paint. She didn't understand why it was so _____.

Q *Which word makes the best ending:* **valuable**, **fresh**, *or* **optional***?* (valuable)

6. Alex jumped into the icy lake. "It's freezing!" we heard him loudly _____.

Q *Which word makes the best ending:* **conserve**, **shriek**, *or* **treat***?* (shriek)

7. We had a wonderful time at the seashore. The entire trip was _____.

Q *Which word makes the best ending:* **delightful**, **complex**, *or* **disobedient***?* (delightful)

8. If Ann takes a penny from the coin jar every day, the number of pennies in the jar will _____.

Q *Which word makes the best ending:* **bulge**, **decrease**, *or* **flop***?* (decrease)

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Name: _____ Date: _____

Word Check 7: Finish the Story

Listen to the clue. Then circle the word that fits the clue.

1.	strenuous	downcast	obedient
2.	appreciate	conserve	steer clear
3.	unique	ecstatic	optional
4.	provide	congratulate	whimper
5.	valuable	fresh	optional
6.	conserve	shriek	treat
7.	delightful	complex	disobedient
8.	bulge	decrease	flop

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Completing the Student Self-assessment

Use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

PREPARING FOR THE ASSESSMENT

✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (or six weeks for the final assessment). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.

✓ Make a master copy of the "Student Self-assessment" response sheet (SA1) from the CCC Learning Hub (ccclearninghub.org) or from page 214. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

CONDUCTING THE ASSESSMENT

1. Distribute a copy of the "Student Self-assessment" response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the "yes" column, meaning "Yes, I know this word!" If they *think* they know what the word means but are not sure, they will put a check mark in the "maybe" column, meaning "Maybe I know this word. I'm not sure." If they do not know what the word means or cannot remember, they will put a check mark in the "no" column, meaning "No, I don't know this word."
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

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USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

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Name: _____ Date: _____

Which Words Do I Know?

Word	yes	maybe	no

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Individual Vocabulary Assessment Student Record (SR1)

Student's name: _____

WORD CHECK 1	DATE: _____
Comments/Suggestions:	Score:
WORD CHECK 2	**DATE: _____**
Comments/Suggestions:	Score:
WORD CHECK 3	**DATE: _____**
Comments/Suggestions:	Score:
WORD CHECK 4	**DATE: _____**
Comments/Suggestions:	Score:
WORD CHECK 5	**DATE: _____**
Comments/Suggestions:	Score:
WORD CHECK 6	**DATE: _____**
Comments/Suggestions:	Score:
WORD CHECK 7	**DATE: _____**
Comments/Suggestions:	Score:
	Total Score:

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Individual Vocabulary Assessment Class Record (CR1)

Student's Name	Word Check 1	Word Check 2	Word Check 3	Word Check 4	Word Check 5	Word Check 6	Word Check 7	**Total Score**

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1001 Marina Village Parkway, Suite 110
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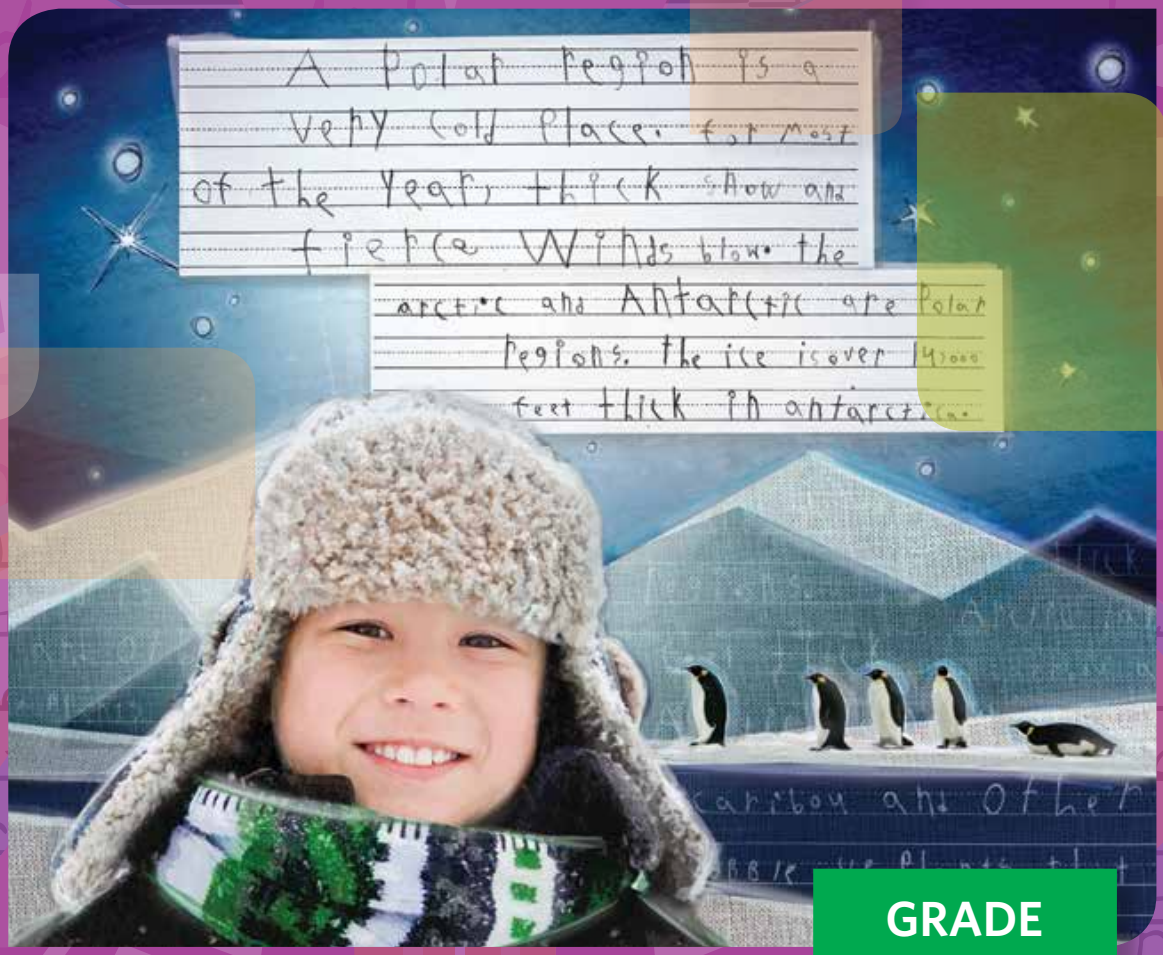

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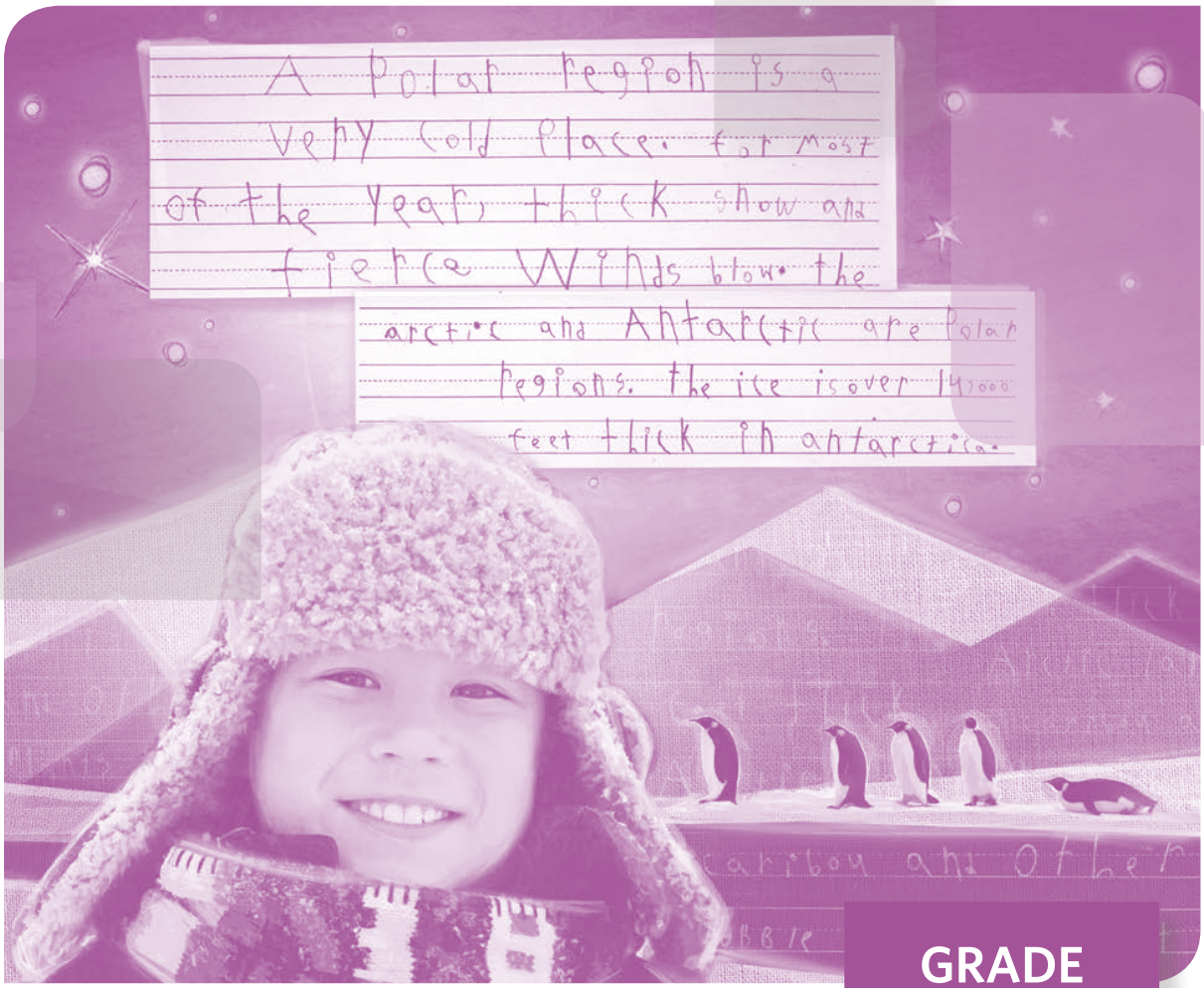

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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270; fax: (510) 464-3670
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Leslie Gjestvang, Bel Aire Park Magnet School, Napa, California
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Being a Writer First Edition Authors

Shaila Regan, Director of Program Development

Susie Alldredge, Senior Program Advisor

Dennis Binkley, Assistant Director of Program Development

Being a Writer Revision Team

PROGRAM DEVELOPMENT STAFF

Lana Costantini, Director of Program Development

Dennis Binkley, Associate Director of Program Development

Bonnie Brook, Program Manager

Thuy Do, Program Manager

Jackie Jacobs, Program Manager

Sarah Rosenthal, Program Manager

Krista Easton, Curriculum Developer

Rebecca Román, Curriculum Developer

Kenneth Logan, Curriculum Developer

Katie MacLean, Curriculum Developer

Charlotte MacLennan, Curriculum Developer

Miki Terasawa, Curriculum Developer

Jill Dettweiler, Library Manager

LEARNING TECHNOLOGY STAFF

Nazar Yousif, Chief Technology Officer

Joshua Callman, Instructional Technology Manager

Maggie DeAngelis, Learning Technology Specialist

Robert Kaehms, Learning Technology Specialist

Paul Williams, Learning Technology Specialist

PUBLISHING SERVICES STAFF

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Katie Seibel, Project Editor

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Rachel Gunn, Production Editor

Jennie McDonald, Publisher Relations and Rights Director

Kimo Yancey, Rights and Publishing Services Associate

Jodi Hammerwold, Publisher Relations and Rights Associate

Hilary Merrill, Publisher Relations and Editorial Associate

Roberta Morris, Art Director

Debra Grose, Production Manager

Jean Butterfield, Production Specialist

Jennifer Bowyer, Production Artist

Garry Williams, Senior Graphic Artist

Carolyn Kemp, Sourcing and Manufacturing Manager

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AUDIOVISUAL DEVELOPMENT STAFF

Toby Levenson, Media Development Manager

Jeff Allen, Media Administrator

Peter Brunn, Director of Strategic Partnerships

Grady Carson, Curriculum Developer

CENTER FOR THE COLLABORATIVE CLASSROOM CONSULTANTS

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National Educational Consultants

Ginger Cook

Linda Rourke

Tabatha Scharlach

Melissa Tovaas

Christine Venturis

Sue Wilder

Gina Fugnitto

Additional Consultants

Linda Alders, Assessment Consultant

Susie Alldredge, Audiovisual Consultant

Lin Sullivan, Assessment Consultant

ADDITIONAL CONTRIBUTORS

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Introduction

We all dream of sending our elementary school students on to middle and high school with a love of writing; an ability to write clearly, creatively, and purposefully for sustained periods of time; and a familiarity with the crafts and conventions of writing in the major genres. We want them to approach writing with confidence and understand that writing, first and foremost, is communication. In pursuing this dream, we ask ourselves: *What are the most important things for students to learn about writing during their elementary school years? What writing experiences are most important for students to have?* The *Being a Writer*™ program is our carefully researched, fully articulated answer to these key questions.

The *Being a Writer* program is a yearlong writing curriculum for kindergarten through grade 6 and the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that your students learn the important elements of writing at their grade level. This all happens in the context of a caring classroom community—so crucial to motivating and inspiring students to grow as writers, thinkers, and principled people. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness, and helpfulness). They practice the skills and dispositions they need to bring these values to life in their daily interactions.

New to the Second Edition

In this second edition of the *Being a Writer* program, we have added content, assessments, and technology features designed to support your teaching and your students' writing and social development. These include:

- New Open Day and Writing Throughout the Week activities that supplement instruction at grades K–2
- A fifth day of instruction each week at grades 3–6
- New or revised Opinion Writing units at grades K–5 and a new Argumentative Writing unit at grade 6
- New Writing About Reading supplemental activities in which the students write opinions in response to literature
- New family letters in English and Spanish
- Enhanced lesson support for teaching writing skills and conventions

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- An expanded *Skill Practice Teaching Guide* and *Student Skill Practice Book* at grades 1–6
- Print and digital teacher's manuals with links to professional development media and lesson resources
- New and expanded writing assessments
- An online assessment tool, the CCC ClassView™ assessment app, for capturing and synthesizing assessment data
- A *Writing Performance Task Preparation Guide* that prepares students for standards–based writing performance tasks at grades 3–6
- Online, interactive whiteboard activities
- Additional support for incorporating technology through tips, tutorials, and extension activities

You will find more information about new content, assessments, and technology features in the pages that follow.

Unique Pedagogy

The program's unique pedagogy grows out of years of research on writing and child development. It focuses on character education and social and ethical development and supports teachers both as writers and as teachers of writing.

RESEARCH BASED/CLASSROOM TESTED

We have drawn on two decades of research in the areas of writing, motivation and learning theory, and social and ethical development to develop the *Being a Writer* program. In the 1980s, a major study of various modes of writing instruction showed that a writing process approach combined with clear objectives and opportunities for peer interaction produced an effect 22 times greater in students' pretest–posttest writing quality than approaches characterized by lecture, teacher-only feedback, and writing assignments imitating patterns or following rules. Interestingly, the study also found that positive feedback (commenting exclusively on what writers had done well, rather than on their shortcomings) produced far greater effects in student writing than did negative feedback (Kelley 2002).

A meta-analysis published in 2007 identified the following as key elements of effective instruction (Graham and Perin 2007):

- Process writing approach
- Collaborative writing tasks
- Study of models
- Writing strategies

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- Specific product goals
- Prewriting
- Inquiry activities

Additional work by researchers and leaders in the field, including Atwell, Calkins, Fletcher, and Graves,* supports these findings and also emphasizes the following as ways to improve students' writing practice and attitude:

- Teacher and peer conferences
- Classroom discussion
- Writing for real audiences and purposes
- Student self-assessment
- Regular periods of writing
- Choice of writing topics

The *Being a Writer* program has been developed in consultation with an advisory board of teachers (of varied backgrounds and experience) who piloted lessons and gave us extensive feedback to assure that the program addresses the needs of all students, is easy to implement, and fits into the language arts block.

DUAL FOCUS: ACADEMIC AND SOCIAL/ETHICAL LEARNING

Child development research tells us that children learn and grow best in environments where their basic psychological needs are met. Children need to feel physically and emotionally safe. They need to feel that they belong. They need to have a sense of themselves as autonomous and capable. Studies indicate that when these basic needs are met at school by helping students experience a sense of community, the students do better academically (as measured over time by grades and test scores), exhibit more pro-social tendencies, and show greater resistance to problem behaviors such as drug use and violence (Durlack et al. 2011).

The *Being a Writer* program helps you take deliberate steps to create a classroom writing community where your students feel empowered, supported in taking risks, and responsible to themselves and the group. The program weaves cooperative learning, social skill instruction, and discussion of values throughout the writing lessons.

TEACHER SUPPORT

The program is designed to help you hone your skills both as a teacher of writing and as a writer yourself. Detailed, easy-to-follow lesson plans include suggestions for managing the writing process, facilitating discussions, assessing the class, and conferring with individual

*To read more about the theoretical and research basis for the *Being a Writer* program, see Bibliography on page 633.

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students. Teacher Notes and references to professional development media throughout the lessons explain the underlying pedagogy of various activities and provide examples of what might happen in the classroom. The weekly Teacher as Writer section helps you cultivate your own writing voice while deepening your appreciation for what the students are asked to do in the program. (For more information, see "Teacher as Writer" on page li.)

Program at a Glance

The following sections describe the program components, writing development across the grades, and a typical daily lesson.

PROGRAM COMPONENTS

The *Being a Writer* program includes:

- *Teacher's Manual*, two volumes per grade
- About 20–30 children's trade books per grade to inspire students and model good writing
- *Student Writing Handbook*, one for each student (at grades 2–6), containing excerpts, practice activities, a spelling word bank, and proofreading notes
- Wipe-off boards and markers, one set for each student (at grades K–1), to use during Guided Writing Practice
- *Assessment Resource Book* (at grades K–6), containing information and record sheets to assess writing and social skill development for individual students and the class
- *Skill Practice Teaching Guide* (at grades 1–6), containing mini-lessons to supplement instruction in skills and conventions in the program
- *Student Skill Practice Book*, one for each student (at grades 1–6), containing additional skill practice activities to be used in conjunction with the lessons in the *Skill Practice Teaching Guide*
- *Writing Performance Task Preparation Guide* (at grades 3–6), containing lessons to prepare students for standards–based writing performance tasks
- *Digital Teacher's Set*, with digital versions of the *Teacher's Manual*, *Skill Practice Teaching Guide*, *Assessment Resource Book*, and *Writing Performance Task Preparation Guide*
- Access to online resources via the CCC Learning Hub (ccclearninghub.org), such as interactive whiteboard activities, assessment forms, reproducibles, and professional development media
- Access to the CCC ClassView app (classview.org), which allows for electronic recording, sorting, synthesizing, and reporting of assessment data for individual students and the whole class

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For more information about the print format of the *Teacher's Manual*, see the "Getting Started with Your Print *Teacher's Manual*" tutorial (AV81). For more information about the digital format, see the "Getting Started with Your *Digital Teacher's Set*" tutorial (AV72).

AV81 AV72

Students in grades 1–6 will each need a writing notebook and a folder for loose pages. In kindergarten, each student will need only a writing folder. See "Student Books, Notebooks, and Folders" on page xl for further information.

WRITING DEVELOPMENT ACROSS THE GRADES

The table below provides a snapshot of how learning in writing process, craft, and genre is developed over grades K–6. (For a table showing the skills and conventions taught at your grade level, see the "Grade 2 Skills and Conventions" table on page xxv.)

Writing Process and Craft	K	1	2	3	4	5	6
Write daily for various purposes and audiences	■	■	■	■	■	■	■
Generate ideas for writing	■	■	■	■	■	■	■
Choose writing topics	■	■	■	■	■	■	■
Extend writing to tell more	■	■	■	■	■	■	■
Confer with the teacher	■	■	■	■	■	■	■
Reread writing for sense	■	■	■	■	■	■	■
Learn about conventions from published works	□	□	■	■	■	■	■
Publish pieces of writing	■	■	■	■	■	■	■
Read and share published pieces with the class	■	■	■	■	■	■	■
Write for sustained periods of time	■	■	■	■	■	■	■
Learn about elements of craft and/or genre from published works	■	■	■	■	■	■	■
Analyze writing for specific purposes (e.g., descriptive words, dialogue) and revise	□	■	■	■	■	■	■
Keep a writer's notebook for ideas and drafts		□	■	■	■	■	■
Develop a relaxed, uninhibited attitude about writing	□	□	□	■	■	■	■

■ formally taught □ informally experienced

(continues)

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Writing Process and Craft *(continued)*	K	1	2	3	4	5	6
Cultivate creativity	☐	☐	☐	■	■	■	■
Confer in pairs	☐	☐	■	■	■	■	■
Give and receive feedback	☐	☐	■	■	■	■	■
Proofread and edit for spelling	☐	■	■	■	■	■	■
Proofread and edit for conventions (e.g., grammar, usage, punctuation)	☐	■	■	■	■	■	■
Revise based on partner feedback	☐	☐	■	■	■	■	■

■ formally taught ☐ informally experienced

The students learn and apply elements of the following genres:	K	1	2	3	4	5	6
Narrative Writing	Units 1–3	Unit 1; Unit 2 Weeks 3–6; Units 3–4	Units 1–3	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units
Expository Nonfiction (or Informative Writing)	Unit 4	Unit 5	Unit 4	Unit 1; Expository Nonfiction genre unit	Unit 1; Expository Nonfiction genre unit	Unit 1; Expository Nonfiction genre unit	Unit 1; Expository Nonfiction genre unit
Opinion Writing*	Unit 6	Unit 7	Unit 6	Opinion Writing genre unit	Opinion Writing genre unit	Opinion Writing genre unit	Argumentative Writing genre unit
Poetry	Unit 5	Unit 6	Unit 7	Unit 1; Poetry genre unit	Unit 1; Poetry genre unit	Unit 1; Poetry genre unit	Unit 1; Poetry genre unit
Letter Writing**			Unit 5	Letter Writing genre unit (not in core)**	Letter Writing genre unit (not in core)**	Letter Writing genre unit (not in core)**	Letter Writing genre unit (not in core)**
Functional Nonfiction (or Explanatory Writing)				Functional Writing genre unit	Unit 1; Functional Writing genre unit	Unit 1; Functional Writing genre unit	Unit 1; Functional Writing genre unit

*Opinion writing is also taught in Writing About Reading activities. (See "Writing About Reading" on page xx for more information.)

**Instruction in letter writing at grades 3–6 is available separately as supplemental writing genre units. Visit Center for the Collaborative Classroom's website (collaborativeclassroom.org) for ordering information.

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ALIGNMENT WITH STANDARDS

The *Being a Writer* program develops students' abilities to draft, research, revise, discuss, proofread, and publish writing in narrative, informative/explanatory, and opinion genres. The program's focus on conversations about literature and the writing process, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' writing also addresses standards for speaking and listening. For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).

A TYPICAL DAILY LESSON

Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting.

- **Getting Ready to Write.** Most direct instruction happens during this section of the lesson. The students gather to hear and discuss a read-aloud, brainstorm ideas for writing, participate in shared or modeled writing, discuss how they will work together, or "quick-write" (participate in short, whole-class writing exercises in grades 3–6).
- **Writing Time.** During this period of sustained writing, you have the opportunity to write with the students, observe and assist as needed, and confer with individual students or pairs.
- **Sharing and Reflecting.** Students share and reflect on their writing and social interactions in this section. They listen to and express their appreciation for one another's writing. They discuss what is working in their partnerships, what problems they are encountering, and what they can do to avoid those problems in the future.

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EXTENDING THE INSTRUCTION

In addition to the core lessons, the program features several opportunities to extend instruction:

- **Open Days and Writing Throughout the Week.** In grades K–2, each week of instruction includes one to two open days. On these days, you might consider teaching a Writing Throughout the Week activity. The activities provide ideas such as expanding on a writing idea from the week's lessons, offering an additional writing idea related to the week's read-aloud, or asking the students to engage in a different kind of writing (for example, writing opinions about a text, making lists, or engaging in an interactive writing activity), to supplement the instruction provided in the core lessons. Alternatively, you might use open days to provide your own writing instruction.
- **Writing About Reading.** These activities provide the students with opportunities to write opinions about and make connections to texts they hear and discuss in the *Being a Writer* program. Although the activities are optional, they provide a valuable opportunity for your students to practice writing opinions in response to texts, and we encourage you to do them. These activities can be done at the end of a lesson or at another time.

  The Writing About Reading activities build in complexity across grades. In grades K–2, the students write personal opinions in response to texts. Starting in grade 1, the students are expected to provide reasons to support their opinions. In grade 3, in addition to writing about personal opinions, the students begin to more closely analyze the texts, backing up inferences with textual references. In grades 4–6, the latter is the primary focus of the Writing About Reading activities.
- **Extensions.** These activities provide additional learning opportunities that enhance the instruction in the core lessons. Examples of extensions include exploring text features, discussing authors' use of language, and using technology to learn about an author or to publish work for an audience beyond the classroom. These activities can be done at the end of a lesson or at another time.

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Understanding the Program

The *Being a Writer* program helps students develop as writers *and* as caring, collaborative people. This dual focus is based on two beliefs: that students' academic learning flourishes when social learning is integrated into the curriculum and that we are called on as educators to help students develop as whole people—academically, socially, and ethically.

Focus on Writing

Students spend their first few, precious years as writers in our classrooms. As elementary students, they are at the very beginning of their lifelong careers as writers. Learning to write is like learning to master other means of communication. Command of the written word, like command of the piano, oil paints, conversational French, or advanced mathematics, relies less on innate talent than on years of steady practice and encouragement.

MOTIVATION AND CREATIVITY

To get enough sheer practice writing during their elementary school years, students need to really, *really* want to write. Thus, all instruction in writing process, craft, skills, and conventions in this program grows out of the need to tap into students' intrinsic desire to express themselves and to be understood.

Throughout the program, read-alouds of exemplary writing stimulate the students' imaginations and fuel their motivation to write. Reading about professional authors helps students learn that creativity can be gloriously messy and that writers write to satisfy themselves first. In *Being a Writer*, students have a great deal of choice about what to write—even when writing about assigned topics, they draw on their unique experiences and interests to address those topics. Formal skill instruction is delayed in each unit so that students can focus initially on just getting their ideas onto paper. However, basic writing mechanics and skills are taught early in kindergarten and grade 1. (See "Flexible Approach to Skill Instruction" on page xxiii for suggestions about how to integrate skills instruction with the core lessons.)

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THE BEGINNING OF WRITING (K–2)

Early writing develops on a foundation of oral language, drawing, and phonics instruction. In kindergarten, grade 1, and at the beginning of grade 2, we create many opportunities for students to draw and tell their stories and to see writing modeled. The students see you model thinking aloud about what to write and draw; writing letters, words, and sentences; using standard sentence punctuation; and rereading your writing.

As students become familiar with concepts of print, they begin to understand that marks on a page communicate meaning. They start to draw pictures, write symbols, and eventually form letters and sentences to tell their stories.

To help young students begin to communicate in writing as quickly as possible, it is necessary to provide early instruction in basic conventions of writing, such as writing from left to right and inserting spaces between words. In kindergarten and grade 1, the Guided Writing Practice and Shared Writing opportunities impart this instruction.

- **Guided Writing Practice.** During Guided Writing Practice in the early units of kindergarten and grade 1, you will model writing letters, words, and simple sentences as the students practice writing on individual wipe-off boards. During the practice, sentence starters like "I see _____" generate practice sentences quickly while connecting to the week's read-aloud text and writing topic. When the students write their own stories, they may use the sentence starters they practiced or begin their stories in any way they choose. This practice ensures that beginning writers get the support they need, while more experienced writers have important skills reinforced.
- **Shared Writing.** During Shared Writing time, which occurs throughout the year, you elicit the students' ideas to write a shared story about a topic. As you write, you model thinking aloud about getting ideas, adding details to the story, and using skills and conventions such as capitalizing sentences and proper nouns, punctuating the ends of sentences, and writing complete sentences. The shared writing activities can be adapted as interactive writing activities. Rather than you writing the students' suggestions, invite student volunteers to come to the board and write individual letters, words, or sentences as they are able. Then have the students return to their seats for independent writing.

We assume that the students are receiving separate phonics instruction alongside this writing program, including instruction about concepts of print (such as learning letter names and recognizing upper- and lowercase letters), phoneme segmentation, sight word recognition, and letter formation. Throughout the primary grades, we suggest that you model writing using letter–sound relationships that the students have learned during phonics instruction.

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The program structure at grades K–2 supports students in learning the basic skills they need to communicate in writing. Because this skill instruction is cumulative and builds on prior learning, we designed the units at these grades to be taught sequentially.

WRITING PROCESS, GENRE, AND CRAFT (3–6)

While students informally draft, revise, and publish their writing at grades K–2, it is not until grade 3 that the writing process becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3–6 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in the genre units.

The genre units, which focus on personal narrative, fictional narrative, expository (or informative) nonfiction, functional (or explanatory) nonfiction, opinion/argumentative writing, and poetry, immerse the students in authentic representative literature by having them hear, read, and discuss good examples of each genre. They learn about elements of a genre as they brainstorm ideas, quick-write, and write multiple drafts. After this immersion and drafting phase, each student selects a draft to develop and revise for publication in the class library. The students spend the later weeks of each genre unit revising, proofreading, publishing, and sharing their pieces from the Author's Chair.

The genre units at grades 3–6 may be taught in any order, although we recommend that the expository nonfiction unit be taught later in the year due to its greater academic and social demands.

SKILLS AND CONVENTIONS

The first several weeks of the program are an immersion period during which the students are introduced to the lesson structure and cooperative learning skills, and develop their motivation and stamina for writing. This immersion period is about inspiring good ideas and getting those ideas—in whatever form—onto paper. Students' motivation to learn the conventions of written English (beyond the basic writing skills discussed previously for K–2 students) grows out of their desire to communicate clearly with their readers in their published pieces. Grammar, usage, punctuation, capitalization, and some spelling skills are taught in the program after the students have had ample time to draft their ideas.

FLEXIBLE APPROACH TO SKILL INSTRUCTION

At grades K–2, most skill instruction occurs during the shared or modeled writing portions of the lesson, while at grades 3–6, most skill instruction occurs during the revision and proofreading phases of the writing process.

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Additional instruction and practice in skills and conventions, and language skills assessments for grades 1–6 are provided in the *Skill Practice Teaching Guide* and the accompanying *Student Skill Practice Book*.

The program allows you to choose one of two possible approaches to teaching the skill lessons in the *Skill Practice Teaching Guide*. You might choose to teach the 30 lessons in sequence, or you might teach specific skills when they naturally support the writing being done in a particular genre (for example, the need to punctuate speech arises when writing fiction, while learning to use conjunctions is appropriate for connecting ideas in nonfiction). Skill Practice Notes refer you to specific lessons in the *Skill Practice Teaching Guide* that provide further instruction or practice with a skill. For more information, see the *Skill Practice Teaching Guide*.

At all grades, we assume that there is a separate spelling program in place to provide students with formal instruction in spelling patterns, inflectional endings, roots, syllabication, and other aspects of spelling.

The Grade 2 Skills and Conventions table on the facing page shows where skills and conventions for your grade level are taught directly in the core lessons and suggestions for where they might be practiced. To see analogous information for other grade levels, see Appendix C, "Skills and Conventions Tables."

THE 6+1 TRAIT® WRITING MODEL AND THE *BEING A WRITER* PROGRAM

The goals of the *Being a Writer* program correlate closely to those of the 6+1 Trait Writing model of instruction and assessment developed by Education Northwest. In this widely used framework, student writing is assessed using seven distinct characteristics of writing: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. The framework provides you and your students with a common language to discuss good writing and rubrics to assess the quality of writing.

While the *Being a Writer* program provides an assessment framework using our "Descriptors of Successful Writing" to help you and your students understand and assess good writing, you will find numerous parallels between the two approaches. Examples of ways in which *Being a Writer* supports the 6+1 traits are described in the Support for the 6+1 Trait Model table on page xxvi.

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Grade 2 Skills and Conventions

Skill/Convention	Unit 1: The Writing Community	Unit 2: Telling More	Unit 3: Fiction	Unit 4: Nonfiction	Unit 5: Letter Writing	Unit 6: Poems and Words	Unit 7: Opinion Writing	Unit 8: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	■	■			■		■	
Declarative and interrogative sentences	■	■	□	■	■		■	
Exclamatory and imperative sentences	■	■	□		■		■	
Compound sentences					■			
Collective nouns			■					
Proper nouns	□	□		■			■	
Reflexive pronouns					■			
Adjectives			■			■	■	
PUNCTUATION AND CAPITALIZATION								
Commas in a series		□						
Commas in greetings and closing of letters					□			
Apostrophes in contractions	■							
Apostrophes in possessives				■				
Quotation marks			□					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note □ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

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Support for the 6+1 Trait Model

Ideas (the Main Message)

DESCRIPTORS OF SUCCESSFUL WRITING	EXAMPLES
▪ It is clear what the piece is about. ▪ Writing fully communicates ideas and shows sustained thought.	▪ Students write about specific feelings using "Feelings" face cards that they draw out of a bag. (kindergarten, Unit 2) ▪ Students write opening sentences that introduce their topics. (grade 1, Unit 5) ▪ Students write nonfiction pieces that tell true information about the polar lands. (grade 2, Unit 4) ▪ Students describe a time when they faced a challenge and persevered. (grade 3, Personal Narrative) ▪ Students write about interesting people they know. (grade 4, Fiction) ▪ Students choose topics they are curious about and research and write expository pieces about them. (grade 5, Expository Nonfiction) ▪ Students choose topics that are debatable, research the topics, generate claims based on their research, and write argumentative essays about those claims. (grade 6, Argumentative Writing)

Organization (the Internal Structure of a Piece)

DESCRIPTORS OF SUCCESSFUL WRITING	EXAMPLES
▪ Writing shows elements of the genre. ▪ One idea connects logically to the next.	▪ Students write stories with a beginning, middle, and end. (grade 1, Unit 4) ▪ Students write opinion pieces that include opening sentences, reasons, linking words, and closing sentences. (grade 2, Unit 7) ▪ Students organize nonfiction reports by subtopic and in a sequence that makes sense. (grade 3, Expository Nonfiction) ▪ Students explore strong opening sentences written by published authors. (grade 3, Fiction) ▪ Students identify and indent paragraphs. (grade 4, Opinion Writing) ▪ Students write endings that draw a story's events to a close. (grade 5, Personal Narrative) ▪ Students think about the organization of their ideas and draft their informational reports into logical sections and paragraphs. (grade 6, Expository Nonfiction)

Voice (the Personal Tone and Flavor of the Author's Message)

DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
▪ Writing shows individual expression and/or creativity.	▪ Students include details about their feelings in stories about themselves. (grade 1, Unit 4) ▪ Students write fiction stories about characters that are unique. (grade 2, Unit 3) ▪ Students write clear, direct openings that engage readers. (grade 3, Opinion Writing) ▪ Students write introductions that capture the reader's interest. (grade 4, Opinion Writing) ▪ Students use their imaginations and cultivate a relaxed, uninhibited attitude about writing. (grade 4, Fiction) ▪ Students draft personal narratives, focusing on single, interesting events or topics from their own lives. (grade 5, Personal Narrative) ▪ Students explore how authors create voice in their writing and cultivate their own unique voices in their narratives. (grade 6, Personal Narrative)

Word Choice (the Vocabulary a Writer Chooses to Convey Meaning)

DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
▪ Writing contains varied and descriptive vocabulary.	▪ Students include sound words and movement words in their poems. (grade 1, Unit 6) ▪ Students use interesting and descriptive words to help readers imagine what is happening in their poems. (grade 2, Unit 6) ▪ Students brainstorm alternatives for overused words such as *good*, *nice*, and *said*. (grade 3, Unit 2) ▪ Students use figurative language (for example, simile and personification) in their poems. (grade 4, Poetry) ▪ Students use rhyme, onomatopoeia, and repetition of words and sounds in their poems. (grade 5, Poetry) ▪ Students use descriptive details to convey setting and character. (grade 6, Fiction)

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Sentence Fluency (the Rhythm and Flow of the Language)

DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
▪ Sentences are fluent when read aloud.	▪ Students read their writing aloud to check that it makes sense. (grade 1, Unit 5) ▪ Students read their writing to one another to make sure it makes sense. (grade 2, Unit 4) ▪ Students recognize and correct run-on sentences. (grade 3, Personal Narrative) ▪ Students use transitional words and phrases (such as *another*, *for example*, *also*, *because*, *besides*) to link opinions and reasons. (grade 4, Opinion Writing) ▪ Students use transitional words and phrases (such as *moreover*, *finally*, *in conclusion*, *to illustrate*, *however*) to link opinions and reasons. (grade 5, Opinion Writing) ▪ Students use transitional words and phrases that show time, sequence of events, or location and that connect one idea to another. (grade 6, Expository Nonfiction)

Conventions (the Mechanical Correctness)

DESCRIPTORS OF SUCCESSFUL WRITING	EXAMPLES
▪ Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Writing demonstrates increasing command of grade-appropriate spelling conventions.	▪ Students approximate spelling using letter–sound relationships they have learned in their phonics instruction. (kindergarten, Unit 2) ▪ Students capitalize the first letters of sentences and use periods at the ends. (grade 1, Unit 2) ▪ Students use the Word Bank section of their *Student Writing Handbooks* to check the spelling of words. (grade 2, Unit 5) ▪ Students use quotation marks to punctuate dialogue. (grade 3, Fiction) ▪ Students proofread their drafts using the Proofreading Notes section of their *Student Writing Handbooks*. (grade 4, Expository Nonfiction) ▪ Students use prepositions and prepositional phrases. (grade 5, Fiction) ▪ Students check for noun-pronoun agreement and identify unclear pronoun antecedents in their writing. (grade 6, Fiction)

Presentation (How the Writing Actually Looks on the Page)

DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
▪ Presentation is not formally addressed as a descriptor of successful writing, but students have numerous opportunities to attend to presentation during the publishing phase of the writing process.	▪ Students contribute to class books that are placed in the classroom library. (kindergarten, Unit 2) ▪ Students create books with titles and illustrated covers about their favorite objects. (grade 1, Unit 5) ▪ Students publish nonfiction books with an illustration, diagram, or other nonfiction text element. (grade 2, Unit 4) ▪ Students explore and integrate features of published books (such as a dedication page, author's note, back cover blurb) and incorporate these into the final versions of their stories. (grade 3, Fiction) ▪ As a class, students title a class book and determine other features to include (such as a dedication page, illustrations). (grade 4, Personal Narrative) ▪ Students explore and integrate text features (such as diagrams, maps, graphs) into their reports. (grade 5, Expository Nonfiction) ▪ Students create comprehensive bibliographies of their research sources and include them in their published informational reports. (grade 6, Expository Nonfiction)

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Focus on Social/Ethical Development

Research shows that building a safe and caring classroom community helps students develop a sense of responsibility for their own learning and behavior, as well as empathy and motivation to help others (Schaps 2004). Students who receive support in building their social and emotional skills demonstrate significant gains in academic achievement (Durlack et al. 2011). In the classroom writing community, students work in pairs, in small groups, and as a class to listen to and discuss writing, brainstorm ideas for writing, and share their writing.

BUILDING RELATIONSHIPS

Caring, respectful relationships are the foundation of the writing community and you, as the teacher, play a key role in building a warm relationship with each student as well as in facilitating and strengthening relationships among the students. The program creates deliberate opportunities to build these relationships. Early in the year, the students learn procedures (such as gathering for sharing and using cooperative structures) in which they are responsible to one another. As the year goes on, they regularly plan for, discuss, and solve problems related to their work together. They cultivate empathy by imagining how others might feel, and they explore why it is important to treat others with care and respect. When they feel connected to others and cared for, students learn to relax and take the risks necessary to grow academically, socially, and ethically.

VALUES AND SOCIAL SKILLS

As you help the students build relationships, you also help them understand the values that underlie these relationships. Across every year of the program, broad social goals help the students think about and act on five core values: responsibility, respect, caring, fairness, and helpfulness. The students reflect on what it means to act on these values and how their actions affect the community. Lapses in applying the values are seen as normal learning experiences, rather than failures. In addition to these five core values, the students explore other values that arise in the read-alouds, such as courage, perseverance, gratitude, and compassion.

The social skills that students learn in the program help them to act on these values in a deliberate way. They learn basic social skills (such as listening to others and taking turns) early in the year, laying the foundation for the more sophisticated skills they learn and practice later in the year, when both their academic work and resulting social interactions become more demanding. (For example, learning how to express appreciation for other people's writing early in the year prepares the students to give and receive specific feedback about their writing later in the year.)

The table on the facing page gives an overview of some of the social goals of the program, the social skills taught in support of those goals, and the grade levels at which they are taught.

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Social skills are taught when developmentally appropriate; a skill that is formally taught in the primary grades will be reviewed and integrated in subsequent grades.

Examples of Social Goals	Examples of Skills Taught to Support the Goal	K	1	2	3	4	5	6
Students listen respectfully to the thinking of others and share their own.	Speak clearly.	■	■	■	□	□	□	□
	Listen to one another.	■	■	■	□	□	□	□
	Give their full attention to the person who is speaking.	■	■	■	□	□	□	□
	Share their partners' thinking with the class.	■	■	■	□	□	□	□
Students work in a responsible way.	Handle materials responsibly.	■	■	■	■	■	■	■
	Use Writing Time responsibly.	■	■	■	■	■	■	■
	Confer in pairs responsibly.			■	■	■	■	■
Students express interest in and appreciation for one another's writing.	Ask one another questions about their writing.	■	■	■	■	■	■	■
	Use the prompt "I found out" to express interest in one another's writing.	■	■	■				
Students make decisions and solve problems respectfully.	Discuss and solve problems that arise while working with others.	■	■	■	■	■	■	■
	Reach agreement before making decisions.	■	■	■	■	■	■	■
Students act in fair and caring ways.	Share materials fairly.	■	■	■	■	■	■	■
	Act considerately toward others.	■	■	■	■	■	■	■
Students help one another improve their writing.	Ask for and receive feedback about their writing.			■	■	■	■	■
	Give feedback in a helpful way.			■	■	■	■	■

■ goal formally taught □ goal reviewed and integrated

RANDOM PAIRING

We recommend that you pair students randomly at the beginning of each unit and have those partnerships stay together for the entire unit. Working with the same partner over time helps students work through and learn from problems, build successful methods of interaction, and develop their writing skills together. Random pairing sends several positive messages to the students: there is no hidden agenda or reason behind how you pair students (such as achievement level), every student is considered a valuable partner, and everyone is expected to learn to work with everyone else. Random pairing also results in heterogeneous groupings

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over time, even though some pairs may be homogeneous in some way during any given unit (for example, both partners may be female). The box below suggests some methods for randomly pairing the students.

Some Random Pairing Methods

- Distribute playing cards and have each student pair up with someone who has the same number or suit color.
- Place identical pairs of number or letter cards in a bag. Have each student pull a card out of the bag and find someone who has the same number or letter.
- Cut magazine pictures in half. Give each student a picture half. Have each student pair up with the person who has the other half of the picture.

For more information about pairing English Language Learners (ELLs), see "Considerations for Pairing ELLs" on page l.

COOPERATIVE STRUCTURES

Cooperative structures are taught and used at every grade level to increase students' engagement and accountability for participation. These structures help the students learn to work together, develop social skills, and take responsibility for their learning. Students talk about their thinking and hear about the thinking of others. Cooperative structures are suggested for specific questions throughout the lessons and are highlighted with an icon (). In addition, you can use cooperative structures whenever you feel that not enough students are participating in a discussion, or, conversely, when many students want to talk at the same time.

Students at all grade levels learn "Turn to Your Partner" and "Think, Pair, Share." In grades 3–6, you might consider introducing "Heads Together" and "Group Brainstorming," when appropriate.

Cooperative Structures in the Program

- **Turn to Your Partner.** Partners turn to one another to discuss a question.
- **Think, Pair, Share.** Each student thinks individually about a question before discussing his or her thoughts with a partner. Pairs then report their thinking to another pair or to the class. This strategy is especially appropriate when the students are asked to respond to complex questions or when they are developing story ideas.
- **Heads Together.** Groups of four students discuss a question among themselves. Groups might then share their thoughts with the class.
- **Group Brainstorming.** Groups of four generate as many ideas as they can about a question as a group member records. These lists are then shared with the class.

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PAIR CONFERENCES

In grades 2–6 of the *Being a Writer* program, the students learn to confer in pairs about their writing. They learn that the purpose of a conference is for partners to help each other improve their writing and that a conference entails not only sharing their writing, but discussing it as well. They learn to initiate and conduct conferences, and they practice both the academic and social skills necessary to discuss particular aspects of their writing, as well as how to ask for, give, and receive helpful feedback.

Partners confer at different stages of the writing process. Sometimes they review their drafts together to simply share their writing. At other times, they confer to give each other feedback about how to improve pieces they want to publish. Often the entire class will confer in pairs as you walk around, observe, and support them. In grades 3–6, the students sometimes initiate their own pair conferences as needed during the writing period, either with a regular writing partner or with another available student.

Through conferring, the students practice listening carefully and taking an interest in other people's thinking and writing. They learn to focus on specific aspects of their partners' writing, sometimes asking themselves questions like "Am I getting to know this character's personality?" or "Can I follow what's happening? Am I confused at any point?" The students learn to give feedback respectfully and to receive it thoughtfully. Before and after each pair conference session, you facilitate discussions to first help the students plan how they will interact and then to discuss what went well, the problems they had and how they might be avoided, and how they acted responsibly. (For more about pair conferences, see "Managing Pair Conferences" on page xli.)

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Teaching the Program

How the Grade 2 Program Is Organized

UNITS

In the *Being a Writer* program at Grade 2, there are eight units, designed to be taught in order. The units vary in length from one to seven weeks. Each week has four days of instruction.

OVERVIEW OF INSTRUCTION

The *Being a Writer* program comprises 30 weeks of instruction, which allows time for you to:

- Extend or finish units that take longer than expected
- Provide free writing time so students can practice what they have learned
- Confer with students in a way that is more general than is suggested in the units (see "Teacher Conferences" on page xxxvii)
- Teach Writing About Reading, Writing Throughout the Week, and/or Extension activities (see "Extending the Instruction" on page xx)
- Teach writing content not introduced in the *Being a Writer* program

As you plan the instruction for the year, you might want to build in additional time for these activities.

Sample Calendar for Grade 2

	Unit	Title	Length	Focus
FALL	1	The Writing Community	7 weeks	Build a caring writing community Get ideas for writing from read-alouds Draw, make lists, and write sentences to generate ideas Explore descriptive language
	2	Telling More	4 weeks	Visualize and talk about story ideas before writing Reread and add details to tell more

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Sample Calendar for Grade 2 *(continued)*

	Unit	Title	Length	Focus
WINTER	3	Fiction	4 weeks	Explore realistic and purely imaginary fiction Generate ideas for fiction stories Publish a fiction story
	4	Nonfiction	5 weeks	Explore expository (or informative), functional (or explanatory), and narrative nonfiction Write questions, facts, and observations Write and publish a short report using information from multiple sources
SPRING	5	Letter Writing	3 weeks	Explore audience and purpose for friendly letters Identify the parts of a friendly letter Address an envelope
	6	Poems and Words	3 weeks	Generate lists of words for different topics Explore and use interesting and descriptive words in poems Explore and informally use figurative language Publish a poem
	7	Opinion Writing	3 weeks	Generate ideas for opinion pieces Explore audience and purpose for opinion pieces Write opening and closing sentences Write reasons and use linking words to support opinions Publish an opinion piece
	8	Revisiting the Writing Community	1 week	Reflect on growth as writers and community members Plan for summer writing

*Expository nonfiction in *Being a Writer* corresponds to Informative Writing in some standards. Functional nonfiction corresponds to Explanatory Writing in the standards.

Planning and Teaching the Lessons

We offer the following considerations to help you plan and teach the *Being a Writer* lessons.

UNIT AND WEEK OVERVIEWS

To prepare to teach a unit, begin by reading the unit's introductory pages. The Resources list specifies the physical materials and the supplemental activities for the entire unit, while the Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The unit's opening page and the Overview table acquaint you with the goals and general outline of the unit; in genre units, the Development Across the Grades table shows you how instruction within that genre builds across grades.

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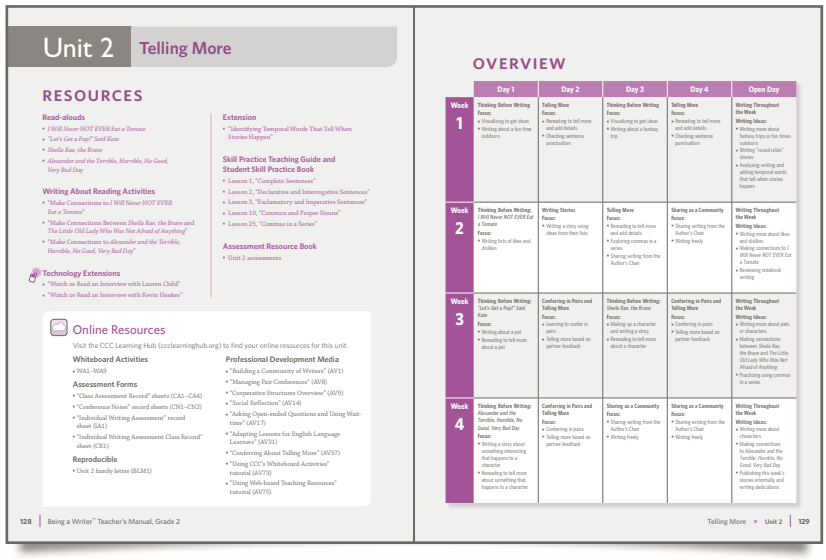

Unit 2 Telling More

RESOURCES

Read-alouds
- *I Will Never NOT EVER Eat a Tomato*
- *"Let's Get a Pup!" Said Kate*
- *Sheila Rae, the Brave*
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*

Writing About Reading Activities
- "Make Connections to *I Will Never NOT EVER Eat a Tomato*"
- "Make Connections Between *Sheila Rae, the Brave* and *The Little Old Lady Who Was Not Afraid of Anything*"
- "Make Connections to *Alexander and the Terrible, Horrible, No Good, Very Bad Day*"

Technology Extensions
- "Watch or Read an Interview with Lauren Child"
- "Watch or Read an Interview with Kevin Henkes"

Extension
- "Identifying Temporal Words That Tell When Stories Happen"

Skill Practice Teaching Guide and Student Skill Practice Book
- Lesson 1, "Complete Sentences"
- Lesson 2, "Declarative and Interrogative Sentences"
- Lesson 3, "Exclamatory and Imperative Sentences"
- Lesson 10, "Common and Proper Nouns"
- Lesson 25, "Commas in a Series"

Assessment Resource Book
- Unit 2 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities
- WA1–WA9

Assessment Forms
- "Class Assessment Record" sheets (CA1–CA4)
- "Conference Notes" record sheets (CN1–CN2)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)

Reproducible
- Unit 2 family letter (RLM1)

Professional Development Media
- "Building a Community of Writers" (AV1)
- "Managing Pair Conferences" (AV8)
- "Cooperative Structures Overview" (AV9)
- "Social Reflection" (AV14)
- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Adapting Lessons for English Language Learners" (AV31)
- "Conferring About Telling More" (AV57)
- "Using CCC's Whiteboard Activities" tutorial (AV73)
- "Using Web-based Teaching Resources" tutorial (AV75)

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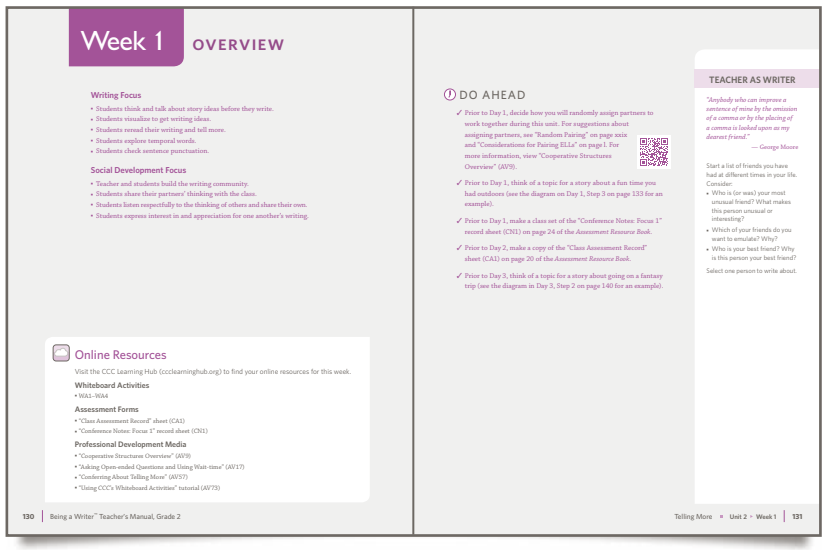
OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	Thinking Before Writing Focus: • Visualizing to get ideas • Writing about a fun time outdoors	Telling More Focus: • Rereading to tell more and add details • Checking sentence punctuation	Thinking Before Writing Focus: • Visualizing to get ideas • Writing about a fantasy trip	Telling More Focus: • Rereading to tell more and add details • Checking sentence punctuation	Writing Throughout the Week Writing Ideas: • Writing more about fantasy trips or fun times outdoors • Writing "sound roller" stories • Analyzing writing and adding temporal words that tell when stories happen
Week 2	Thinking Before Writing: *I Will Never NOT EVER Eat a Tomato* Focus: • Writing lists of likes and dislikes	Writing Stories Focus: • Writing a story using ideas from their lists	Telling More Focus: • Rereading to tell more and add details • Exploring commas in a series • Sharing writing from the Author's Chair	Sharing as a Community Focus: • Sharing writing from the Author's Chair • Writing freely	Writing Throughout the Week Writing Ideas: • Writing more about likes and dislikes • Making connections to *I Will Never NOT EVER Eat a Tomato* • Reviewing notebook writing
Week 3	Thinking Before Writing: *"Let's Get a Pup!" Said Kate* Focus: • Writing about a pet • Rereading to tell more about a pet	Conferring in Pairs and Telling More Focus: • Learning to confer in pairs • Telling more based on partner feedback	Thinking Before Writing: *Sheila Rae, the Brave* Focus: • Making up a character and writing a story • Rereading to tell more about a character	Conferring in Pairs and Telling More Focus: • Conferring in pairs • Telling more based on partner feedback	Writing Throughout the Week Writing Ideas: • Writing more about pets or characters • Making connections between *Sheila Rae, the Brave* and *The Little Old Lady Who Was Not Afraid of Anything* • Practicing using commas in a series
Week 4	Thinking Before Writing: *Alexander and the Terrible, Horrible, No Good, Very Bad Day* Focus: • Writing a story about something interesting that happens to a character • Rereading to tell more about something that happens to a character	Conferring in Pairs and Telling More Focus: • Conferring in pairs • Telling more based on partner feedback	Sharing as a Community Focus: • Sharing writing from the Author's Chair • Writing freely	Sharing as a Community Focus: • Sharing writing from the Author's Chair • Writing freely	Writing Throughout the Week Writing Ideas: • Writing more about characters • Making connections to *Alexander and the Terrible, Horrible, No Good, Very Bad Day* • Publishing this week's stories informally and writing dedications

Telling More ▪ Unit 2 | 129

Prepare for each week by reading that week's Overview, including the list of read-aloud texts, the online resources, and the writing and social focuses. The Do Ahead section alerts you to special requirements for the week and any preparations you should make ahead of time. Preview the lessons and note how the instruction supports the week's writing and social focuses from lesson to lesson. The Teacher as Writer section featured each week helps you cultivate your own skill and voice as a writer. (For more information, see "Teacher as Writer" on page li.)



Week 1 OVERVIEW

Writing Focus
- Students think and talk about story ideas before they write.
- Students visualize to get writing ideas.
- Students reread their writing and tell more.
- Students explore temporal words.
- Students check sentence punctuation.

Social Development Focus
- Teacher and students build the writing community.
- Students share their partners' thinking with the class.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

Online Resources

Visit the CCC Learning Hub (cccleaminghub.org) to find your online resources for this week.

Whiteboard Activities
- WA1–WA4

Assessment Forms
- "Class Assessment Record" sheet (CA1)
- "Conference Notes: Focus 1" record sheet (CN1)

Professional Development Media
- "Cooperative Structures Overview" (AV9)
- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Conferring About Telling More" (AV57)
- "Using CCC's Whiteboard Activities" tutorial (AV73)

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DO AHEAD
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing" on page xxix and "Considerations for Pairing ELLs" on page l. For more information, view "Cooperative Structures Overview" (AV9).
- ✓ Prior to Day 1, think of a topic for a story about a fun time you had outdoors (see the diagram on Day 1, Step 3 on page 133 for an example).
- ✓ Prior to Day 1, make a class set of the "Conference Notes: Focus 1" record sheet (CN1) on page 24 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1) on page 20 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, think of a topic for a story about going on a fantasy trip (see the diagram in Day 3, Step 2 on page 140 for an example).

TEACHER AS WRITER

"Anybody who can improve a sentence of mine by the omission of a comma or by the placing of a comma is looked upon as my dearest friend."

— George Moore

Start a list of friends you have had at different times in your life. Consider:
- Who is (or was) your most unusual friend? What makes this person unusual or interesting?
- Which of your friends do you want to emulate? Why?
- Who is your best friend? Why is this person your best friend?

Select one person to write about.

Telling More ▪ Unit 2 ▪ Week 1 | 131

PREPARING THE DAILY LESSONS

Each lesson, generally, is divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. Each section has its own requirements in terms of student movement and teacher facilitation. Keep these in mind as you plan to teach the lesson. To prepare:

- Read the bulleted lesson purposes that precede the day's instruction and keep them in mind as you read the entire lesson, including any *Student Writing Handbook* pages,

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reproducible materials, and whiteboard activities (WA), and anticipate how your students will respond.

- Collect materials and anticipate room arrangement needs.
- View any professional development media (AV) referred to in the lessons.
- Plan any teacher modeling required in the lesson.
- Review suggested discussion questions and decide which ones you will ask. Also review the week's Facilitation Tip and look for opportunities in the lesson to use facilitation techniques.
- Plan how you will pace the lesson to keep it moving. A lesson (including writing time) is designed to take, on average, 35–40 minutes at grades K–2 and 45–60 minutes at grades 3–6.
- Review any optional activities and decide if and when you want to do them with the class. Some require additional materials or preparation.

PROFESSIONAL DEVELOPMENT MEDIA

Brief videos created for the second edition of the *Being a Writer* program help you with effective implementation. The videos, intended for viewing when planning lessons, provide a range of support, including tips for teaching various genres and conferring with the students, demonstrations of teachers modeling specific techniques (such as approximating spelling and punctuating sentences), and examples of students using cooperative structures. For a complete list of professional development media, visit the CCC Learning Hub (ccclearninghub.org).

HELPFUL LESSON FEATURES

The lessons include a number of features that help you navigate the instruction and that provide background information and tips. These lesson features are listed below.

Helpful Lesson Features

- **Beginning-of-year Considerations.** This feature appears in the Overview of each week in Unit 1 in kindergarten and grade 1. It provides information about how you might modify these early lessons based on where your students are developmentally.
- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson structure, purpose, pedagogy, and approach.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to such information as the purposes of different activities, materials to be collected or saved, hints for managing the lesson, and ways to support the students.

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Helpful Lesson Features *(continued)*

- **ELL Notes.** These notes suggest various strategies to support English Language Learners (ELLs) during a lesson.
- **Skill Practice Notes.** In grades 1–6, these notes refer to specific lessons in each grade's *Skill Practice Teaching Guide* that provide direct instruction or additional practice with specific skills and conventions. The lessons identified in the notes are relevant to the writing that the students are doing in the core instruction.
- **Facilitation Tips.** These notes suggest techniques you can use to facilitate class discussions (for example, asking open-ended questions, using wait-time, and not paraphrasing or repeating students' responses) in order to increase participation and encourage deeper conversations among your students.
- **Cooperative Structure Icons.** These icons indicate where in the lesson students work in pairs or small groups and where the cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used.
- **Suggested Vocabulary.** This feature identifies words in a read-aloud that you might want to define for your students as you read. We selected vocabulary words based on how crucial they are to understanding the text and on the unlikeliness that students will be able to glean their meaning from the context. Definitions are provided.
- **ELL Vocabulary.** This feature identifies and defines additional words in a read-aloud that you may want to address with your ELLs.
- **"Students might say."** This feature gives you ideas of the kinds of responses you might expect from your students. If the students have difficulty answering a question, you can suggest some ideas in the "Students might say" note, and then ask them to generate additional ideas.
- **"You might say."** This feature provides sample language you can draw on when you model writing, revising, and proofreading, incorporating skill instruction as you do so. Providing the students with opportunities to see you model writing while thinking aloud helps them apply the instruction to their own writing.
- **Chart Diagrams.** These diagrams illustrate charting techniques and examples of text generated by the class or by teacher modeling. (For more information about the charts used in the program, see "Charts" on page xl.)
- **Technology Tips.** These notes suggest ways you might integrate technology in the writing lessons. In grades 3–6, they also refer to Technology Mini-lessons, which instruct students on topics such as how to navigate safely online and how to conduct online research.
- **2D barcodes.** You can scan these 2D barcodes with an app installed on your smartphone or tablet device to gain instant access to professional development and instructional media.
- **Teacher Conference Notes.** These notes help you confer with individual students during the writing lessons. (See "Teacher Conferences" on the next page.)
- **Class Assessment Notes.** These notes help you observe and assess the whole class during pair conferences and Writing Time. (See "Assessments" on page xxxviii.)
- **End-of-unit Considerations.** This feature provides information on wrapping up a unit and conducting final unit assessments.

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TEACHER CONFERENCES

Early in the year, you will begin conferring with individual students during the writing lessons. The purposes of these conferences are to assess and support individual students in their writing. You can keep an ongoing record of your conferences by documenting your observations and suggestions for each student on a "Conference Notes" record sheet (CN).

- **Conferring During the Units.** Your initial conference focuses on just getting to know the students as writers—their skills, motivation, and interests. As the year progresses, you will focus more on particular aspects of writing that you have taught in the lessons. The Teacher Conference Notes suggest questions to guide your thinking as you read a student's writing and listen to him or her read and talk about it. These questions are followed by suggestions for supporting the student based on what you noticed. The conferences in each unit focus on reinforcing the teaching you have done so far in that unit. During each unit, we encourage you to confer with every student at least once or twice, depending on the length of the unit.
- **Additional Conferring.** We suggest that, when possible, you conduct additional conferences with individual students during any free writing time, broadening your focus to respond more generally to their writing. Point out and discuss things that you might otherwise skip over during a unit conference, such as misused words (for example, *there/their/they're*), missing punctuation, run-on sentences, or a tendency to "tell" rather than "show" (for example, *The dog was happy* versus *The dog wagged his tail and jumped in circles while barking happily*). In addition, you can discuss questions like:

  Q *What are you writing?*

  Q *Where did you get the idea for this piece?*

  Q *What have you learned about good writing that you can use in this piece?*

  Q *What is one question you want to ask me about your piece?*

  Q *What do you want help with?*

In the conferences, it is helpful to use a tone of genuine interest and curiosity to foster students' confidence and willingness to learn about writing. You can point out elements of writing you see them experimenting with ("When I read the sentence 'I crunched the red leaves with my feet,' I could hear those dry, autumn leaves") and ask open-ended questions about their writing ("What other words can you include to help your reader imagine what it's like in this park?" or "What were you thinking about when you changed the words in this sentence?"). When teaching directly, it helps to discuss conventions in terms of how authors communicate with readers ("Let me show you how writers let us know when one character stops speaking and another one begins"), rather than simply following a rule ("All speech must have quotation marks").

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Assessments

The *Being a Writer* assessments have two main purposes: to help you make informed instructional decisions as you teach the program and to help you track your students' writing and social development over time. The program provides a range of assessments, including both formative and summative assessment tools.

Each assessment has a corresponding record sheet in the *Assessment Resource Book*. You may choose to record your students' progress using printed copies of the forms from the *Assessment Resource Book* or through the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record, sort, synthesize, and report assessment data for each student and the whole class. For more information, see "CCC ClassView App" on page xliii.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' academic and social growth over time through class observation, individual conferences, and analysis of student writing. Formative assessments in the program comprise the following:

- **Class Assessment.** Class Assessment Notes within the lessons occur about once per week. They are designed to help you assess the writing and sometimes the social performance of the whole class. During this assessment, we suggest that you walk around and observe students working individually or in pairs (perhaps selecting strong, average, and struggling writers to observe). Ask yourself the questions in the Class Assessment Note and follow up with the suggested interventions, if necessary. You can record your observations on the corresponding "Class Assessment Record" sheet (CA).
- **Teacher Conferences and Student Goals and Interests Survey.** Teacher Conference Notes provide you with specific questions related to the students' writing that you might ask yourself or a student when conferring individually. Many notes also include suggestions for supporting struggling students. You can record your observations from each conference on the corresponding "Conference Notes" record sheet (CN). We encourage you to confer with each student at least twice per unit.

  You might use the questions listed in the first Teacher Conference Note in the program as a beginning-of-year survey of your students' goals and interests. The questions in the final Teacher Conference Note of the year can serve as an end-of-year survey of the students' perceptions of their growth as writers, attitudes toward writing, and goals for summer writing.

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- **Student Self-assessment (Optional).** At grades 2–6, this assessment is included in all units in which the students formally publish a piece of writing. The "Student Self-assessment" record sheet (SA) provides questions for the students to think about as they analyze their published pieces for characteristics of good writing. The self-assessment also invites the students to think about what they did well in their writing and what they want to continue to work on.
- **Beginning- and End-of-year Writing Samples (Optional).** This assessment can be used to determine a baseline for individual students' writing ability. The students are asked to write in response to a prompt and are encouraged to incorporate what they know about good writing and the writing process into their pieces. You can analyze each student's writing using the "Beginning-of-year Writing Sample Record" sheet (WS).

  You can follow the same procedure to obtain end-of-year writing samples, and then analyze each student's writing using the "End-of-year Writing Sample Record" sheet (WS). You can then compare the two pieces to evaluate the students' progress made over the course of the school year.

For more information about the formative assessments in the program, see "Assessments" on page vi of the *Assessment Resource Book*.

SUMMATIVE ASSESSMENTS

Summative assessments allow you to evaluate and score each student's writing for units in which the students produce a final or published piece of writing.

- **Social Skills Assessment.** At grades 1–6, the Social Skills Assessment allows you to note how well each student is learning and applying the social skills taught in the program. In addition to social skills, this assessment allows you to track how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. We recommend that you assess your students' social development three times per year (at the beginning, middle, and end of the year), using the "Social Skills Assessment Record" sheet (SS).
- **Individual Writing Assessment.** This end-of-unit assessment is designed to help you assess growth in individual students' writing. If needed, the "Individual Writing Assessment" record sheet (IA) can be used to help you assign grades.

For more information about the summative assessments in the program, see "Assessments" on page vi of the *Assessment Resource Book*.

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Tips for Managing the Program in Your Classroom

We offer the following suggestions to help you manage the *Being a Writer* program in your classroom.

ROOM ARRANGEMENT AND MATERIALS

- We recommend a classroom arrangement that allows for quiet individual writing at desks, regular partner work at desks, and whole-class gatherings and discussion. A rug or classroom library area is ideal for whole-class gathering. If this is not possible, think of a way to have the students face and sit close enough to you to hear and see the read-alouds and participate in discussions.
- Plan a place and a chair (sometimes two) to use for Author's Chair sharing.
- Free up wall space for a word wall (at K–2 only) and for posting paper charts generated in the lessons.
- Gather writing and publishing materials in a central location, and make students responsible for maintaining this area neatly. Materials might include lined and unlined paper, pencils, pens, pads of self-stick notes, highlighters, crayons or markers, construction paper, staplers, and any other desired materials for making books (such as hole punches and string).

CHARTS

In the *Being a Writer* program, charts are used to model shared writing, show sample writing, list ideas, and display writing tasks. The program features both paper charts and digital whiteboard charts. The latter are referred to in the lessons as whiteboard activity (WA) charts and are accessed via the CCC Learning Hub (ccclearninghub.org). If your classroom is not equipped with an interactive whiteboard, you can print the whiteboard activity charts and display them using a projection device. The weekly Do Ahead section and daily Materials lists make clear which type of chart will be used for any specific task. In cases where a chart needs to be displayed throughout the week, unit, or year, we recommend using paper charts. (Write large enough so the charts can be read from a distance.) For more information, see the "Using CCC's Whiteboard Activities" tutorial (AV73).

STUDENT BOOKS, NOTEBOOKS, AND FOLDERS

- Each student in grades 2–6 is responsible for maintaining a *Student Writing Handbook*, a *Student Skill Practice Book* (optional), a writing notebook, and a writing folder for loose papers and works-in-progress. Students in grade 1 use all of the above materials except a *Student Writing Handbook*. Label the covers of all of these with the students' names, and encourage the students to be responsible for maintaining these in good shape in their desks. These materials should stay in the classroom during the year, rather than go home with the students.

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- Each student in grades 1–6 uses a writing notebook. Because writing notebooks are not included with the program, you will need to provide each student with a writing notebook at the beginning of the year (or have the students bring their own from home). We strongly recommend full-size notebooks (no smaller than a 7" × 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. *Being a Writer* composition books are available for additional purchase on the Center for the Collaborative Classroom's website (collaborativeclassroom.org).
- The writing folders can be file folders or pocket folders, or they can be made out of folded construction paper or card stock.
- In kindergarten, we suggest that you provide writing folders to organize the students' writing during the week. You might distribute them daily and collect them at the end of each writing period. You may wish to establish another system for managing the flow of student papers. For example, you may ask the students to place their completed work in a box on your desk and to keep works-in-progress in folders stored in their cubbies.

MANAGING WORKFLOW

- Establish procedures to help the students move works-in-progress through the writing process. For example, when a student finishes his or her final version and makes it into a book, the student might place it in a "Publication" basket in the corner of the class library to be read aloud during an upcoming Author's Chair sharing time.

MANAGING PAIR CONFERENCES

- When the whole class is conferring in pairs, you might have pairs of students spread out around the room so they can more easily focus and hear one another. (Students learn specific procedures for conferring in pairs during the lessons.)
- In grades 3–6, when students initiate their own pair conferences during Writing Time, you might designate an area of the room where they may go to talk, away from other students who are working quietly.

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Using the Technology Features

The *Being a Writer* program incorporates digital technology to enhance your students' learning experience and streamline your preparation, instruction, and assessment processes.

Digital Teacher Resources

The program comprises a suite of digital resources, including the *Digital Teacher's Set* as well as access to the CCC Learning Hub and the CCC ClassView app.

DIGITAL TEACHER'S SET

The *Being a Writer Digital Teacher's Set* includes electronic versions of the *Teacher's Manual*, *Assessment Resource Book*, and *Skill Practice Teaching Guide* for use on a tablet device or computer. Features of the *Digital Teacher's Set* include linked cross-references and direct access to the CCC Learning Hub, the CCC ClassView app (see the next page for more information), and professional development media.

CCC LEARNING HUB

The CCC Learning Hub (ccclearninghub.org) is your source for the following resources:

- Whiteboard activity charts to display or print
- Printable blackline masters, such as family letters and student handouts
- Digital reference copy of the *Student Writing Handbook*
- Digital reference copy of the *Student Skill Practice Book*
- A link to the CCC ClassView app, as well as direct links to printable or interactive assessment forms
- Professional development and instructional media

For more information, see the "Using the CCC Learning Hub" tutorial (AV82).

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CCC CLASSVIEW APP

The CCC ClassView app is an online application that contains all of the forms and instructions available in the *Assessment Resource Book*. This tool also enables you to collect, sort, synthesize, and report assessment data for each student electronically. You can access the app by tapping the assessment icon links in the *Digital Teacher's Set*, visiting the CCC Learning Hub (ccclearninghub.org), or going directly to the CCC ClassView app (classview.org). For more information about the CCC ClassView app, view the "Using the CCC ClassView App" tutorial (AV80).

Additional Technology Features

Additional lesson features integrate technology into the program in a variety of ways.

TECHNOLOGY TIPS

These notes, located in the margins of the core lessons, suggest ways to incorporate technology into the instruction or list related professional development media that support your use of technology in the classroom.

TECHNOLOGY EXTENSIONS

These optional activities identify ways in which you can use technology to extend instruction, when appropriate. For example, students might listen to and discuss an online interview with an author or publish their writing in an online format such as a class blog.

TECHNOLOGY TUTORIALS

These videos help you understand how to effectively implement the program's technology features and how to use widely available technology, such as presentation tools. They include:

- "Getting Started with Your Print *Teacher's Manual*" (K–6)
- "Getting Started with Your *Digital Teacher's Set*" (K–6)
- "Using the CCC Learning Hub" (K–6)
- "Using CCC's Whiteboard Activities" (K–6)
- "Using the CCC ClassView App" (K–6)
- "Using Web-based Teaching Resources" (K–6)
- "Using Web-based Whiteboard Activities" (3–6)
- "Using Presentation Tools" (3–6)
- "Creating a Class Blog" (3–6)
- "Using Social Networking Sites" (3–6)

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TECHNOLOGY MINI-LESSONS

These optional lessons in grades 3–6 instruct students on a variety of technology subjects. These lessons include:

- "Navigating Safely Online"
- "Maintaining Privacy Online"
- "Showing Respect Online" (grades 4–6 only)
- "Choosing Effective Search Terms"
- "Understanding Search Results"
- "Using Filters to Narrow Results"
- "Evaluating Research Sources"
- "Citing Online Sources" (grades 4–6 only)
- "Creating Documents"
- "Creating Presentations"

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Special Considerations

Teaching the Program in Multi-age Classrooms

If you are teaching a multi-age class, we recommend that you choose the level of the program that is appropriate for the majority of your students to use throughout the school year. Since the program provides plenty of time for writing practice and individual conferences, all of your students will be able to develop comfortably as writers even if the lessons are designed for students at a lower or higher grade level.

Supporting English Language Learners (ELLs)

The *Being a Writer* program helps you implement effective teaching strategies to meet the needs of all students, including ELLs. (For more information, see "How the *Being a Writer* Program Supports ELLs" on page xlvi.)

While the program is an effective tool in teaching writing to ELLs, it is not intended to stand alone as a comprehensive linguistic development program. It is assumed that additional support in second language acquisition is occurring for ELLs outside of this program.

ABOUT TEACHING WRITING TO ELLs

One myth about teaching ELLs is that good teaching alone will meet their linguistic and academic needs, that they will simply "pick up" the language in the typical classroom context. While "good teaching" (developmental, research-based instructional strategies) certainly benefits ELLs enormously, it is important to target their specific academic and linguistic strengths and needs. The first step is to develop an accurate picture of each student's English language proficiency level and previous academic experience.

STAGES OF SECOND LANGUAGE ACQUISITION

Learning a new language is a developmental process. The following table outlines the generally accepted stages of acquiring a language and the characteristics of students at each stage. Progress from one stage to the next depends on a wide variety of factors, including

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cognitive and social development and maturity, previous academic experience, family education and home literacy practices, personality, cultural background, and individual learning styles.

Stages of Second Language Acquisition

Developmental Stages of Language Proficiency (under immersion)	Student Characteristics
Stage 1: Receptive or Preproduction (can last up to 6 months)	Often nonverbal during this period Acquires receptive vocabulary (words and ideas that children "take in" or learn before they begin to produce words verbally) Conveys understanding through drawing, writing, and gesturing Gradually becomes more comfortable in the classroom
Stage 2: Early Production (can last 6 months to 1 year)	Uses one- to two-word answers Verbally labels and categorizes Listens more attentively Writes words and some simple sentences
Stage 3: Speech Emergence (can last 1 to 3 years)	Speaks in phrases, short sentences Sequences stories using words and pictures Writes simple sentences
Stage 4: Intermediate Fluency (can last 3 to 5 years)	Uses increased vocabulary Speaks, reads, and writes more complex sentences Demonstrates higher-order skills, such as analyzing, predicting, debating, etc.
Stage 5: Advanced Fluency (can last 5 to 7 years)	Demonstrates a high level of comprehension Continues to develop academic vocabulary Continues to speak, read, and write increasingly complex sentences

HOW THE *BEING A WRITER* PROGRAM SUPPORTS ELLs

There are a number of effective English Language Development (ELD) instructional strategies integrated throughout the *Being a Writer* program. These strategies help make the content comprehensible, support students at their individual level of language proficiency, and help students see themselves as valuable members of the classroom community. The table on the next page shows the ELD strategies used in *Being a Writer*.

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English Language Development (ELD) Strategies in the *Being a Writer* Program

Emphasis on writing as meaningful expression	Balanced approach to listening, speaking, reading, and writing Teacher questioning Explicit teacher modeling Writing in narrative, expository (informative), and opinion genres Activating prior knowledge Making connections (i.e., text-to-self) Building intrinsic motivation through providing choice
Visual aids and engaging materials	Rich, meaningful literature Engaging book art Emphasis on writing and illustration Teacher modeling of writing, revising, and proofreading
Explicit vocabulary instruction	Opportunities to preview and discuss read-alouds before lessons Building academic vocabulary Brainstorming lists of words to use in students' writing
Creating a respectful, safe learning community	Active, responsible learning High expectations for classroom interactions Explicit classroom procedures and routines Explicit social skills instruction Regular discussions to reflect on classroom values and community
Cooperative learning	Cooperative structures ("Turn to Your Partner" and "Think, Pair, Share") Ongoing peer partnerships Opportunities to express thinking orally and listen to others' thinking Sharing work and reflecting

ADDITIONAL STRATEGIES FOR SUPPORTING ELLs

In addition to the practices embedded in the *Being a Writer* lessons, ELL Notes provide specific suggestions for adapting instruction to meet the needs of ELLs. In addition, you can implement a number of general strategies to help ELLs participate more fully in the program. These include:

- **Speaking slowly.** Beginning English speakers can miss a great deal when the language goes by too quickly. Modifying your rate of speech can make a big difference in helping them to understand you.

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- **Using visual aids and technology.** Photographs, realia (real objects), diagrams, and even quick sketches on the board can help to increase a student's comprehension. When giving directions, physically modeling the steps and writing them on the board while saying them aloud are effective ways to boost comprehension. Audiovisual resources such as recordings of books read aloud, author interviews, and interactive versions of read-alouds can also be helpful.
- **Inviting expression through movement and art.** Having students express their thinking through movement and art can be enormously powerful. Drawing, painting, dancing, mimicking, role-playing, acting, singing, and chanting rhymes are effective ways for students to increase comprehension, build vocabulary, and convey understanding. The Total Physical Response (TPR) method, developed by James Asher, helps children build concepts and vocabulary by giving them increasingly complex verbal prompts (stand, sit, jump, etc.) that they act out physically and nonverbally (see Bibliography on page 633).
- **Building vocabulary.** ELL vocabulary is highlighted for most read-alouds in the program, and we recommend that you introduce this vocabulary (discuss it, act it out, draw it, etc.) and define it during the reading. In addition, you might brainstorm words related to particular read-alouds or themes (see the example below). The students can then illustrate each word and post the illustrations next to the printed words, creating a visual chart to refer to as they write.

Ideas for "First Time" Stories

tooth	broken bone	ocean
kindergarten	sleepover	birthday
baby brother	airplane	friend
apartment	bike	snow

- **Preteaching.** It is a good idea to preteach concepts with ELLs, when possible. This can mean previewing vocabulary, doing a picture walk of a story, or looking at realia or photographs before a lesson. Preteaching in a student's primary language can be particularly effective—teachers, instructional aides, parents, or other community

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members can be enlisted to help. Some of the *Being a Writer* read-aloud books are available in Spanish. For a list of these titles, visit the Center for the Collaborative Classroom's website (collaborativeclassroom.org).

- **Simplifying questions.** Open-ended questions are used throughout the *Being a Writer* program to elicit language and higher-order thinking from students. These questions are often more complex in structure than closed or one-word-answer questions. While all learners, including ELLs, benefit from the opportunity to consider such questions, you might modify complicated questions into simpler ones to increase comprehension and participation by your ELLs. The table below lists some suggestions for simplifying questions.

Suggestions for Simplifying Questions

Suggestion	Original Question	Simplified Question
Use the simple present tense.	What was happening at the beginning of the story?	What happens at the beginning of the story?
Use active rather than passive voice.	How was the window broken in the story?	Who broke the window in the story?
Ask *who/what/where/when* questions rather than *how/why* questions.	How are you and your partner working together?	What do you and your partner do to work well together?
Avoid the subjunctive.	If you were going to write about a family member, what might you write?	You will write a story about someone in your family. What will you write?
Provide definitions in the question.	Why is the old woman so reluctant to name the dog?	The old woman is *reluctant*; she does not want to name the dog. Why?
Provide context clues as part of the question.	What happens at the beginning of the story?	Peter wakes up and it is snowing. What else happens at the beginning of the story?
Elicit nonverbal responses. (Stages 1–3)	What do you see in this picture that tells about the words?	This picture shows the sentence "I like to paint." Point to the paints. Point to the paintbrushes.
Elicit responses of 1–2 words or short phrases. (Stages 1–3)	What do you think will happen when Peter puts the snowball in his pocket?	Peter puts the snowball in his pocket. Is that a good idea?

- **Assessing comprehension.** When students are in the preproduction and early production stages of language acquisition, it can be hard to assess exactly what they understand. It is important not to confuse lack of verbal response with lack of understanding. Rather than force ELLs to produce language before they are

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ready (which can raise anxiety and inhibit their progress), you can assess nonverbal responses while the students are actively engaged by asking yourself questions such as:

- Q *Do the student's drawings and written symbols communicate thinking or show evidence of my teaching (such as completing a frame sentence and illustrating it appropriately, or including a beginning, middle, and end in a story)?*
- Q *Does the student nod, laugh, or demonstrate engagement through other facial expressions?*
- Q *Does the student pick up academic and social cues from peers?*
- Q *Does the student follow classroom signals and routines?*
- Q *Does the student follow simple directions (such as "Please get out your writing notebooks and pencils")?*
- Q *Does the student utter, chant, or sing some familiar words or phrases?*

By carefully observing your ELLs and employing some of the strategies suggested here (as well as those in the ELL Notes in the lessons), you will be able to support your students' development as writers and as caring, collaborative participants in your writing community.

CONSIDERATIONS FOR PAIRING ELLs

A key practice in the *Being a Writer* program is to have students work in unit-long partnerships. Random pairing is suggested as a way to ensure equity by reinforcing the value of each child in the classroom (see "Random Pairing" on page xxix). However, when considering the needs of ELLs, it may be advantageous to partner these students in a more strategic way. You might pair a beginning English speaker with a fluent English or multilingual speaker. It can be effective if the multilingual partner shares the ELL's primary language, but we recommend prudence in asking the more fluent English speaker to serve as translator. Another option is to place ELLs in trios with fluent English speakers to allow them more opportunity to hear the language spoken in conversation. In this case, it is important to make sure that all three students are participating and including one another in the work.

Building the Home–School Connection

Keeping families informed about their children's participation in the *Being a Writer* program helps family members understand and appreciate how their children are developing as writers and how they can support that development.



FAMILY LETTERS

We provide a letter to send home with the students at the end of each unit, available in both English and Spanish. Each letter describes the unit's focus, instruction, and social development goals and offers suggestions for encouraging writing development at home.

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The family letters are included in the Online Resources list for each unit and can be accessed via the CCC Learning Hub (ccclearninghub.org).

Building the Adult Writing Community at Your School

Being a writer yourself helps you understand the writing process and the joys and struggles that come with writing. Writing regularly informs both your instructional decisions and your interactions with individual students about their writing. We strongly encourage you to become part of an active writing community that will support you in your own development as a writer. Some particularly powerful activities for building a writing community are listed below.

TEACHER AS WRITER

The Teacher as Writer section at the beginning of each week offers writing prompts and instructive quotes by well-known writers to inspire you. The prompts relate to the writing focuses for the students that week.

We suggest that you start a writing notebook and write in it several times a week, both in school during the daily Writing Time and outside of school. Find opportunities to share your writing regularly with a writing partner or group.

STARTING A WRITERS' GROUP AT YOUR SCHOOL

To start a writers' group at your school, find other adults (including teachers, administrators, parents, and other school staff) who are interested in writing regularly and supporting one another in writing. If there is a lot of interest, consider starting more than one writers' group to keep any one group from becoming too large. Schedule meetings at regular intervals (every month, every six weeks, or every other month) to share and discuss writing. Meetings can take place on or off school grounds, and the format can range from formal to informal. Many sources of information about how to start and conduct a writers' group are available online; search for this information using the keywords "starting a writers' group."

Using *Being a Writer* with Other Programs from the Center for the Collaborative Classroom

The Center for the Collaborative Classroom has developed other programs that can be used in conjunction with *Being a Writer* in a language arts curriculum. For more information about any of these programs, visit the Center for the Collaborative Classroom's website (collaborativeclassroom.org).

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Lessons

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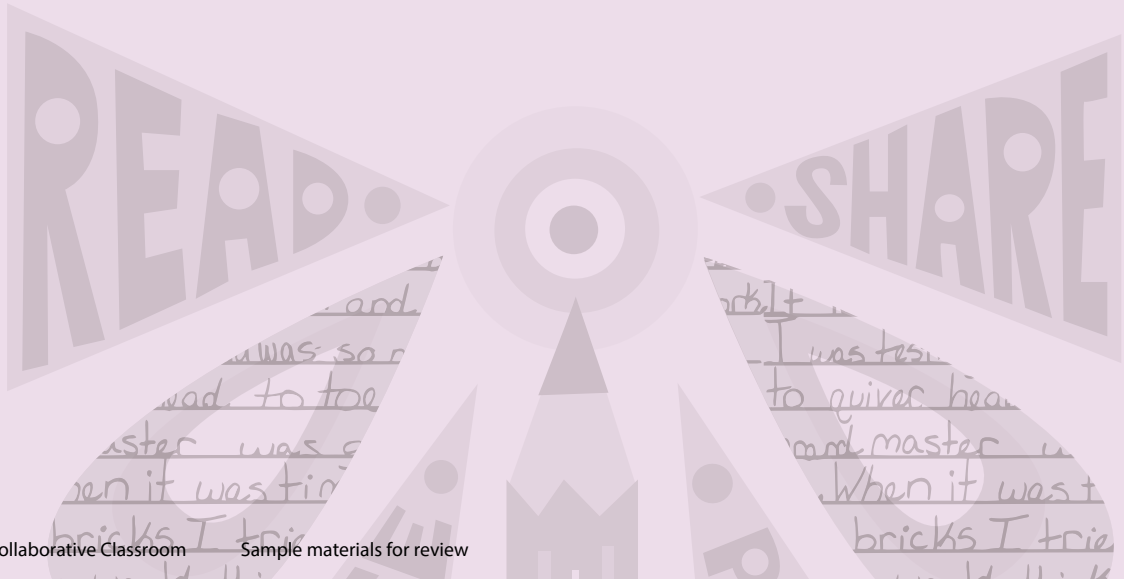
Unit 1

The Writing Community

During this seven-week unit, the students begin to see themselves as contributing members of a caring writing community. They hear and discuss good writing and learn about the writing practices of professional authors. They generate writing ideas by drawing, listing ideas, and writing sentences. The students write about their lives, and they write silly and scary stories. They approximate the spelling of unfamiliar words, use ending sentence punctuation, and capitalize proper nouns and the first letters of sentences. The students also learn the cooperative structures "Turn to Your Partner" and "Think, Pair, Share." They share in pairs and with the class, speak clearly and listen to one another, and use the prompts "I found out . . ." and "I like your story because . . ." to express interest in and appreciation for the writing of others.



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Unit 1 The Writing Community

RESOURCES

Read-alouds

- *Bigmama's*
- "About Donald Crews"
- *Shortcut*
- *Night in the Country*
- *Miss Tizzy*
- *Dogs Don't Wear Sneakers*
- *Click, Clack, Moo: Cows That Type*
- *My Little Sister Ate One Hare*
- *Harry and the Terrible Whatzit*
- *The Little Old Lady Who Was Not Afraid of Anything*

Writing About Reading Activities

- "Make Connections to *Shortcut*"
- "Write Opinions About *Miss Tizzy*"

Technology Extensions

- "Read More About Donald Crews"
- "Digital Storytelling"

Extensions

- "Find Examples of Writing at Home and Around School"
- "Make a Class Book"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA16

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA7)
- "Conference Notes" record sheets (CN1–CN2)
- "Social Skills Assessment Record" sheet (SS1)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)
- "Beginning-of-year Writing Sample Record" sheet (WS1)

Reproducible

- Unit 1 family letter (BLM1)

Professional Development Media

- "Building a Community of Writers" (AV1)
- "Predictable Structure of the Writing Lessons" (AV2)
- "Setting Up Procedures for the Year" (AV4)
- "Setting Up Writing Conferences" (AV6)
- "Cooperative Structures Overview" (AV9)
- "Using 'Turn to Your Partner'" (AV10)
- "Using 'Think, Pair, Share'" (AV12)
- "Social Reflection" (AV14)
- "Turning and Looking at the Speaker" (AV15)
- "Introducing Vocabulary During a Read-aloud" (AV29)
- "Adapting Lessons for English Language Learners" (AV31)
- "Planning a Lesson" (AV33)
- "Approximating Spelling in Shared Writing" (AV58)
- "Using CCC's Whiteboard Activities" tutorial (AV73)
- "Using Web-based Teaching Resources" tutorial (AV75)

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RESOURCES *(continued)*

- "Look for Story Ideas"
- "Reread *Night in the Country* with Illustrations"
- "Practice Reading Aloud"
- "Discuss the Students' Writing Goals and Interests"
- "Reread and Act Out *The Little Old Lady Who Was Not Afraid of Anything*"
- "Explore Onomatopoeia"

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, "Complete Sentences"
- Lesson 2, "Declarative and Interrogative Sentences"
- Lesson 3, "Exclamatory and Imperative Sentences"
- Lesson 10, "Common and Proper Nouns"
- Lesson 27, "Apostrophes in Contractions"

Assessment Resource Book

- Unit 1 assessments

Student Writing Handbook

- Excerpt from *Miss Tizzy*

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Unit 1 The Writing Community

DEVELOPMENT ACROSS THE GRADES

	Elements of Personal Narrative	Writing Craft	Language Skills and Conventions
Grade K	▪ Writing about true stories from students' own lives	▪ Visualizing story ideas ▪ Drawing and writing to tell a story	▪ Using letters, words, or sentences to tell a story
Grade 1	▪ Writing about true stories from students' own lives	▪ Writing stories with beginning, middle, and end ▪ Including feelings in stories ▪ Exploring temporal words ▪ Exploring features of book covers	▪ Capitalizing proper nouns ▪ Using exclamation points
Grade 2	▪ Writing about interesting events or topics from students' own lives	▪ Rereading and adding to writing ▪ Adding sight and sound words	▪ Capitalizing beginnings of sentences ▪ Punctuating sentences ▪ Capitalizing proper nouns
Grade 3	▪ Writing about interesting events or topics from students' own lives	▪ Using sensory details ▪ Using temporal words and phrases ▪ Writing engaging openings ▪ Writing endings that draw a story's events to a close	▪ Identifying and correcting commonly misused words (*then/than*; *your/you're*) ▪ Recognizing and correcting sentence fragments ▪ Recognizing and correcting run-on sentences ▪ Proofreading for spelling, punctuation, and grammar
Grade 4	▪ Writing about single events from students' own lives	▪ Using sensory details ▪ Using transitional words and phrases ▪ Writing engaging openings ▪ Writing endings that draw a story's events to a close	▪ Identifying and correcting commonly misused words (*its/it's*; *to/too/two*) ▪ Recognizing and correcting sentence fragments ▪ Recognizing and correcting run-on sentences ▪ Proofreading for spelling, punctuation, and grammar
Grade 5	▪ Writing about significant experiences from students' own lives ▪ Exploring how those experiences resulted in learning or change	▪ Using sensory details ▪ Writing engaging openings ▪ Adding information about learning or change ▪ Writing endings that draw a story's events to a close	▪ Identifying and correcting commonly misused words (*there/their/they're*) ▪ Maintaining consistency in verb tenses ▪ Recognizing and correcting sentence fragments ▪ Recognizing and correcting run-on sentences ▪ Proofreading for spelling, punctuation, and grammar
Grade 6	▪ Writing about significant experiences from the students' own lives ▪ Exploring how those experiences resulted in learning or change ▪ Exploring ways to organize or structure a personal narrative	▪ Using sensory and descriptive details ▪ Integrating information about learning or change ▪ Cultivating an individual voice ▪ Using transitional words and phrases ▪ Writing engaging openings and endings that draw a story's events to a close	▪ Identifying and correcting commonly misused words (*accept/except*; *lose/loose*; *who's/whose*) ▪ Recognizing and correcting sentence fragments and run-on sentences ▪ Proofreading for spelling, punctuation, and grammar

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GRADE 2 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Getting Ideas and Writing Stories** **Focus:** ▪ Drawing to inspire writing ▪ Contributing to a shared story ▪ Drawing a picture and writing a story about it	**Writing Stories** **Focus:** ▪ Drawing to inspire writing ▪ Drawing a picture and writing a story about it	**Getting Ideas and Writing Stories:** *Bigmama's* **Focus:** ▪ Drawing and writing about a place they like to go	**Sharing as a Community** **Focus:** ▪ Sharing writing ▪ Getting to know one another ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing about rooms at home or family trips ▪ Writing more stories from sketches ▪ Sharing and writing freely
Week 2	**Getting Ideas for Writing:** "About Donald Crews" **Focus:** ▪ Learning about a professional author ▪ Drawing sketches around the school	**Writing Stories** **Focus:** ▪ Learning "Turn to Your Partner" ▪ Contributing to a shared story ▪ Writing a story about one of their sketches	**Getting Ideas for Writing** **Focus:** ▪ Drawing to get ideas for a family story	**Writing Stories and Sharing in Pairs** **Focus:** ▪ Writing a story about one of their sketches ▪ Sharing in pairs	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more stories from sketches ▪ Sharing and writing freely
Week 3	**Getting Ideas for Writing:** *Shortcut* **Focus:** ▪ Beginning to use a writing notebook ▪ Writing a list of things that have happened	**Writing Stories** **Focus:** ▪ Choosing an idea from a list and writing a story ▪ Capitalizing and punctuating sentences	**Adding Descriptive Words:** *Night in the Country* **Focus:** ▪ Rereading writing ▪ Adding sight and sound words	**Sharing as a Community** **Focus:** ▪ Getting to know one another ▪ Identifying sight and sound words ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more "It happened to me" stories ▪ Making connections to *Shortcut* ▪ Sharing and writing freely
Week 4	**Getting Ideas for Writing:** *Miss Tizzy* **Focus:** ▪ Learning "Think, Pair, Share" ▪ Writing a list of friends	**Writing Stories** **Focus:** ▪ Choosing an idea from a list and writing a story ▪ Capitalizing and punctuating sentences ▪ Learning to approximate spelling	**Adding Descriptive Words:** *Miss Tizzy* **Focus:** ▪ Rereading writing ▪ Adding sight and sound words ▪ Approximating spelling	**Sharing as a Community** **Focus:** ▪ Learning the prompt "I found out . . ." ▪ Identifying sight and sound words ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing about the theme of friendship ▪ Writing opinions about Miss Tizzy ▪ Writing more about friends ▪ Sharing and writing freely
Week 5	**Getting Ideas for Writing:** *Dogs Don't Wear Sneakers* **Focus:** ▪ Writing silly sentences	**Writing Stories:** *Click, Clack, Moo: Cows That Type* **Focus:** ▪ Choosing a sentence and writing a silly story ▪ Approximating spelling ▪ Capitalizing names	**Getting Ideas for Writing:** *My Little Sister Ate One Hare* **Focus:** ▪ Writing silly sentences to inspire writing ▪ Approximating spelling	**Writing Stories and Sharing in Pairs** **Focus:** ▪ Choosing a sentence and writing a silly story ▪ Learning the prompt "I like your story because . . ."	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more silly animal or little sister/brother stories ▪ Writing counting books or writing about funny dreams ▪ Writing freely

(continues)

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GRADE 2 OVERVIEW *(continued)*

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 6	**Getting Ideas for Writing:** *Harry and the Terrible Whatzit* **Focus:** ▪ Learning to use a word wall ▪ Writing scary words and sentences ▪ Approximating spelling	**Writing Stories** **Focus:** ▪ Choosing a sentence and writing a scary story ▪ Using the word wall ▪ Approximating spelling	**Adding Descriptive Words:** *The Little Old Lady Who Was Not Afraid of Anything* **Focus:** ▪ Rereading and adding to writing ▪ Approximating spelling and using the word wall	**Sharing as a Community** **Focus:** ▪ Using the prompt "I like your story because . . ." ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more scary stories ▪ Writing about bravery or inanimate objects coming to life ▪ Sharing and writing freely
Week 7	**Getting Ideas for Writing** **Focus:** ▪ Drawing, listing, or writing sentences ▪ Choosing a story idea and writing a story	**Writing Stories** **Focus:** ▪ Rereading and adding to writing ▪ Approximating spelling and using the word wall	**Sharing as a Community** **Focus:** ▪ Sharing writing from the Author's Chair ▪ Using the prompts "I found out . . ." and "I like your story because . . ." ▪ Writing freely	**Sharing as a Community** **Focus:** ▪ Sharing writing from the Author's Chair ▪ Using the prompts "I found out . . ." and "I like your story because . . ." ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Publish this week's stories informally and write blurbs ▪ Reviewing notebook writing ▪ Sharing and writing freely

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Week 1 OVERVIEW



Bigmama's

by Donald Crews

Family members visit their grandmother, "Bigmama," on her farm in the summer.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Form

- "Class Assessment Record" sheet (CA1)

Professional Development Media

- "Building a Community of Writers" (AV1)
- "Setting Up Procedures for the Year" (AV4)
- "Introducing Vocabulary During a Read-aloud" (AV29)
- "Using CCC's Whiteboard Activities" tutorial (AV73)

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Writing Focus

- Students hear and discuss good writing.
- Students draw to generate writing ideas.
- Students write about their drawings.

Social Development Focus

- Teacher and students build the writing community.
- Students learn the procedure for gathering and for Writing Time.
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Plan a space in the classroom, such as a rug area, for the class to gather. The students should sit facing you, close enough to see the books you will share. If a rug area is not available, plan how the students will sit in their chairs facing you or one another.

✓ Make paper, pencils, and crayons or markers available to the students during Writing Time. During Weeks 1 and 2, provide writing/drawing paper with a space for drawing at the top and lines for writing across the bottom. In Week 3, the students will begin writing in their own writing notebooks.

✓ As you are planning for this week's lessons, see the Writing Throughout the Week ideas on page 22 and determine which activities, if any, you will do during the Open Day this week. For more information, see "Open Days and Writing Throughout the Week," see page xx.

✓ Prior to Day 1, obtain a writing folder for each student, or use construction paper to make a folder for each student.

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1) on page 6 of the *Assessment Resource Book*.

✓ Prior to Week 3, collect enough lined writing notebooks for each student in the class to have one. See "Student Books, Notebooks, and Folders" on page xl.

TEACHER AS WRITER

"I write to find out what I'm thinking about."

— Edward Albee

Being a writer yourself can help you understand and support your students as they develop as writers. The Teacher as Writer section offers weekly writing prompts and interesting quotes by well-known writers to inspire you to write. We encourage you to start a writing notebook and write in it several times a week. We also encourage you to share your writing regularly with colleagues who write. (See "Building the Adult Writing Community at Your School" on page li for ideas about creating a writers' group at your school.)

In your notebook this week, describe yourself as a writer. Consider:

- What was writing like for you in school?
- What is it like for you now?
- What do you hope for as you develop as a writer?

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Day 1 Getting Ideas and Writing Stories

Materials

- Writing/drawing chart (WA1) for modeling
- Writing/drawing paper for the students
- Writing folder for each student

In this lesson, the students:

- Learn the procedure for gathering
- Contribute to a shared story about a drawing
- Draw to inspire writing and write stories about their pictures
- Learn the procedures for Writing Time
- Handle materials responsibly

ABOUT WRITING INSTRUCTION EARLY IN THE YEAR

All growth in writing depends on a foundation of abundant practice. To gain enough practice with writing during their elementary school years, students must become intrinsically motivated to write. The *Being a Writer* program helps students develop this motivation by using engaging read-alouds to stimulate creativity, providing choice in writing topics, and creating opportunities for students to share their writing with others.

In this initial unit, the students explore three strategies to help them get ideas for writing: drawing, making lists, and writing sentences. The first two weeks focus on drawing to inspire writing. The students learn about a professional author who sketches the world around him and then uses his sketches to write stories. During these two weeks, the students' writing comes from their drawings and is very informal, allowing them to focus on getting many ideas on paper without undue worry about spelling, grammar, or a "perfect" final product.

Teacher Note

For more information, view "Setting Up Procedures for the Year" (AV4).

Technology Tip

The above is the first in a series of professional development videos in the *Being a Writer* program. For more information about the content of the videos and how to view them, see "Professional Development Media" on page xxxv.

Teacher Note

For more information, view "Building a Community of Writers" (AV1).

GETTING READY TO WRITE

1 Introduce the Writing Community

Introduce the *Being a Writer* program by explaining that the students will be members of a classroom writing community. In this community, they will write about things they are interested in, share and talk about their writing with others, learn about what professional authors do, and help one another become better writers.

2 Learn and Practice the Procedure for Gathering

Explain that the students will gather regularly to hear books read aloud and to discuss writing. Model where you will sit, and explain where you

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would like the students to sit. Before asking the students to move, state your expectations for how to gather in a responsible way.

> **You might say:**
>
> "I expect you to walk quickly, quietly, and without bumping into one another. I expect you to sit so others have room on the rug and to wait quietly until everyone is seated."

Have the students practice gathering. As they practice, comment on what you observe without mentioning any of the students' names (for example, "I notice people are sitting toward the front of the rug so others can sit behind them").

If necessary, have the students return to their desks and practice the procedure until they are able to gather in a responsible way.

Teacher Note

If the students have already learned a procedure for gathering, use that procedure here. Simply remind the students of the procedure and of your expectations.

3 Briefly Discuss Writing Experiences

Once the students have gathered, ask and briefly discuss:

Q *What are some things you've written?*

Q *Where do you see writing at home, at school, or in your neighborhood?*

> **Students might say:**
>
> "In first grade, I wrote a story about my dog."
>
> "I wrote my mom a birthday card."
>
> "I see all of our names on the bulletin board."
>
> "I've seen street signs with writing."

Teacher Note

If the students have difficulty answering these questions, offer some examples like those in the "Students might say" note.

Explain that in this unit the students will explore different ways that authors get ideas for writing. One way is to draw a picture first and then write a story to go with the picture.

WRITING TIME

4 Write a Shared Story

Explain that you will draw a picture and the students will help you write a story about it. Display the writing/drawing chart (WA1). Quickly draw a picture of something that will capture your students' imaginations and that you think will inspire your students to suggest ideas for a story (for example, a house with a broken window, a dog sitting and waiting by a door, a rocket ship taking off, a hat blowing away in the wind, or a family having a picnic.).

Ask the following questions, and have a few volunteers share their thinking with the class:

Q *What do you notice about this [house]?*

Q *What is a story that could go with this picture?*

Teacher Note

Teacher modeling is a regular feature of the *Being a Writer* program. You can use chart paper or interactive whiteboard charts (whiteboard activities) for your modeling. For more information about whiteboard activities, view the "Using CCC's Whiteboard Activities" tutorial (AV73).

Teacher Note

Other possibilities include: a dog sitting and waiting by a door, a rocket ship taking off, a hat blowing away in the wind, or a family having a picnic.

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Write one or two sentences to start a story below the picture, and then ask:

Q *What sentence shall I write next? What sentence might make sense after this one?*

As the students suggest sentences, add them to the story. If necessary, prompt their thinking with questions such as:

Q *Who's in this story? What is [he/she] doing?*

Q *What might happen next? What sentence shall I write to tell about that?*

WA1



Jesse and Amy were playing football on the lawn. Jesse threw the ball to Amy. The ball missed her and crashed through the window. Now they had to tell Mom.

Together, reread the story and discuss how the picture helped the students get ideas for writing. Explain that today the students will draw their own pictures and then write about them. Explain how you expect the students to return to their seats, and have them return. If necessary, practice the procedure until they are able to move in an orderly way.

5 Draw and Write

Distribute a sheet of writing/drawing paper to each student. Show them where to write their names and the date.

Give the students about 5 minutes to gather what they need, sharpen pencils, and share ideas and questions with one another and with you. Then call for their attention and tell them that they will now draw and write silently. Explain that during Writing Time they will work without talking, whispering, or walking around. Tell them that you will give them a signal when Writing Time is over. Explain that you will be writing along with them, and ask to not be interrupted.

Have the students draw and write in silence for about 10 minutes. Join them in writing, periodically scanning the class. If you notice that the students are having difficulty staying in their seats or working silently, call for their attention, remind them of your expectations, and have them resume writing.

Signal to let the students know when Writing Time is over. Distribute a writing folder to each student. Have each student write his name on the folder and then put his story inside it. Explain that the students will keep their loose pages of writing in these folders throughout the year.

Teacher Note

Be ready to restate the students' ideas as complete sentences before writing them, if necessary.

Teacher Note

Save the shared story on the writing/drawing chart (WA1) to use on Day 2.

Teacher Note

Make paper, pencils, and crayons or markers available where the students can access them without leaving their seats. (See "Tips for Managing the Program in Your Classroom" on page xl for other suggestions about organizing the writing program in your classroom.)

Teacher Note

A period of silent writing, during which you also write without interacting with the students, may feel new to you. We strongly encourage you to establish this routine early in the year. Students adapt to it quickly, with a few reminders, and they learn to focus inward on their own thoughts during this time. Because they know that they are not to interrupt you or others, they learn to rely on their own thinking and decisions as they write. As the duration of Writing Time gradually lengthens over the coming weeks, you will begin conferring with students after writing yourself for 5–10 minutes.

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REFLECTING

6 Reflect and Adjourn

Ask and briefly discuss as a class:

Q *What did you enjoy about writing your stories today?*

Explain that if the students did not finish their stories, they will have time to work on them tomorrow. Have the students put their folders in their desks.

EXTENSION

Find Examples of Writing at Home and Around School

Have the students look for different kinds of writing at home or around school. Encourage them to record examples of writing they see. (You might offer some examples, such as words on the back of a cereal box, instructions for assembling a toy, or the print on a movie ticket.) Have the students share their findings with the class, and discuss questions such as "Why are the instructions for putting a toy together important?" or "What does the print on a movie ticket tell us?"

Writing Stories Day 2

In this lesson, the students:

- Practice the procedure for gathering
- Draw to inspire writing
- Write stories about their pictures
- Review the procedures for Writing Time

Materials

- Shared story on the writing/drawing chart (WA1) from Day 1
- Writing/drawing paper for the students

GETTING READY TO WRITE

1 Practice the Procedure for Gathering and Discuss Working Responsibly

Remind the students that they are members of a classroom writing community. Explain that this year, they will hear and discuss examples of good writing, get ideas for writing, write their own pieces, and share their writing with one another.

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Review the procedure and your expectations for how the students will gather, and have them move to their places. If necessary, have the students return to their seats and practice again until they are able to move in an orderly, responsible way. Explain that during the next few weeks they will talk about ways to work responsibly during writing lessons. Explain that when the students are being *responsible*, they are acting in ways that help them learn and work well with their classmates.

Explain that one way the students work responsibly during writing lessons is by gathering and returning to their seats in an orderly way. That is important because gathering and returning to their seats in an orderly way ensures that no one gets hurt.

Explain that you will check in with the students at the end of the lesson to see how they did working responsibly.

2 Review Drawing to Get Ideas for Writing

Remind the students that some authors get ideas by drawing a picture and then writing about it. Display the shared story on the writing/drawing chart ( WA1) from Day 1 and read it aloud.

Explain that today the students will continue working on the pieces they started yesterday. If they finish early, they may start new stories, or write about anything else they choose. If they are unsure how to spell a word, they should make their best attempt and keep writing; what is most important today is to get their ideas on paper.

WRITING TIME

3 Finish Writing Stories

Have the students return to their seats. Then have them open their writing folders and take out their stories from yesterday. Distribute additional sheets of writing/drawing paper to students (if needed), and show them where to write their names and the date.

Give the students about 5 minutes to gather what they need, sharpen pencils, and share ideas and questions with one another and with you. Then call for their attention and explain that they will now write silently. Remind them that during Writing Time they will work without talking, whispering, or walking around. Tell them that you will give them a signal when Writing Time is over. Explain that you will be writing along with them and ask to not be interrupted.

Have the students write in silence for about 10 minutes. Join them in writing, periodically scanning the class.

Signal to let the students know when Writing Time is over. Have the students put their stories in their folders.

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REFLECTING

4 Discuss Working Responsibly

Remind the students that when they are being *responsible*, they are acting in ways that help them learn and work well with their classmates. Without mentioning any of the students' names, describe some responsible behaviors you noticed during Writing Time.

> **You might say:**
>
> "I noticed some responsible behaviors during Writing Time. You moved back to your seats in an orderly way and then stayed in your seats and worked on your stories until I signaled. When you started whispering, you remembered quickly that we are working silently and you became quiet again so everyone could concentrate."

Ask and briefly discuss:

Q *What was it like to write without talking or walking around?*

Q *What might you need to do to get ready before writing tomorrow so you won't need to get up?*

Explain that tomorrow the students will hear a story to get ideas for drawing and writing.

Teacher Note

We recommend that you describe behavior generally, rather than single out students by name. When you focus on describing appropriate behavior, all of the students learn what it means to be responsible and develop the intrinsic motivation to act accordingly.

Getting Ideas and Writing Stories

Day 3

In this lesson, the students:

- Hear and discuss a story
- Draw pictures about places they like to go
- Write stories about their pictures
- Work independently during Writing Time

Materials

- *Bigmama's*
- Writing/drawing chart (WA2) for modeling
- Writing/drawing paper for the students
- "Class Assessment Record" sheet (CA1)

GETTING READY TO WRITE

1 Read *Bigmama's* Aloud

Gather the class with the students sitting, facing you. Explain that authors often get ideas for writing from their own lives—from the people they know and the experiences they have. Today the students will hear a story from an author's life that might give them ideas for a story of their own.

Teacher Note

The pages of *Bigmama's* are unnumbered. For easy reference, pencil in page numbers, beginning with the number 1 on the right-hand title page that includes the author's name. (Page 3 begins " 'Did you see her?' ") This system is used throughout the program for all read-alouds with unnumbered pages.

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Show the cover of *Bigmama's* and read the title and the name of the author aloud. Explain that Donald Crews also drew the pictures for this story.

Read the story aloud slowly and clearly, showing the illustrations. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'We crossed back over the train tracks, a turn or two along the red dirt road, and onto the lane'—a *lane* is a 'road that is narrow, or not wide'—'We crossed back over the train tracks, a turn or two along the red dirt road, and onto the lane in front of Bigmama's house.'").

Teacher Note

The Suggested Vocabulary and ELL Vocabulary lists include words that are important for the students to understand in order to comprehend the story. To maintain the flow of the story, these words should be defined during the reading but not discussed.
For more information, view "Introducing Vocabulary During a Read-aloud" (AV29).

Suggested Vocabulary

wind-up record player: machine with a handle you turn to play music (p. 12)
kerosene lamps: lights that burn oil (p. 13)
outhouse: toilet that's separate from the house (p. 20)
roosted: settled and rested (p. 20)
sugar cane juice: sweet sap from a plant (p. 23)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:
lane: road that is narrow, or not wide (p. 10)

After reading, ask:

Q *What are some of the things Donald Crews tells you about spending the summer at Bigmama's?*

As the students respond, flip to that page in the book, show the illustration, and read the text aloud. Point out that the illustrations make sense with the words on each page and that a good illustration may tell even more about a story.

2 Model Drawing and Writing

Ask the students to watch as you model drawing and writing a story about a place you like to go. Display the writing/drawing chart (WA2). Draw a picture on the chart, thinking aloud as you draw. After drawing, model writing a story that tells about the picture (see the diagram).

> **You might say:**
> "I like to go to the mountains to camp and hike. I think I'll draw a picture of my tent next to a tree, with a stream and a trail nearby. I'll draw a picture of me walking down the trail. Then I'll write several sentences about my picture. I'll write: *I like to go to the mountains to camp. I try to find a campsite near a stream. After I put up my tent, I go for a hike. The woods are green and cool.*"

Teacher Note

Be aware of how long you ask the students to sit and listen during the "Getting Ready to Write" phase of the lessons. These activities are designed to proceed fairly quickly, leaving the majority of time for independent writing. We recommend no more than about 15 minutes of sitting and listening at any one time, after which it is natural for students to lose focus. If the students have been sitting for longer than this, you might have them stand and stretch for a moment before continuing. Try to move through the remaining activities as quickly as possible.

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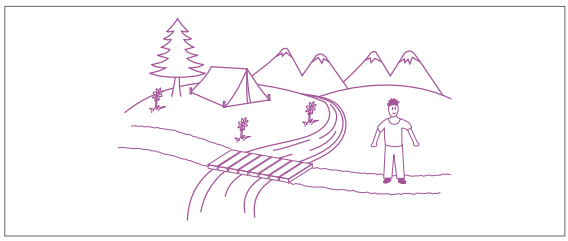
WA2



I like to go to the mountains to camp. I try to find a campsite near a stream. After I put up my tent, I go for a hike. The woods are green and cool.

Ask and briefly discuss:

Q *Where is someplace you like to go that you might write about?*

Q *Donald Crews wrote about going to visit a relative. Who do you like to visit that you might write about?*

Explain that today the students will draw and write stories about a place that they like to go. If they finish early, they may start new stories or write about anything else they choose. Remind them that if they are unsure how to spell a word, they should make their best attempt and keep writing. Tell them that tomorrow they will share their stories with the class.

WRITING TIME

3 Draw and Write

Have the students return to their seats. Distribute a sheet of writing/drawing paper to each student. Show them where to write their names and the date.

Give the students about 5 minutes to gather what they need, sharpen their pencils, and share ideas and questions with one another and with you. Then call for their attention and explain that they will now draw and write silently. Remind them that during Writing Time they will work without talking, whispering, or walking around. Tell them that you will give them a signal when Writing Time is over. Explain that you will be writing along with them and ask to not be interrupted.

Have the students draw and write in silence for about 10 minutes. Join them in writing, periodically scanning the class.

Teacher Note

Save the model story on the writing/drawing chart (WA2) to use on Day 4.

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Teacher Note

If the students need more time to complete their stories before sharing, have them do so at another time during the day, or give them another day to draw and write before continuing with the Day 4 instruction.

Teacher Note

It takes repeated experience for many students to learn how to talk about their own behavior and social interactions. By hearing your observations, and then adding their own, the students come to understand over time what "responsible behavior" entails.



CLASS ASSESSMENT NOTE

The purpose of this week's assessment is to make sure that the students are learning and following the procedures for Writing Time. You will begin to assess their writing in Week 2. Observe the students and ask yourself:

- Are the students working silently?
- Are they staying in their seats?

If you notice students having difficulty staying in their seats or working silently, call for their attention, remind them of your expectations, and have them resume writing. Be aware that some students may need to sit and think for a while before they start writing.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 6 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Have the students put their stories in their folders. Explain that they will share their stories with the class tomorrow.

REFLECTING

4 Discuss Working Responsibly

As you did yesterday, describe some responsible behaviors you noticed during Writing Time, without mentioning any of the students' names. If necessary, remind the students that when they are being *responsible*, they are acting in ways that help them learn and work well with their classmates. Briefly discuss the following questions as a class:

Q *What helped you concentrate on, or think about, your writing today?*

Q *What, if anything, made it difficult to concentrate on your writing? What might we do differently tomorrow?*

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Sharing as a Community

Day 4

In this lesson, the students:

- Share their writing with the class
- Get to know one another
- Speak so others can hear
- Listen to one another
- Write freely

Materials

- Model story on the writing/drawing chart (WA2) from Day 3
- Writing/drawing paper for the students

GETTING READY TO SHARE

1 Select a Story to Share

Review that this week the students drew pictures to get ideas for their writing and then wrote stories about them. Tell them that today they will share their writing with their classmates. Explain that sharing their writing will help them to get to know one another better and allow them to help each other become better writers.

Have the students open their writing folders. Tell them that they will quietly read the stories they wrote this week and choose one to share with the class. Give the students a few moments to read their stories to themselves and select one to share. When most students have made their selection, call for their attention and collect their chosen stories.

2 Model Speaking Clearly and Discuss Listening to One Another

Gather the class with the students sitting, facing you. Explain that it is important to speak in a loud, clear voice when sharing so everyone can hear. Ask the students to watch as you model reading loudly enough to be heard. Display the model story on the writing/drawing chart (WA2) from Day 3 and read it aloud. Then ask:

Q *What did you notice about how I read my story aloud?*

Have one or two volunteers share their thinking with the class. Then ask and briefly discuss:

Q *I noticed when I shared that [all of you looked at me]. This made me feel like you were interested in my story. What else can you do to show you are interested in someone's story?*

Q *If you can't hear the person who is reading, what can you do?*

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Students might say:

"I can look at your picture."

"I can sit quietly."

"I can say, 'I can't hear you. Please talk louder.' "

Tell the students that you will check in with them later to see how they did with speaking clearly and listening to one another.

SHARING TIME

3 Share Writing

Take one story from the pile of stories you collected earlier. Ask the author of that story to stand next to you, say her name, share her story, and show her picture.

Facilitate a brief discussion by asking questions such as:

Q *What did you find out about [Maritza] from her story?*

Q *Who else has [gone to an amusement park] like [Maritza]? Tell us about it.*

Continue to have the students share their stories.

REFLECTING

4 Reflect on Sharing

Help the students reflect on how they did listening and speaking clearly by asking questions such as:

Q *How did it feel to share your story today? What did your classmates do to [help you/cause you to] feel that way?*

Q *What do we want to do [the same way/differently] next time?*

Q *Were you able to hear people when we talked about the stories? If not, what can we do next time so we can all hear one another?*

If necessary, offer some of your own observations without mentioning any of the students' names.

You might say:

"I noticed that most of you listened when people were sharing, and you looked at the person who was talking."

Point out that listening to one another makes everyone feel like a special part of the writing community. Remind the students that they will have more opportunities to share stories and get to know one another.

Teacher Note

Keeping the students' papers in a pile beside you prevents many management problems, such as students raising their hands to be next, handling their papers noisily, or being distracted by their papers as they listen to others. Having the students stand next to you while they share makes it easier to help them face the other students, say their names, and read their stories in voices that can be heard. If you call on a student who is reluctant to share, do not pressure him to do so. There will be many opportunities for the students to share their writing in the coming weeks.

Teacher Note

Since young students may have difficulty sustaining their attention during a long sharing session, you may want to have part of the class share now and plan another time later for the rest of the class to share.

Teacher Note

The students may report ways their classmates made them feel uncomfortable during the sharing time. Negative experiences are an important part of the learning process. Accept the students' comments as opportunities to discuss more positive ways to interact next time.

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FREE WRITING TIME

5 Write Freely

Explain that the students will have some time now to draw and write freely. Tell them that they may write stories about other places they like to go, or write about anything else they choose.

Briefly think aloud about some stories you could write today.

> **You might say:**
>
> "I could write about the beach. That is another place I like to go. I could also write about my dog or some tricks my dog knows."

Ask and briefly discuss:

Q *What might you want to write about today?*

Have a few volunteers share their ideas, and then have the students return to their seats. Distribute paper and have the students draw and write freely. Signal to let the students know when Free Writing Time is over. Then have the students put their writing in their folders.

Teacher Note

Free Writing Time is often scheduled on sharing days to give the students an opportunity to draw and write for the pure fun of it. By choosing their own topics, they tap into their intrinsic motivation and gain valuable practice with putting their ideas on paper.

Teacher Note

Every few weeks, you might collect 1–2 pieces of writing from each student to include in an individual writing portfolio. You can refer to the writing in the portfolio when assessing your students' writing development over the course of the year. For more about analyzing student writing, see "Individual Writing Assessment" on page vii of the *Assessment Resource Book*.

EXTENSION

Make a Class Book

Collect the students' stories from Day 3 and compile them into a class book titled *Places We Go and People We Visit*. Read the book aloud and place it in the classroom library. Since the students will read the class book on their own, you might transcribe the stories below the students' own writing using conventional spelling and punctuation. Later, the students will learn to edit their own writing before publishing it.

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Open Day Writing Throughout the Week

ABOUT WRITING THROUGHOUT THE WEEK ACTIVITIES

For students to grow as writers and develop a love of writing, they need the opportunity to practice writing every day in a variety of ways. Writing Throughout the Week activities are lesson ideas you can use to give students additional writing opportunities during the open days of the *Being a Writer* program. The activities might extend a writing idea from the week's lessons, offer an additional writing idea related to the week's read-aloud, or ask the students to engage in a different kind of writing (for example, writing their opinion about a book, extending a lesson from earlier in the week, or writing about different topics from the week's read-aloud).

Write About Rooms at Home or Family Trips

Identify another idea from the week's read-aloud that the students might draw and then write about (for example, describing a room at home or writing about a family trip). If it is helpful, model drawing and writing a story about the topic you chose using the same procedure you used on Day 3 (see Step 2 on page 16).

Write More Stories from Sketches

Have the students each draw a sketch about another topic (for example, fun things they do outside) and then write a story about the sketch. Alternatively, the students might continue working on pieces they started earlier in the week.

Share and Write Freely

Repeat the procedures in Day 4 to provide another opportunity for the students to share their writing with the class and then write freely about anything they choose.

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Week 2 OVERVIEW



"About Donald Crews"

excerpted from *The Big Book of Picture-Book Authors & Illustrators*
by James Preller (see page 38)

Donald Crews collects ideas by sketching or photographing the world around him.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA3–WA4

Assessment Form

- "Class Assessment Record" sheet (CA2)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Using 'Turn to Your Partner'" (AV10)
- "Turning and Looking at the Speaker" (AV15)
- "Planning a Lesson" (AV33)

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Writing Focus

- Students hear and discuss good writing.
- Students learn about the writing practices of professional authors.
- Students draw to generate writing ideas and write about their drawings.

Social Development Focus

- Teacher and students build the writing community.
- Students learn the procedure for "Turn to Your Partner."
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ As you are planning for this week's lessons, see the Writing Throughout the Week ideas on page 37 and determine which activities, if any, you will do this week. Prior to Day 1, walk around the school and determine two or three places—such as the playground, cafeteria, or principal's office—where you will take the students to sketch (see Day 1, Step 4 on page 28). Collect clipboards or other portable writing surfaces (such as hardcover books) that the students can carry to draw on.

✓ Prior to Day 2, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing" on page xxix, "Considerations for Pairing ELLs" on page l, and "Cooperative Structures" on page xxx. For more information, view "Cooperative Structures Overview" (AV9).

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA2) on page 7 of the *Assessment Resource Book*.

✓ Prior to Week 3, collect enough lined writing notebooks for each student in the class to have one.

✓ (Optional) Plan a time during the first month of school to obtain a beginning-of-year writing sample from your students. For more information, see "Beginning- and End-of-Year Writing Samples" on page ix of the *Assessment Resource Book*.

TEACHER AS WRITER

"I'm sure a beautiful empty notebook was the reason I wrote my first book. It was begging for filling."

— Jacqueline Jackson

List events and ideas from your own life that you might want to write about. Consider:

- What is your earliest memory?
- When did something strange happen to you?
- When did you feel truly content or truly miserable?
- When did you realize something you didn't know before?

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Day 1 Getting Ideas for Writing

Materials

- "About Donald Crews" (see page 38)
- *Bigmama's* from Week 1
- Chart paper and a marker
- Blank drawing paper and pencils for the students
- Clipboards or other writing surfaces for the students

In this lesson, the students:

- Learn about a professional author
- Sketch story ideas around the school
- Move around the school responsibly

GETTING READY TO WRITE

1 Read "About Donald Crews" Aloud

Gather the class with the students sitting, facing you. Show the cover of *Bigmama's*. Remind the students that they heard this book last week and that Donald Crews wrote the story and drew the pictures. Explain that you will read some information about him from a book about children's book authors to help the students learn more about how he gets ideas for his stories.

Read "About Donald Crews" (page 38) aloud slowly and clearly. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'looking for images'—*images* are 'things to draw or photograph'—'looking for images that excite or interest him'").

Suggested Vocabulary

images: things to draw or photograph
reality-based: from something in real life
freewheeling: carefree, not holding back
thumbnail sketches: quick, little drawings
sequence: order

After reading, ask:

Q *What did you learn about how Donald Crews gets ideas for his stories?*

Have a few volunteers share their thinking with the class.

2 Model Making a Sketch

Explain that today the students will try Donald Crews's method for finding story ideas by sketching things they see. Explain that to help them understand what it means to make a sketch, you will sketch something you see in the classroom.

Teacher Note

You might use self-stick notes to mark the places where the suggested vocabulary words appear. Write the meaning of the word on the note to help you define it smoothly without interrupting the reading. For more information, see "Preparing the Daily Lessons" (on page xxxiv). To learn more, view "Planning a Lesson" (AV33).

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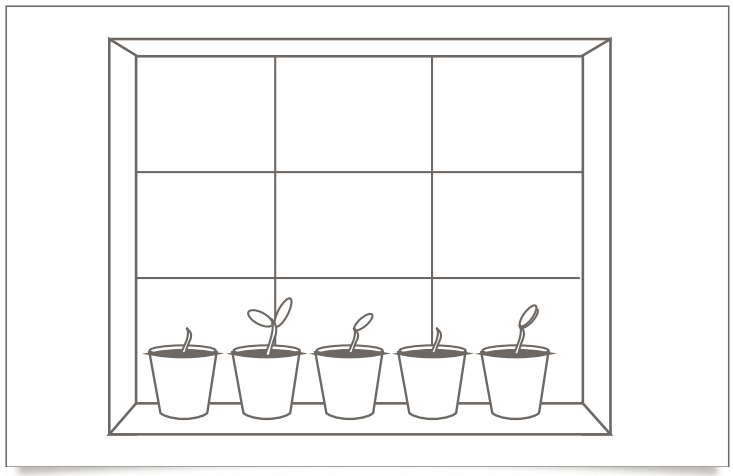
Direct the students' attention to a sheet of blank chart paper. Before you draw, explain what you are going to sketch.

> **You might say:**
>
> "I think I'll sketch our science experiment on the windowsill. I've been amazed at what has happened and think others will want to read about it."

Then quickly make a sketch. As you draw, point out that you are making a "freewheeling" sketch, moving your marker quickly and not worrying about adding details or making it look perfect at this point.



3 Discuss Walking Around the School Responsibly

Explain that today you will take the students on a walk to two or three places in the school (see "Do Ahead" on page 25). At each place, the students will look around and then make a quick sketch like the one you just made. Then tomorrow they will each choose a sketch and write a story about it, like Donald Crews does. Ask and briefly discuss:

Q *What will we do to act responsibly as we walk around the school and draw? Why will that be important?*

> **Students might say:**
>
> "It's important that we walk quietly so we don't interrupt other classes."
>
> "We need to walk and not run so no one gets hurt."
>
> "We should listen to your directions so we know what to do."
>
> "We need to draw quietly so all of us can work on our drawings."

Teacher Note

Save the model sketch to use on Day 2.

Teacher Note

If necessary, remind the students that when they are being *responsible*, they are acting in ways that help them learn and work well with their classmates. If the students have difficulty answering the questions, offer some examples like those in the "Students might say" note, and then ask, "What else might we do to act responsibly as we walk around the school and draw?"

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WRITING TIME

4 Take a Walk Around the School

Distribute drawing paper, pencils, and clipboards or other writing surfaces. Have each student write his name and date on the paper. Explain that the students can use the front and back of the paper to sketch.

Lead the students on a walk around the school. At the first stopping place, ask them to look around quietly and sketch something they see, remembering that they need to save room for one or two more sketches. Encourage them to sketch quickly without worrying about drawing perfectly or drawing everything they see.

Follow the same procedure for the other stops you have chosen, and then return to the classroom and gather the class with the students sitting, facing you.

Teacher Note

If the students have difficulty acting responsibly, signal for their attention and discuss how to act responsibly. If necessary, go back to the classroom and discuss the responsible behavior you expect and then try again.

REFLECTING

5 Reflect on Acting Responsibly

Ask and briefly discuss:

Q *What did we do to act responsibly on our walk today?*

Q *How did that help us work? How did it help others in the school?*

Explain that tomorrow the students will choose one of their sketches and write a story about it. Have the students put their drawings in their folders and return to their seats.

Facilitation Tip

During this unit, help the students learn to give their full attention to the speaker during class discussions by directing them to **turn and look** at the person who is about to speak. Ask speakers to wait until they have the class's attention before starting to speak. If students are unable to hear the speaker, encourage them to take responsibility and ask, "Would you please speak louder?" Repeat these techniques over the next few weeks to help the students learn to listen to each other during class discussions. To see this Facilitation Tip in action, view "Turning and Looking at the Speaker" (AV15).

TECHNOLOGY EXTENSION

Read More About Donald Crews

The students may be interested in learning more about Donald Crews and his books. You can find more information online by searching using the keywords "Donald Crews biography."

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Writing Stories

Day 2

In this lesson, the students:

- Begin working with partners
- Learn and practice "Turn to Your Partner"
- Contribute to a shared story
- Write stories about one of their sketches
- Work independently during Writing Time

GETTING READY TO WRITE

1 Pair Students and Introduce "Turn to Your Partner"

Explain that, in this writing community, you will often ask the students to talk in pairs about their thinking and writing. Randomly assign partners and make sure they know each other's names (see "Do Ahead" on page 25).

Explain that when the class gathers you would like partners to sit together, facing you. Gather the class, having the students bring their folders with them. If necessary, have partners return to their desks and practice the procedure until they are able to gather in a responsible way.

Explain the "Turn to Your Partner" procedure by saying, "I will ask a question and then say 'Turn to your partner.' When you hear this, you will turn to face your partner and start talking about the question. When I raise my hand, you will finish what you're saying, raise your own hand so others can see the signal, and turn back to face me."

2 Briefly Model "Turn to Your Partner"

Have a volunteer act as your partner. Model turning to face each other and introducing yourselves by your full names. Then ask partners to turn and introduce themselves. After a moment, signal for the students to turn back to face you. Have the class practice "Turn to Your Partner" by asking:

Q *What do you like to do at school? Turn to your partner.*

Scan the class as partners talk, without intervening. When most pairs have finished talking, signal for the students' attention. Have one or two volunteers share their thinking with the class. Then ask:

Q *Did you and your partner both get to talk? What can you do next time to be sure you both get time to talk?*

Explain that today the students will have several opportunities to turn to their partners to discuss their thinking.

Materials

- Model sketch from Day 1
- Writing/drawing chart (WA3) for modeling
- Writing/drawing paper for the students
- "Class Assessment Record" sheet (CA2)

Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

Teacher Note

If your students are unfamiliar with "Turn to Your Partner," this lesson may require an extended class period. If they are already familiar with the procedure, you do not need to model it in Step 2. Instead, remind the students of your expectations.

To see an example, view "Using 'Turn to Your Partner' " (AV10).

Teacher Note

Use a signal that the students will notice but that does not interrupt their discussion, such as a raised hand. This allows the students to finish what they are saying before turning to face you.

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3 Write a Shared Story

Review that yesterday the students made sketches of things they saw around the school. Explain that today they will each write a story to tell about one of their sketches.

Direct the students' attention to your model sketch from yesterday. Explain that before the students write their own stories, they will help you write a story using your sketch.

Ask and briefly discuss:

Q *What story could I write to tell about my drawing [of seeds growing on the windowsill]? Turn to your partner.*

When most pairs have finished talking, signal for the students' attention. Display the writing/drawing chart (WA3). Write one or two sentences to start a story on the chart. Then ask:

Q *What else can we add to our story? How should I write that as a sentence?*

Q *What else did we [do/learn]? What sentence should I write to tell about that?*

Use the students' suggestions to add to the story.

WA3

We did an experiment to see how important water is to plants. We each planted a bean in a cup. Some of us watered our beans every day. Some of us watered them once a week. The plants that got the most water grew the most.

Teacher Note

Notice that you ask the question before saying, "Turn to your partner." This gives all of the students a chance to hear and consider the question before moving to face their partners.

Teacher Note

Be ready to restate the students' ideas as complete sentences before writing them, if necessary.

ELL Note

Frequent charting and modeling of writing in the program supports English Language Learners as well as all beginning writers.

4 Choose a Sketch and Talk with a Partner

Have the students open their folders and take out their sketches from yesterday. Ask them to pick one of their sketches and think about what they might write about it. After a minute or two, have each student show her partner the sketch she has chosen and tell her partner one thing she might write.

After partners finish talking, briefly remind the students about your expectations for how they will act responsibly during Writing Time.

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WRITING TIME

5 Write a Story from a Sketch

Have the students return to their seats. Distribute a sheet of writing/drawing paper to each student. Have them write their names and the date on the paper. Explain that if the students have time after writing their stories, they can illustrate them using their sketches as a model for the illustration, start new stories, or write about anything else they choose.

Give the students about 5 minutes to gather what they need, talk quietly, and begin writing. Then give the signal for the students to begin writing silently. Emphasize that there should be no talking, whispering, or walking around, and that everyone (including you) will be writing. Join the students in writing for 5 minutes, and then walk around and observe them, assisting as needed.

Teacher Note

If necessary, model illustrating your story, using your sketch as a model.

Teacher Note

Base the length of Writing Time on your students' attention and engagement. The goal is to build gradually to 20–25 minutes of silent writing by the end of Unit 1.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students approaching writing with confidence and enthusiasm?
- Are they able to start writing fairly quickly?
- Do the students who have difficulty getting started begin writing after a few minutes?
- Are they able to write sentences?
- Can they spell some words conventionally? If not, do they approximate spelling using letter-sound relationships?

For now, just note where the students are as writers, setting aside concerns about spelling or correctness. Acknowledge their efforts and encourage them to write words and sentences as they are able.

If a student has difficulty writing anything at all, have him dictate an idea to you. Write it on a self-stick note and have him copy it onto his own paper and then add any further writing to it.

Record your observations on the "Class Assessment Record" sheet (CA2); see page 7 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Have them put their stories and sketches in their folders.

REFLECTING

6 Reflect on Acting Responsibly During Writing Time

Without mentioning any of the students' names, describe some responsible behaviors you noticed during Writing Time, and then ask:

Q *What other responsible things did you do during Writing Time?*

Teacher Note

If necessary, remind the students that when they are being responsible, they are acting in ways that help them learn and work well with their classmates.

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Students might say:

"I made sure I had extra writing paper at my table. Then I didn't have to get out of my seat during Writing Time."

"I didn't talk to my neighbor. Working quietly helps me think about my writing."

"When I finished my story, I started writing another story right away. Since I kept writing, I didn't bother anyone around me."

Follow up by asking:

Q *How did [making sure you had extra paper] help [your writing/you work well with your classmates]?*

Explain that tomorrow the students will draw more sketches to write stories about.

EXTENSION

Look for Story Ideas

Encourage the students to look around wherever they are—at home, at the park, at the grocery store—to find things that interest them. Invite them to sketch these images and write stories about them to share with the class.

Day 3 Getting Ideas for Writing

Materials

- 2–3 sheets of chart paper and a marker
- Blank drawing paper for the students

TEKS 11.A.i
Student/Teacher Narrative
Step 1

In this lesson, the students:

- Make sketches to get ideas about fun things they do with their families
- Work independently during Writing Time

GETTING READY TO WRITE

1 Model Drawing Different Ideas for a Story

Gather the class with partners sitting together, facing you. Review that this week the students learned about how Donald Crews gets ideas for stories by looking around him and sketching. They made sketches around the school and then each chose one sketch to write a story about.

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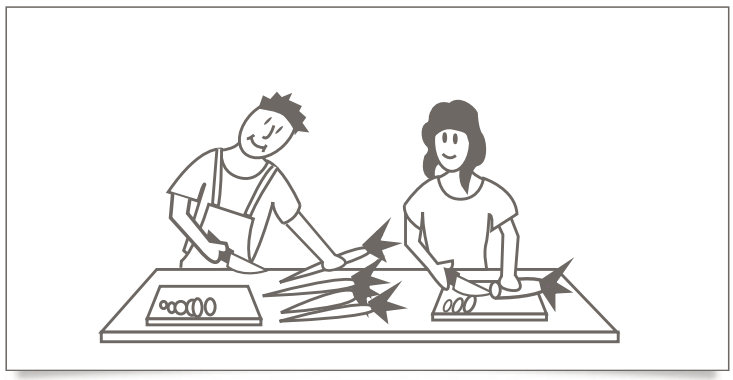
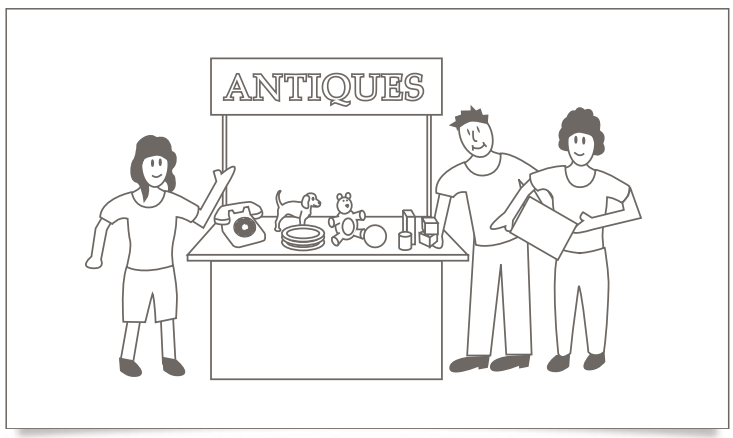
Explain that the students will use this technique again today to write stories about fun things they do with their families.

Ask the students to watch as you make sketches to help you get ideas for your story. Review that the sketches will be "freewheeling"—you will draw quickly and not worry about adding details at this point. On sheets of chart paper, draw two or three sketches that show different things you do for fun with your family. As you draw, explain your sketches.

> **You might say:**
>
> "Sometimes I make dinner with my parents. I'll draw a picture of my dad and me chopping vegetables in the kitchen. Another fun thing we do together is go shopping at the flea market."





Ask:

Q *What is something fun you do with your family? Turn to your partner.*

Scan the class as partners talk, without intervening. When most pairs have finished talking, signal for the students' attention. Have a few volunteers share their thinking with the class.

Tell the students that they will now draw three or four sketches to show fun things they do with their families. Explain that tomorrow they will each choose one sketch and write a story about it.

ELL Note

Cooperative structures like "Turn to Your Partner" support the language development of English Language Learners by providing frequent opportunities for them to talk about their thinking and listen to others.

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TEKS 11.A.i
Student/Teacher Activity
Step 2

WRITING TIME

2 Sketch Ideas for a Story About Family

Have the students return to their seats. Distribute three sheets of drawing paper to each student (make more available as needed). Have them write their names and the date on their papers and begin sketching. Circulate for about 5 minutes and help them as needed.

Signal for the students to begin sketching silently. If necessary, remind the students that there should be no talking, whispering, or walking around. If they finish early, they may start writing stories about one of their sketches or write about anything else they choose.

Observe the students; when most of them have finished their sketches, signal to let them know that Writing Time is over. Have the students put their sketches in their folders. Remind them that tomorrow they will each write a story about one of the sketches and share it in pairs.

REFLECTING

3 Reflect on Sketching to Tell a Story

Gather the class with partners sitting together, facing you. Ask:

Q *What was fun about sketching your story ideas today? Turn to your partner.*

When most pairs have finished talking, signal for the students' attention. Have a few volunteers share their thinking with the class. Help the students reflect on their partner work today by asking:

Q *What did you do to be a responsible partner today?*

Teacher Note

Save your model sketches to use on Day 4.

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Writing Stories and Sharing in Pairs

Day 4

In this lesson, the students:

- Write stories using their sketches
- Work independently during Writing Time
- Share their writing in pairs
- Speak clearly
- Listen to one another

Materials

- Model sketches from Day 3
- Lined writing chart (WA4) for modeling
- Loose, lined paper for the students

GETTING READY TO WRITE

1 Model Writing a Story from a Sketch

Have the students bring their folders and gather with partners sitting together, facing you. Ask the students to put their folders on the floor in front of them. Review that yesterday the students made sketches of fun things they do with their families. Explain that today they will each choose one of their sketches to write a story about.

Direct the students' attention to your model sketches. Ask the students to watch as you model choosing a sketch and writing a story about it. Display the lined writing chart (WA4). Think aloud as you look at the sketch and write your story, double-spaced, on the chart. Point out that you are leaving a blank line after each line of text so that you have space to add more information later, if you decide to.

> **You might say:**
>
> "I think I will write about making dinner with my parents. I'll start my story by writing this sentence: *Sometimes my parents and I make dinner together.* In my sketch, my dad and I are chopping vegetables. I want to tell about that so I'll write: *All of us help to get ready. My dad and I chop the vegetables.*"



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WA4

Sometimes my parents and I make dinner
together. All of us help to get ready. My dad
and I chop the vegetables.

2 Tell Stories Orally Before Writing

Have the students take their sketches out of their folders. Ask them to each look at their sketches quietly for a moment and choose one to write a story about today. After a moment, ask:

Q *What story will you write to go along with your sketch? Turn to your partner.*

Scan the class as partners talk, without intervening. When most pairs have finished talking, signal for the students' attention and explain that they will now write their stories. If they finish early, they may start stories about something else they do with their families for fun, or write about anything they choose.

WRITING TIME

3 Write a Story

Have the students return to their seats. Distribute the lined paper, and point out that the students will be writing their stories on regular lined paper (not writing/drawing paper) today. Give the students about 5 minutes to get settled, and then signal for the students to begin writing silently. Join the students in writing for 5–10 minutes, scanning the class periodically. Then walk around and observe them, assisting students as needed.

Signal to let the students know when Writing Time is over.

Teacher Note

Joining the students in silent writing demonstrates that writing is important and that you expect the students to work independently and tap into their own thinking and creativity during this time. As you write, scan the class periodically to monitor how the students are doing. If you notice off-task behavior, stop the class and restate your expectations.

SHARING AND REFLECTING

4 Select a Story and Share in Pairs

Have the students open their folders. Tell them that they will quietly read the stories they wrote this week and then choose one to share with their partners. Give the students a few moments to read their stories to themselves and select one to share. When most students have made their selection, call for their attention. Ask the students to bring their chosen stories and gather with partners sitting together, facing you.

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Choose a student volunteer to be your partner, and model reading each other your stories. Ask and briefly discuss:

Q *What did you notice about our voices when we read our stories?*

Q *What did you notice about how we listened to each other?*

> **Students might say:**
>
> "I noticed that you read in a voice loud enough to be heard but not so loud that it might bother someone else."
>
> "I noticed that you looked at the person reading the story."
>
> "You sat still and gave her your attention."

Tell the students that you will check in with them to see how they did with speaking clearly and listening to one another. Have partners read their stories to each other.

5 Reflect on Working Together

Ask:

Q *How did you know your partner was listening when you read your story?*

Q *What did you notice about the noise level in our classroom as we shared? What might we do differently the next time we share?*

Explain that next week the students will explore another way authors get writing ideas. Have them return to their seats and put their stories in their folders.

Teacher Note

In Week 3, the students will begin using writing notebooks, but they will continue to place loose papers in their writing folders. The students will also refer to the writing in their folders when conferring with you in the coming weeks.

Writing Throughout the Week — Open Day

Write More Stories from Sketches

Have the students each draw a sketch about another topic (for example, fun things they do after school) and then pick one sketch to write a story about. Alternatively, the students might choose to write stories using one of their sketches from Day 3 or continue working on pieces they started earlier.

Share and Write Freely

Provide an opportunity for the students to select one of the stories they wrote this week to share with the class, and then write freely about anything else they choose.

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About Donald Crews

excerpted from *The Big Book of Picture-Book Authors & Illustrators*
by James Preller

Born: August 30, 1938, in Newark, New Jersey

Donald Crews collects ideas. One of his favorite activities is to wander around the city looking for images that excite and interest him. "I do it all the time," Crews says. "I don't think I'm ever without a camera and a sketchbook. I use both of them for collecting ideas."

At this point, camera in hand, Crews isn't thinking about making a book. Instead, he's seeking a beginning—an inspiration, an idea that may lead to another idea. "My images, or my ideas, are reality-based. They all start someplace—most likely with a photograph."

The subjects of his books are always drawn from real life. It may be a city parade, the memory of a childhood train journey, a carousel in an amusement park, or the flight of an airplane. His books remind us that everyday life is interesting and exciting—all you have to do is look closely. . . .

How does Donald Crews develop an idea into a book? The process goes something like this: "Once I become fascinated with a subject, I'll do some freewheeling sketches. At that point I'm not really putting a book together, I'm just thinking it through and exploring the visual possibilities."

The next step is to create tiny thumbnail sketches. Crews says, "This way I can see, roughly, all 32 pages of the book. I'll know the sequence of events before I start to illustrate."

Words come next.

Excerpt from "Donald Crews" from *The Big Book of Picture-Book Authors & Illustrators* by James Preller.
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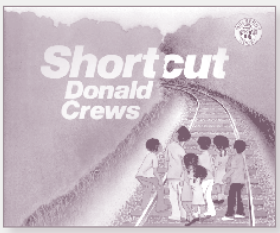
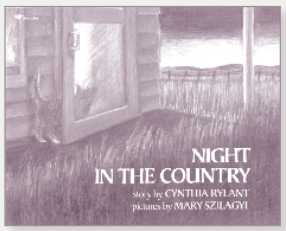
Week 3 OVERVIEW



Shortcut

by Donald Crews

Seven children have a close call as they take a shortcut home along the train tracks.



Night in the Country

by Cynthia Rylant, illustrated by Mary Szilagyi

The sights and sounds of a night in the country are explored in words and pictures.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA5–WA6

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "Conference Notes: Focus 1" record sheet (CN1)

Professional Development Media

- "Predictable Structure of the Writing Lessons" (AV2)
- "Setting Up Writing Conferences" (AV6)

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Writing Focus

- Students hear and discuss good writing.
- Students make lists to generate writing ideas.
- Students write about things that happened to them.
- Students explore descriptive language.
- Students explore capitalizing the first letters of sentences and using ending sentence punctuation.

Social Development Focus

- Teacher and students build the writing community.
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

DO AHEAD

✓ As you are planning for this week's lessons, see the Writing Throughout the Week ideas on page 56 and determine which activities, if any, you will do this week.

✓ Prior to Day 1, collect a lined writing notebook for each student. In each, place a self-stick note on a page about a third of the way into the notebook to act as a tab (see Day 1, Step 4 on page 44).

✓ Prior to Day 2, think about something interesting that has happened to you that you might model writing about. Pick an event that lends itself to the use of descriptive language. On a sheet of chart paper, make a sketch of the event to use when you model writing the story (see Day 2, Step 1 on page 47).

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA3) on page 8 of the *Assessment Resource Book*.

✓ Prior to Day 3, make a class set of the "Conference Notes: Focus 1" record sheets (CN1) on page 13 of the *Assessment Resource Book*. This week, you will begin conferring with individual students during Writing Time and documenting your observations and suggestions for each student.

TEACHER AS WRITER

"It was my 12-year-old son who . . . said to me, 'Mother, you've been very cross and edgy with us and we notice you haven't been writing. We wish you'd go back to the typewriter.'"

— Madeleine L'Engle

Start a list of family members and memories you might write about, and then select one idea and write about it. Consider:

- Who is the most unusual person in your family? When you think about this person, what gestures, clothing, or quirks come to mind?
- What is a vivid childhood memory about a family member?
- What memorable conversations have you had with a family member? What was (or was not) said?

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Day 1 Getting Ideas for Writing

Materials

- *Shortcut*
- *Bigmama's* from Week 1
- Chart paper and a marker
- Unlined chart (WA5) for modeling
- Writing notebook for each student

In this lesson, the students:

- Discuss how illustrations and descriptive words add to a story
- Write lists of interesting things that have happened to them
- Begin using writing notebooks
- Give their full attention to the person who is speaking
- Handle materials responsibly

ABOUT WRITING INSTRUCTION EARLY IN THE YEAR

During this unit, skills and conventions of written English are taught gradually. Starting this week, the students explore capitalizing the first letters of sentences and using ending sentence punctuation. Students also begin to reread their writing to add descriptive language. They continue to make a best guess when spelling unfamiliar words, allowing them to write freely without repeatedly interrupting their thinking to check their spelling. The students begin to explore spelling strategies in Week 4. For a complete list of the skills and conventions taught in grade 2, see the "Grade 2 Skills and Conventions" table on page xxv.

Teacher Note

In general, charts that the students will refer to over time are written on chart paper rather than displayed on the interactive whiteboard. See "Charts" on page xl for more about the use of paper and interactive whiteboard charts.

Teacher Note

The pages of *Shortcut* are unnumbered. For easy reference, pencil in page numbers, beginning with the number 1 on the right-hand title page that includes the author's name. (Page 5 begins "We looked. . . . We listened. . . .") This system is used throughout the program for all read-alouds with unnumbered pages.

ELL Note

You might explain that a *shortcut* is "a quicker way to get somewhere by not taking main roads or paths."

GETTING READY TO WRITE

1 Read *Shortcut* Aloud

Gather the class with partners sitting together, facing you. Remind them that they have been drawing as a way to get ideas for writing. Title a sheet of chart paper "Ways to Get Writing Ideas," and underneath it write *draw a picture*. Explain that today the students will explore another method for collecting ideas.

Show the cover of *Bigmama's*, and remind the students that they heard this book by Donald Crews earlier in the unit. Tell the students that today they will hear another story by Donald Crews. Show the cover of *Shortcut* and read the title aloud. Explain that Donald Crews wrote this story about something that really happened to him one summer when he was visiting Bigmama's farm.

Read the story aloud (including the words indicating the train sounds), slowly and clearly, showing the illustrations. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining

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it, rereading it in context, and continuing (for example, "'But the freight trains'—*freight trains* are 'trains that carry things instead of passengers'—'But the freight trains didn't run on schedule'").

Suggested Vocabulary

freight trains: trains that carry things instead of passengers (p. 8)
briers: prickly, thorny bushes (p. 10)
tussled: wrestled (p. 10)

2 Discuss the Use of Words and Illustrations

Facilitate a class discussion using the questions that follow, showing pages from the book, as appropriate. Encourage the students to listen responsibly to the discussion by turning to look at the person who is about to speak. Ask and briefly discuss:

Q *How does this story make you feel?*

Q *What in the pictures makes you feel [afraid]?*

Q *What words does the author use to make you feel [afraid]?*

> **Students might say:**
>
> "The author wrote, 'We should have taken the road.' This made me worry that something bad might happen."
>
> "The way the author wrote 'WHOO, WHOO' using bigger and bigger letters made it seem like the train was coming right at us."
>
> "I thought the pictures helped make the book scary, especially the picture where the children had just jumped off the tracks."
>
> "The way the author wrote the words like the children were shouting made it exciting."

As each student responds, flip to the page he is referring to in the book, show the illustration, and read the text aloud. Point out how the author changes the size of the text and uses capital letters to make the reader feel more and more scared.

Facilitation Tip

During this discussion, continue to prompt the students to **turn and look** at the speaker (for example, "Beth will speak now. Let's all turn and look at her") and to let the speaker know if she needs to speak louder. Also remind speakers to wait until they have the full attention of the class before speaking.

3 Model Listing Writing Ideas

Remind the students that *Shortcut* is about something that actually happened to Donald Crews. Ask:

Q *What is something that happened to you that might make a good story? Turn to your partner.*

Signal for the students' attention. Display the unlined chart (WA5) and write the title "It Happened to Me" on the chart. Have a few volunteers share their ideas with the class. As the students respond, list their topics as short phrases on the chart.

TEKS 11.A.i
Student/Teacher Narrative
Step 3

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WA5

It Happened to Me

- got lost in a store
- picked the neighbor's berries
- won a contest
- broke my arm
- swallowed a bug

Teacher Note

Save the "Ways to Get Writing Ideas" chart (WA5) to use throughout the unit.

If the students have difficulty thinking about experiences that could make a good story, think aloud about some things that have happened to you.

> **You might say:**
>
> "Once, when I was little, I got lost in a store and was very scared. I'll write on the list: *got lost in a store*. Another time, my sister and I got in trouble for picking berries in my neighbor's yard. I'll write on the list: *picked the neighbor's berries*."

List these ideas on the chart, and then ask:

Q *When has something interesting happened to you?*

Add the students' ideas to the chart.

Explain that authors sometimes collect ideas for stories by making lists, just like the class did today. Add *write lists* to the "Ways to Get Writing Ideas" chart. Explain that throughout the year, the students will make many lists of writing ideas and keep them in a writing notebook. Have the students return to their seats, and distribute a notebook to each student.

WRITING TIME

4 Introduce the Writing Notebooks

Direct the students to write their names on their writing notebooks. Then have them turn to the first blank page and write "Writing Ideas" on it, in big letters. Explain that in this section of the notebook, the students will keep their lists of ideas for writing.

Have the students turn to the page with the self-stick note tab. Have them write "My Writing" in big letters on that page. Explain that in this section, the students will write the first drafts of their stories.

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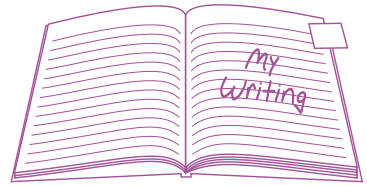

Have the students turn to the first blank page in the writing ideas section. Explain that the first list of ideas they will write is a list of interesting things that have happened to them. At the top of the page, have the students write the title for this list: "It Happened to Me."

5 Write an "It Happened to Me" List

TEKS 11.A.i
Student/Teacher Activity
Step 5

Have the students spend about 5 minutes listing their ideas. Encourage them to list anything that has happened to them.

Signal for the students' attention, and explain that writers in a writing community share their ideas. This helps everyone get more ideas. Have each student pick one idea from their list. Go around the room and, without comment, have each student read her idea aloud. After all of the students have read, ask:

Q *What new idea did you get that you might write on your list?*

Have two or three volunteers share their new ideas with the class, and then have the students return to listing ideas in their notebooks. Allow them to work another few minutes, and then signal to let them know when Writing Time is over.

REFLECTING

6 Reflect on Handling Notebooks Responsibly

Explain that the students will use their writing notebooks throughout the year and that they are responsible for taking care of them and having them ready for Writing Time. Ask:

Q *What will you do to take care of your writing notebook?*

> **Students might say:**
>
> "I'll keep it in my desk so I will always know where it is."
>
> "I'll lay it closed and flat in my desk so that the cover and pages don't get torn or wrinkled."
>
> "I'll write neatly in it so that I can read what I write."

Explain that tomorrow the students will each write a story about one of the ideas on their lists. Have the students put their notebooks in their desks.

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Materials

- *Shortcut* from Day 1

WRITING ABOUT READING

Writing About Reading activities provide the students with opportunities to write opinions about and make connections to texts they discuss in the *Being a Writer* program. The activities are optional and can be done at the end of the lesson or another time. For more information, see "Writing About Reading" on page xx.

Make Connections to *Shortcut*

Show the cover of *Shortcut* and remind the students that they heard the story earlier. Ask:

Q *What do you remember about this story?*

After a few volunteers have shared their thinking, ask and briefly discuss:

Q *How does this story remind you of your own life?*

> **Students might say:**
>
> "I took a shortcut home once, too. I was scared because I walked past a house with a big, mean-looking dog."
>
> "It reminds me of when my brother wanted me to explore a hole in our yard, but I didn't want to. I was afraid because I thought a snake could be in the hole."
>
> "One time I walked home in the dark from my friend's house. I heard scary noises the whole way home."

Explain that when you write or talk about how a story reminds you of your own life, you are making a *connection* to the story. Ask the students to watch as you think aloud and model writing about how the story reminds you of your life.

> **You might say:**
>
> "I'm going to write about how this book reminds me of my own life. I'll start by writing the title of the book and telling a little bit about the book. I'll write: *In the book Shortcut, the children took a shortcut home and were scared by a train.* Next, I'll describe the book's connection to my own life. I'll write: *That reminded me of a time when I was walking home from school and I was scared by a car. I was crossing a street and all of a sudden I heard tires SCREEEECH. I looked to the right and saw a car coming toward me. I ran as fast as I could to the sidewalk.* Finally, I'll write a closing sentence that connects my experience back to the book: *I was relieved when I made it safely to the other side, just like the children in the story were relieved to make it safely home to Bigmama's.*"

Explain that the students will now write and draw about how *Shortcut* reminds them of their own lives. If time permits, invite the students to share their writing and illustrations with the class.

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Writing Stories

Day 2

In this lesson, the students:

- Choose ideas and write stories
- Capitalize the first letters of sentences and use ending sentence punctuation
- Work independently during Writing Time
- Give their full attention to the person who is speaking

GETTING READY TO WRITE

1 Model Writing a Story About Something That Happened to You

Gather the class with partners sitting together, facing you. Review that yesterday the students heard *Shortcut*, a story about something that happened to Donald Crews, and they made a list of things that have happened to them that might make good stories.

Explain that before class today you made a sketch about something that happened to you, and direct the students' attention to your sketch.

Display the lined writing chart (WA6). Tell your story as you model writing it on the chart, leaving a blank line after each line of text (see the diagram on the next page). As you write, point out that you are capitalizing the first letters of sentences and ending each sentence with a period, question mark, or exclamation point.

> **You might say:**
>
> "My sketch shows my mom and me at the beach. I'll start my story by writing this sentence: *When I was four years old, I went to the ocean with my mom.* The first letter of a sentence is always a capital letter, so I will begin the sentence with a capital *W*. The word *I* is always a capital letter. I will put a period after the word *mom* to show this is the end of the sentence."

Continue in this manner, modeling the use of capital letters and ending punctuation. If your story uses commas and quotation marks, as the example does, model this punctuation as well. The focus for the students, however, is to capitalize the first letters of sentences and to use proper ending sentence punctuation in their stories.

Materials

- Chart with sketch of something that has happened to you, prepared ahead
- Lined writing chart (WA6) for modeling
- Blank drawing paper for the students
- "Class Assessment Record" sheet (CA3)

TEKS 12.A.i
Student/Teacher Narrative
Step 1

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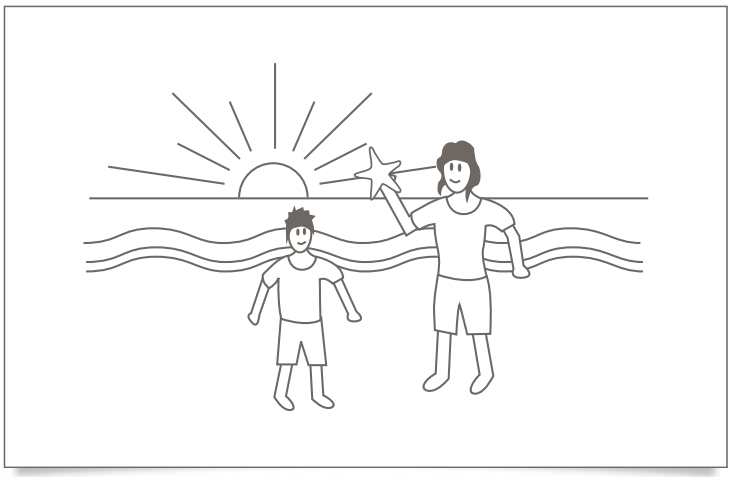

WA6

When I was four years old, I went to the ocean with my mom. A seagull flew by. When I turned to look at it, a wave knocked me over. I screamed, "Help!" My mom jumped into the water and pulled me back to shore.

Explain that today each student will choose one of the ideas from his "It Happened to Me" list and write a story about it in his writing notebook. To help them get ideas for their stories, the students may make sketches before they write.

Teacher Note

Save the model story on the lined writing chart (WA6) to use on Day 3.

WRITING TIME

2 Write an "It Happened to Me" Story

TEKS 12.A.i
Student/Teacher Activity
Step 2

Have the students return to their seats and open their notebooks to the first blank page in the section titled "My Writing." Show them where you would like them to write the date, and explain that you would like them to write on every other line, as you did when you wrote the model story.

Distribute blank drawing paper to those who wish to draw before writing, and have the students begin to work. Circulate for about 5 minutes, and check to see that each student has chosen a story idea and is beginning to draw or write. Then signal for the students to begin writing silently. Join the students in writing for a few minutes. Then walk around and observe, assisting students as needed.

Teacher Note

Continue to base the length of Writing Time on your students' attention and engagement. The goal is to build gradually to 20–25 minutes of silent writing by the end of Unit 1.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to start writing fairly quickly?
- Do those who sketch before writing begin to write fairly quickly?
- Do they skip lines?
- Do they capitalize the first letters of sentences and use ending sentence punctuation?
- Do they make a best attempt at spelling unfamiliar words and then keep writing?

If a student has difficulty writing anything at all, have her dictate an idea to you. Write it on a self-stick note, and have the student copy it onto her own paper and then add any further writing to it.

If a student is not skipping lines, refer her to your model story or put a small dot on the next 3–4 lines in her notebook to indicate the lines she should use when writing her story.

Record your observations on the "Class Assessment Record" sheet (CA3); see page 8 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask the students to reread their stories and make sure they have used capital letters at the beginnings of sentences and periods, question marks, or exclamation points at the ends.

Give the students a moment to make corrections as needed, and then have them put their notebooks in their desks. Explain that if they did not finish their stories, they will have time to work on them tomorrow.

REFLECTING

3 Reflect on Writing

Ask and briefly discuss:

Q *What did you enjoy about writing today?*

Q *What did you notice about how our class worked responsibly during Writing Time today? What do we need to do differently tomorrow?*

> **Students might say:**
>
> "Everyone stayed in their seats, and no one walked around."
>
> "At our table, we made sure we had sharp pencils and lots of paper before we started writing."
>
> "Some people were whispering during Writing Time. That made it hard for me to think about my writing. We could work on writing silently."

Teacher Note

The end-of-lesson reflection is important to the students' growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to have the students reflect on their work and interactions. For information about the structure of the *Being a Writer* lessons, see "A Typical Daily Lesson" on page xix. To learn more, view "Predictable Structure of the Writing Lessons" (AV2).

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Day 3 Adding Descriptive Words

Materials

- *Night in the Country*
- *Shortcut* from Day 1
- Chart paper and a marker
- Model story on the lined writing chart (WA6) from Day 2
- Class set of "Conference Notes: Focus 1" record sheets (CN1)

In this lesson, the students:

- Explore descriptive language
- Finish their stories
- Reread their stories and add sight and sound words
- Work independently during Writing Time

GETTING READY TO WRITE

1 Read *Night in the Country* Aloud

Gather the class with partners sitting together, facing you. Show the cover of *Shortcut* and remind the students of the feelings they had when they heard the story, and how the author's words and pictures made them feel that way.

Explain that today the students will hear a story in which the author uses words to create feelings and help the readers see the story in their minds. Show the cover of *Night in the Country* and read the title and the names of the author and the illustrator aloud.

Explain that you would like the students to close their eyes and imagine the story as you read it aloud. Read the story aloud, slowly and clearly. Then have the students open their eyes and briefly discuss:

Q *What did you picture in your mind?*

Q *What sounds did you imagine hearing?*

As the students respond, turn to the relevant pages and reread passages aloud.

Explain that good writers use words that help their readers make pictures or hear sounds in their minds. Flip through the book and reread some of the pages aloud. Have the students help you identify some of the sight and sound words. Title a sheet of chart paper "Sight and Sound Words," and write the students' suggestions on the chart.

2 Model Rereading to Add Sight and Sound Words

Tell the students that today they will add sight and sound words to their stories, but first you would like their help adding sight and sound words to your model story. Display the model story on the lined writing chart (WA6) from Day 2. Model reading the story aloud and adding a few sight or sound words to it. Use a *caret* (arrow) to add new words in the space above each line.

Teacher Note

Examples of sight and sound words include:

p. 5 "Great," "marble," and "swoop"

p. 6 "*reek reek reek reek*"

p. 15 "Pump!"

p. 19 "groans and thumps and squeaks"

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You might say:

"I think I'll add a word to help readers see the color of the ocean in their minds. I'll add *blue*. I want the reader to hear the sound of the seagull, so I'll write: *Screech! Screech!*"

Explain that you will reread the story. Tell them that as you read, you want them to listen for where you might add other sight or sound words. Read the story aloud; then ask:

Q *Where might we add words to tell how something looks?*

Q *Where might we add words to tell how something sounds?*

Use the students' suggestions to add words to the story. Reread your revised story aloud.

WA6

blue
When I was four years old, I went to the
Screech! Screech!
ocean with my mom. A seagull flew by. When
giant Crash!
I turned to look at it, a wave knocked me over.

I screamed, "Help!" My mom jumped into the

water and pulled me back to shore.

WRITING TIME

3 Finish Writing Stories

Explain that today the students will spend 10–15 minutes finishing their stories, and then they will reread their stories to add sight and sound words. Remind them to make their best attempt at spelling unfamiliar words.

Have the students return to their seats and open their writing notebooks to the stories they started yesterday. Have them work silently on finishing their stories for 10–15 minutes. Join them in writing for a few minutes, and then begin conferring with individual students.

Teacher Note

This week, you will begin conferring with individual students during Writing Time and documenting your observations and suggestions for each student. For more information about conferring with students, see "Teacher Conferences" on page xxxvii. To learn more, view "Setting Up Writing Conferences" (AV6).

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TEACHER CONFERENCE NOTE

Over the next three weeks, call individual students to a back table and confer with them quietly for 5–10 minutes each. Ask each student to show you the writing in her writing folder and notebook, read some of it aloud to you, and talk with you about her ideas and feelings about writing. You might ask the student questions such as the following and record her responses:

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 13 of the *Assessment Resource Book*. You will continue to use the "Conference Notes" record sheets during conferences throughout the program.

Teacher Note

You might use the "Conference Notes: Focus 1" record sheet (CN1) as a survey of the students' goals and interests. For more information, see "Student Goals and Interests Survey" on page vii of the *Assessment Resource Book*.

4 Reread Stories and Add Sight and Sound Words

Call for the students' attention. Ask the students to reread their stories quietly and to look up when they are finished. When most students have finished reading, explain that you will ask them two questions to help them think about descriptive words that they can add to their stories.

Have the students think quietly to themselves about the questions that follow. Pause after each question to give the students time to think. Ask:

- Q *Where might you add a word to describe what something looks like?*
- Q *Where might you add a word to describe what something sounds like?*

Give the students a few moments to add descriptive words to their stories. Remind them to use carets, as you did earlier in your modeling, to show where words are added to their stories.

Remind the students that good writers often use descriptive words to help their readers imagine what's happening. Explain that they will have many more opportunities to use descriptive words in their writing in the coming days.

Teacher Note

Your students may or may not be able to add descriptive words to their writing at this point. This is to be expected. Over time they will learn to do so with repeated examples and opportunities to practice.

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REFLECTING

5 Reflect on Adding Sight and Sound Words

Ask and briefly discuss:

Q *What word did you add to help your reader get a picture in his or her mind? What did you want the reader to imagine?*

Q *What sound words did you add? Read that part to us.*

Add any new sight and sound words the students mention to the "Sight and Sound Words" chart. Explain that tomorrow the students will share their stories with the class.

Teacher Note

Save the "Sight and Sound Words" chart to use on Day 4 and throughout the rest of this unit.

EXTENSION

Reread *Night in the Country* with Illustrations

Reread *Night in the Country* to the students, this time with their eyes open. Show the illustrations as you read, and discuss how they add to the students' understanding of and feelings about the story. Remind the students that good illustrations tell more about the text and add to the readers' understanding and enjoyment.

Sharing as a Community — Day 4

In this lesson, the students:

- Share their writing with the class
- Identify sight and sound words
- Get to know one another
- Speak so others can hear
- Listen to one another
- Write freely

Materials

- "Sight and Sound Words" chart from Day 3

GETTING READY TO SHARE

1 Discuss Speaking and Listening

Have the students bring their writing notebooks and gather with partners sitting together, facing you. Ask the students to put their notebooks on the floor in front of them. Review that earlier this week the students wrote stories about something that happened to them and then added sight and

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sound words to their stories. Explain that as the students listen to these stories today, you would like them to listen for the sight and sound words.

Remind the students that it is important to speak in a loud, clear voice when sharing so that everyone can hear them. Ask and briefly discuss:

Q *If you can't hear the person who is reading, what might you do?*

Q *What can you do to be a good listener?*

Tell the students that you will check in with them later to see how they did with speaking clearly and listening to one another.

Teacher Note

You might need to remind the students that, when giving their full attention to the person who is speaking, they should not be handling their writing notebooks.

SHARING TIME

2 Share Writing

Ask one of the students to bring his writing notebook and stand next to you. Have the student read his story aloud, then ask:

Q *What did you learn about [Kiyoshi] from his story? Turn to your partner.*

Have one or two volunteers share their thinking with the class. Ask:

Q *What sight or sound words did you hear in his story? What did these words make you imagine? Turn to your partner.*

As the students discuss sight and sound words in the story, write those words on the "Sight and Sound Words" chart. Then have other students share their stories, and repeat this procedure.

ELL Note

Questions like these help the students get to know one another, which in turn creates a sense of community that benefits everyone. English Language Learners, in particular, rely on having a supportive environment in which they can take the necessary risks to practice and grow in their new language.

Teacher Note

Since young students may have difficulty sustaining their attention during a long sharing session, you may want to have part of the class share now and plan another time for the rest of the class to share.

REFLECTING

3 Reflect on Listening and Speaking Clearly

Ask and briefly discuss:

Q *What did you do to show that you were listening today?*

Q *Were you able to hear people when we talked about the stories? If not, what can we do next time so that we can all hear one another?*

Explain that next week the students will continue to explore writing lists as a way to gather writing ideas.

FREE WRITING TIME

4 Write Freely

Explain that the students will now have some time to write freely in their notebooks about anything they choose. They may draw a picture first or look at their writing ideas lists in their notebooks for ideas, if they wish. Briefly think aloud about some stories you could write today.

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You might say:

"I could write about the time I hit a home run that won the game. I could also write about a time I got stung by a bee."

Ask and briefly discuss:

Q *What might you write about today?*

Have a few volunteers share their ideas. Have the students return to their seats and begin to write. Join them in writing for a few minutes, and then begin conferring with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students by calling them one at a time to a back table and talking quietly with them for 5–10 minutes each. Ask each student to show you the writing in his writing folder and notebook, read some of it aloud to you, and talk with you about his ideas and feelings about writing. You might ask the student questions such as the following and record his responses:

Q *Where did you get this idea?*

Q *What do you like about writing so far this year?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

Q *What do you do best as a writer?*

Q *What kinds of things do you want to write (or write about) in the coming year?*

Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 13 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

EXTENSION

Practice Reading Aloud

In this program, the students frequently read their writing aloud in pairs or to the class. Teach read-aloud skills directly by demonstrating a skill and asking the students to practice that skill as they read aloud to their partners. Read-aloud skills include reading slowly, pronouncing each word clearly, reading in a loud voice, not blocking their faces with their writing, and showing their illustrations long enough to be seen. Repeat this practice periodically throughout the year.

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Open Day — Writing Throughout the Week

Write More "It Happened to Me" Stories

Give the students an opportunity to write more stories from their "It Happened to Me" lists or to continue working on pieces they started earlier. Alternatively, you might identify another idea from the week's read-aloud that the students might write about (for example, writing a story about something they wish they had not done or about a time when they were scared). If it is helpful, model drawing and writing a story about the topic you chose using the same procedure you used on Day 2 (see Step 1 on page 47).

Make Connections to *Shortcut*

Have the students respond to literature by making connections to *Shortcut* (see Writing About Reading on page 46).

Share and Write Freely

Repeat the procedures in Day 4 to provide another opportunity for the students to share their writing with the class, and then write freely about anything else they choose.

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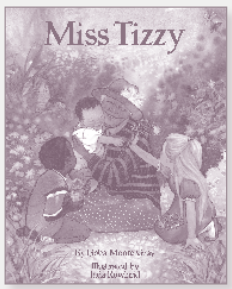
Week 4 OVERVIEW



Miss Tizzy

by Libba Moore Gray, illustrated by Jada Rowland

Miss Tizzy is a good friend to the neighborhood children, who reciprocate when she becomes ill.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA7–WA9

Assessment Forms

- "Class Assessment Record" sheet (CA4)
- "Conference Notes: Focus 1" record sheet (CN1)

Professional Development Media

- "Using 'Think, Pair, Share'" (AV12)
- "Adapting Lessons for English Language Learners" (AV31)
- "Approximating Spelling in Shared Writing" (AV58)

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Writing Focus

- Students hear and discuss good writing.
- Students make lists to generate writing ideas.
- Students write about friends.
- Students explore descriptive language.
- Students explore sentence punctuation.
- Students approximate the spelling of unfamiliar words.

Social Development Focus

- Teacher and students build the writing community.
- Students learn the procedure for "Think, Pair, Share."
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Miss Tizzy*, with your English Language Learners before you read it to the whole class. You might read it aloud while showing and discussing the illustrations, or have the students flip through it on their own. (You might also review the book for any difficult vocabulary; see Suggested and ELL Vocabulary on pages 60–61.)

✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA4) on page 9 of the *Assessment Resource Book*.

✓ Prior to Day 3, prepare to distribute a *Student Writing Handbook* to each student.

TEACHER AS WRITER

"[The poet] is the tireless collector of the looks and sounds and shapes and feel of things."

— P. B. Shelley

Get your creative juices flowing by making lists. Select one of these topics and list ten things that come to mind for it.

- Things that make you nervous
- Red things (or blue, silver, black, etc.)
- Lonely things
- Things people have said to you that you remember
- Quiet things
- Small things with big meaning (or big things with small meaning)

Repeat for other topics.

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Day 1 Getting Ideas for Writing

Materials

- *Miss Tizzy*
- "Ways to Get Writing Ideas" chart from Week 3
- Unlined chart (WA7) for modeling
- "Class Assessment Record" sheet (CA4)

Teacher Note

If your students are already familiar with "Think, Pair, Share," simply remind them of your expectations. To see an example, view "Using 'Think, Pair, Share' " (AV12).

In this lesson, the students:

- Learn "Think, Pair, Share"
- Hear and discuss a story
- List friends to get writing ideas
- Give their full attention to the person who is speaking

GETTING READY TO WRITE

1 Introduce and Practice "Think, Pair, Share"

Gather the class with partners sitting together, facing you. Explain that today the students will learn another way to help them talk in pairs called "Think, Pair, Share." Explain that "Think, Pair, Share" is like "Turn to Your Partner." The difference is that the students think by themselves before they talk in pairs. Explain that you will ask the students a question, and they will think about it quietly for a moment. Then, when you say "Turn to your partner," they will turn to their partners and begin talking. When you signal for attention, they will end their conversations and turn their attention back to you. Some pairs will then share their thinking with the class.

To have the students practice "Think, Pair, Share," ask:

Q *What can you do to be a good partner?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class. Explain that at the end of the lesson you will ask the students how they did working with their partners today.

2 Read *Miss Tizzy* Aloud

Remind the students that in this unit they have heard stories—such as *Bigmama's* and *Shortcut*—that have helped them get ideas for their own stories. Explain that today they will hear another story to give them ideas for writing.

Show the cover of *Miss Tizzy* and read the title and the names of the author and the illustrator aloud. Read the story aloud, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

peculiar: different or strange (p. 3)
geraniums: kind of flower (p. 7)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

scolded: got angry with (p. 17)

After reading, use "Think, Pair, Share" to have partners first think about and then discuss:

Q *This is a story about being a friend. What do you think the author wants us to learn about friendship from this story?* [pause] *Turn to your partner.*

Signal for the students' attention and have a few pairs share their thinking with the class.

> **Students might say:**
>
> "I think the author wants us to know that friends help and take care of each other."
>
> "I think the story tells us that you can be friends with someone older or younger."
>
> "I think that the author wants us to learn to do things that make our friends happy."

3 Model Listing Writing Ideas

Direct the students' attention to the "Ways to Get Writing Ideas" chart, and review that they have been writing lists as a way to gather writing ideas. Explain that today they will make a list of friends who they might write about. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *Who are friends that you could write about?* [pause] *Turn to your partner.*

After most pairs have finished talking, signal for their attention. Display the unlined chart (WA7). Write the title "Friends" on the chart, and have a few volunteers share their thinking with the class. As the students respond, record their ideas.

WA7

Friends

- Marcus, my neighbor
- Rachel at karate
- Taveer at school
- my grandmother
- my dog, Ralph
- my cousin, Ginny

Teacher Note

After you ask the question, pause for 10 seconds for the students to think before saying "Turn to your partner."

Teacher Note

If the students have difficulty answering this question, offer some examples like those in the "Students might say" note.

Teacher Note

If the students only give the name of a friend, elicit a bit more information that might stimulate the thinking of other students. Write this extra information with the name of the friend (see the diagram). You might ask:

Q *How do you know your friend [Marcus]?*

Q *Where do you see your friend [Rachel]?*

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WRITING TIME

4 Make a List of Friends

Explain that today each student will make a list of friends that he might write about. Have the students return to their seats and take out their notebooks.

Ask the students to turn to the first blank page in the writing ideas section of their notebooks and write the title "Friends" at the top of the page. Have them list friends for about 5 minutes, and encourage them to include a word or two about how they know each friend, in addition to their names (see the diagram on the previous page). Join them in writing for a few minutes; then walk around and observe them, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students list a variety of friends, such as older and younger friends, relatives, neighbors, and even pets?
- Do the students get new ideas by hearing the ideas of their classmates?
- Do the students include a word or two about how they know each friend?

If you notice many students are struggling, signal for the class's attention and ask the students to think about questions such as:

Q *Who is a friend that is older than you? Younger than you?*

Q *Who is a friend in your neighborhood? At school?*

Q *Who do you play with after school?*

Have the students resume writing their lists.

Record your observations on the "Class Assessment Record" sheet (CA4); see page 9 of the *Assessment Resource Book*.

Call for the students' attention and ask them each to pick one friend on their lists. Go around the room and, without comment, have each student read her choice aloud. When all of the students have read, ask:

Q *What new ideas did you get from listening to the ideas of the other students?*

Have a few volunteers share their thinking with the class, and then have the students continue to work for 10–15 minutes listing more friends. They may also pick one of the friends they have listed and begin writing stories about that friend, or write about anything else that interests them.

Signal to let the students know when Writing Time is over. Explain that tomorrow they will each write a story about a friend. Have them put their notebooks in their desks.

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REFLECTING

5 Reflect on "Think, Pair, Share"

Gather the class with partners sitting together, facing you. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What did you do to be a good partner today?* [pause] *Turn to your partner.*

Q *What can you do to be a better partner tomorrow?* [pause] *Turn to your partner.*

Review that the students learned and practiced "Think, Pair, Share" today. Ask:

Q *How does having time to think before you talk with your partner help you?*

Facilitation Tip

Continue to prompt the students to **turn and look** at the person who is about to speak. Also remind them to wait until they have the class's attention before starting to speak and to ask one another to speak up if they can't hear.

WRITING ABOUT READING

Writing About Reading activities provide the students with opportunities to write opinions about and make connections to texts they discuss in the *Being a Writer* program. The activities are optional and can be done at the end of the lesson or another time. For more information, see "Writing About Reading" on page xx.

Write Opinions About *Miss Tizzy*

Materials

- *Miss Tizzy* from Day 1

Show the cover of *Miss Tizzy* and remind the students that they heard the story earlier. Ask:

Q *What do you remember about the book* Miss Tizzy?

Have a few volunteers share their thinking, and then ask:

Q *Do you think Miss Tizzy was a good friend? Why? Turn to your partner.*

Have a few volunteers share their thinking with the class. As each student responds, flip to the page in the book he refers to, show the illustration, and read the text aloud.

Explain that when the students tell what they think about a topic they are giving an *opinion*. Explain that people might have different opinions about something and that is fine. What is important is that they explain their thinking and give reasons for their opinions. Ask the students to watch as you think aloud and model writing an opinion about Miss Tizzy.

> **You might say:**
>
> "I'll start by introducing the title of the book and giving my opinion about Miss Tizzy. I'll write: *In the book Miss Tizzy, I think Miss Tizzy is a good friend because she is always fair.* Now I need to give a reason for my opinion. I'll write: *She makes sure that every child has a turn playing the penny whistle in the parade, and she also makes sock puppets for all of the boys and girls.* Now I need a closing sentence, so I'll write: *That's why I think Miss Tizzy is a good friend.*"

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Explain that the students will write their own opinions about Miss Tizzy and then illustrate the part(s) of the book they wrote about. If time permits, invite the students to share their opinions and illustrations with the class.

Day 2 Writing Stories

Materials

- Lined writing chart (WA8) for modeling

In this lesson, the students:

- Choose ideas and write stories about friends
- Capitalize the first letters of sentences and use ending sentence punctuation
- Approximate the spelling of unfamiliar words
- Work independently during Writing Time

ABOUT APPROXIMATING SPELLING

So far, the students have been encouraged to make their best attempts at spelling and to keep writing. This week, they learn to be more deliberate about approximating the spelling of single-syllable words using the letter–sound relationships they have learned in their phonics instruction. (It is assumed that separate phonics instruction is occurring alongside this program.) Later, they will learn to approximate the spelling of polysyllabic words (see Unit 3, page 233) and check for correct spelling in their final drafts.

As you model approximating spelling with your students, use the letter–sound combinations the students have learned in your phonics program. Encourage them to pronounce words slowly and listen for sounds in the order they occur in each word.

Teacher Note

To see an example of this technique, view "Approximating Spelling in Shared Writing" (AV58).

GETTING READY TO WRITE

1 Model Writing About a Friend and Approximating Spelling

Gather the class with partners sitting together, facing you. Review that yesterday the students heard *Miss Tizzy* and made lists of friends. Explain that today they will each pick a friend from their lists and write a story about something they do with that friend. Tell the students that their stories can be true or made up.

Ask the students to watch as you model writing a story about a friend. Display the lined writing chart (WA8) and write your story, leaving a blank line after each line of text.

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You might say:

"I want to write about my friend Emily. She lives down the street and dances the hula with me. I will start by writing a sentence that tells about my friend: *My friend Emily lives down the street from me.*"

As you write, engage the students in thinking about how to spell some unfamiliar, single-syllable words by asking the questions that follow. Write the letters as the students suggest them. Ask:

Q *[Skirts] starts with the [/s/] sound. What letter spells the [/s/] sound?*

Q *What sound do you hear next in the word [s-k-ir-t-s]? What letter(s) spell that sound?*

Q *What's the [next/last] sound? What letter(s) spell that sound?*

WA8

My friend Emily lives down the street from me. Emily is taller than I am. She has crlie hair and brown eyes. We have fun doing things together.

One thing we like to do is dans the hula. When we practice, we wear skerts that sway to the music. Our hands moov to tell a story. Sometimes we beat a gord that sounds like a drum.

Reread the story aloud. Ask:

Q *What are some of the things I told in this true story about my friend?*

2 Choose Ideas and Tell Stories Orally

Explain that today the students will each choose a friend from their lists and write a story about that friend. If the student began a story yesterday, he may continue it or choose another friend to write a story about. They will share their stories with the class later in the week. Ask the students to think quietly for a moment about the following question:

Q *What friend will you write about today?*

Teacher Note

Approximate spellings for *skirts* include *skrts*, *scrtz*, and *scrtz*. Always model correct spelling unless you are deliberately modeling an approximate spelling. The words *curly*, *dance*, *skirts*, *move*, and *gourd* are approximated in the diagram.

ELL Note

The frequent charting and modeling of drawing and writing in this program supports English Language Learners as well as all beginning writers. For more information, view "Adapting Lessons for English Language Learners" (AV31).

Teacher Note

Save the model story on the lined writing chart (WA8) to use on Day 3.

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Without discussing the previous question as a class, use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What are some things you might write about your friend?* [pause] *Turn to your partner.*

After most pairs have finished talking, have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I could tell how old he is."
>
> "We play games after school. I'll write about that."
>
> "My friend lost her dog and we had to find it. I can write about that."
>
> "I could make up a story about the two of us being famous singers."

WRITING TIME

3 Write About a Friend

Have the students return to their seats and turn to the first blank page in the my writing section of their notebooks, write the date at the top, and begin to write. If necessary, remind them to write on every other line. After allowing 5 minutes for the students to settle into their writing, signal for them to begin writing silently and have them work independently for 15–20 minutes. Join them in writing for a few minutes, and then confer with individual students.

Teacher Note

Notice that the amount of time spent writing independently is getting longer. Lengthen the time more gradually, if necessary, according to your students' needs. The goal is for the students to be able to write independently for 20–25 minutes by the end of Unit 1.

TEACHER CONFERENCE NOTE

As you did in Week 3, confer with individual students by calling them one at a time to a back table and talking with them quietly for 5–10 minutes each. Ask each student to show you the writing in his writing folder and notebook, read some of it aloud to you, and talk with you about his ideas and feelings about writing. You might ask the student questions such as the following and record his responses:

Q *Where did you get this idea?*

(continues)

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TEACHER CONFERENCE NOTE *(continued)*

- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 13 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask them to reread their stories and check that they have capitalized the beginnings of sentences and used punctuation at the ends. Give the students a moment to make corrections as needed.

REFLECTING

4 Reflect on Approximating Spelling

Ask and briefly discuss:

- Q *What is one word that you weren't sure how to spell? What did you do to try to spell it?*

Have the students put their notebooks in their desks. Explain that if they did not finish they will have time to work on their stories tomorrow.

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Day 3 Adding Descriptive Words

Materials

- *Miss Tizzy* from Day 1
- *Student Writing Handbook* for each student
- "Excerpt from *Miss Tizzy*" chart (WA9)
- "Sight and Sound Words" chart from Week 3
- Model story on the lined writing chart (WA8) from Day 2

In this lesson, the students:

- Explore descriptive language
- Finish their stories about friends
- Reread their stories and add sight and sound words
- Work independently during Writing Time

GETTING READY TO WRITE

1 Explore Sight and Sound Words in *Miss Tizzy*

Gather the class with partners sitting together, facing you. Show the cover of *Miss Tizzy* and remind the students that they heard this story earlier in the week. Explain that they will explore the story again today to notice the sight and sound words the author uses to help them imagine the story.

Ask the students to close their eyes and make a picture in their minds as you read the following passage from *Miss Tizzy* aloud twice, omitting the descriptive words as shown below:

> **p. 15** "On Fridays, Miss Tizzy opened her trunk and they all played dress up. There were hats ~~with feathers and hats with bows~~. ~~There were baseball caps and straw hats with bright, red bands~~. Everyone wore a hat. Miss Tizzy ~~put on a lace shawl and~~ served ~~pink~~ lemonade ~~in her best china cups~~. The children loved it."

Have the students open their eyes, and ask:

Q *What did you picture in your mind? Turn to your partner.*

After most pairs have finished talking, signal for the students' attention. Without sharing as a class, have the students close their eyes again and listen as you read page 15 of *Miss Tizzy* aloud, this time including the descriptive words. First in pairs, and then as a class, discuss:

Q *What did you picture in your mind? Turn to your partner.*

Point out that good writers use descriptive words (sight and sound words) to help their readers make pictures or hear sounds in their minds. Explain that in the first passage you read, many of the descriptive words were taken out.

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Distribute a *Student Writing Handbook* to each student, and explain that it contains information that will help the students with their writing this year. Ask each student to write her name on the inside front cover of the handbook and then open it to page 1, where the second passage you read is reproduced as it appears in the book.

Display the "Excerpt from *Miss Tizzy*" chart (WA9), and have the students follow along in their handbooks as you read the passage aloud. Use "Think, Pair, Share" to discuss:

Q *What words help you get a picture in your mind?* [pause] *Turn to your partner.*

After pairs have had a chance to talk, signal for the students' attention and have a few pairs share their thinking with the class. As they mention a word, underline the word in the excerpt and add it to the "Sight and Sound Words" chart.

> **Students might say:**
>
> "The words 'feathers' and 'bows' made me see the hats."
>
> "The words 'best china cups' helped me imagine what it looked like when she served the lemonade."

Remind the students that good writers use words that help their readers make pictures or hear sounds in their minds.

2 Model Rereading to Add Sight and Sound Words

Display the model story on the lined writing chart (WA8) from Day 2, and explain that you will read the story aloud. Tell the students that as you read, you want them to listen for where you might add sight or sound words.

Read the story aloud, and then use the students' suggestions (as well as your own ideas) to add words to the story. Model using carets to add new words in the space above each line, and remind the students that they will use carets in the same way to show where they are adding new words.

> **You might say:**
>
> "I'll add the word *dark* to describe Emily's hair. I'll also use the word *colorful* to tell about how our skirts look. The word *gracefully* will help the reader get a picture of our hands as they tell a story. And I'll add the sound we make when we beat our gourd."

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WA8

My friend Emily lives down the street
dark,
from me. Emily is taller than I am. She has
crlie hair and brown eyes. We have fun doing
things together.

One thing we like to do is dans the hula.
colorful
When we practice, we wear skerts that sway
gracefully
to the music. Our hands moov to tell a story.

Sometimes we beat a gord that sounds like
a drum. Thump, tah, tah.

Reread your revised story aloud.

WRITING TIME

3 Finish Writing Stories

Explain that today each student will spend 10–15 minutes finishing his story. Then the students will reread their stories to add sight and sound words. Remind them to try to spell unfamiliar words by listening for the sounds in the words.

Have the students return to their seats and write quietly for 10–15 minutes. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by calling them one at a time to a back table and talking with them quietly for 5–10 minutes each. Ask each student to show you the writing in her writing folder and notebook, read some of it aloud to you, and talk with you about her ideas and feelings about writing. You might ask the student questions such as the following and record her responses:

Q *Where did you get this idea?*

(continues)

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TEACHER CONFERENCE NOTE *(continued)*

- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 13 of the *Assessment Resource Book*.

4 Reread Stories and Add Sight and Sound Words

Call for the students' attention. Ask the students to reread their stories quietly and to look up when they are finished. When most students have finished reading, explain that you will ask them two questions to help them think about descriptive words they can add to their stories.

Ask the following questions, one at a time, pausing after each question (without discussing it) to give the students time to think:

- Q *Where might you add a word to describe what something looks like?*
- Q *Where might you add a word to describe what something sounds like?*

Give the students a few moments to add descriptive words to their stories. Remind them to use carets, as you did earlier in your modeling, to show where words are added to their stories.

Teacher Note

Remember that your students may or may not be able to add descriptive words to their writing at this point. This is to be expected. They will learn this with practice over time.

SHARING AND REFLECTING

5 Reflect on Adding Sight and Sound Words

Ask and briefly discuss:

- Q *What is a sight or sound word that you added to your story? Read that sentence to us.*
- Q *What did you imagine [seeing/hearing] when you heard [Kaamil's] sentence?*

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Add any new sight and sound words the students share to the "Sight and Sound Words" chart.

Explain that tomorrow the students will share their stories with the class.

Day 4 Sharing as a Community

In this lesson, the students:

- Share their writing with the class
- Identify sight and sound words
- Get to know one another
- Learn the prompt "I found out . . ."
- Write freely

GETTING READY TO SHARE

1 Teach the Prompt "I Found Out . . ."

Have the students bring their writing notebooks and gather with partners sitting together, facing you. Tell them to place their notebooks in front of where they are sitting. Review that in a writing community authors share their writing. Explain that today you will teach the students a prompt they can use to show that they are interested in another author's writing.

Write the prompt *I found out . . .* where everyone can see it. Explain that one way to show interest is to tell an author what you found out by hearing or reading her writing. Point to the prompt and have the students read the words with you. Explain that after they hear each story today, you will help the students use this prompt to tell the author what they learned from the story.

Teacher Note

You might need to remind the students that giving their full attention to the person who is speaking means they are not handling their writing notebooks.

ELL Note

The discussion prompts are particularly helpful to English Language Learners in verbalizing their feedback to their classmates.

SHARING TIME

2 Share Writing

Choose a student to bring his writing notebook and stand next to you. Have the student read his story aloud. When he finishes, model using the prompt "I found out . . ." to talk about the story.

> **You might say:**
>
> "I found out that you have a friend named Brian who you play with after school. You both like to play soccer and ride your bikes."

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First in pairs, and then as a class, discuss:

Q *What did you find out about [Kenny] from his story? Turn to your partner.*

Signal for the students' attention. Have one or two volunteers share their ideas, reminding them to use the prompt "I found out . . ." when appropriate.

Continue to have the students share their stories with the class.

Teacher Note

Have part of the class share today and plan another time for the rest of the class to share.

REFLECTING

3 Reflect on Expressing Interest

Ask and briefly discuss:

Q *How did you show you were interested in the stories our authors shared today?*

Q *How does it help authors when you tell them what you found out from their stories?*

Let the students know that next week they will learn a new way to get ideas for stories.

FREE WRITING TIME

4 Write Freely

Explain that each student will now have some time to write freely about anything she chooses. Tell the students that if they need help thinking of an idea to write about, they can look at the lists they wrote in the writing ideas section of their notebooks, or draw a picture and then write about it. Ask:

Q *What might you write about today? Turn to your partner.*

After most pairs have finished talking, have a few volunteers share their ideas with the class. Have the students begin to write. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5–10 minutes each. Ask each student to show you the writing in his writing folder and notebook, read some of it aloud to you, and talk with you about his ideas and feelings about writing. You might ask the students questions such as the following and record his responses:

Q *Where did you get this idea?*

(continues)

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TEACHER CONFERENCE NOTE *(continued)*

- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 13 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

Open Day Writing Throughout the Week

Write About the Theme of Friendship

Discuss the theme of friendship in the story *Miss Tizzy* by asking:

- Q *How was Miss Tizzy a good friend?*
- Q *How are you like Miss Tizzy?*
- Q *When has someone been a good friend to you?*

Then invite the students to write a response to one or more of the questions.

Write Opinions About Miss Tizzy

Have the students write their opinions of the character Miss Tizzy in the book *Miss Tizzy* (see Writing About Reading on page 63).

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Write More About Friends

Have each student choose another friend from her list to write a story about or continue working on a piece she started earlier. Alternatively, you might identify another idea from the week's read-aloud that the students might write about (for example, writing a story about a time when they or someone they know was sick, or writing about a time when they did something nice for a friend). If it is helpful, model drawing and writing a story about the topic you chose, using the same procedure you used on Day 2 (see Step 1 on page 64).

Share and Write Freely

Repeat the procedures in Day 4 to provide another opportunity for the students to share their writing with the class, and then write freely about anything else they choose.

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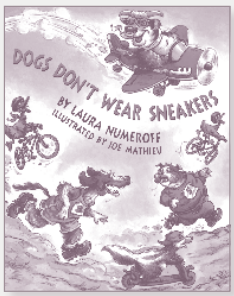
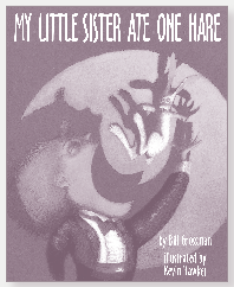
Week 5 OVERVIEW



Dogs Don't Wear Sneakers

by Laura Numeroff, illustrated by Joe Mathieu

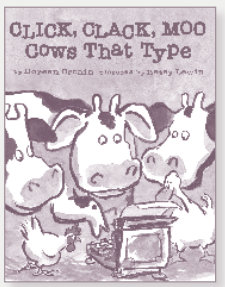
Animals are depicted in all kinds of silly situations.



My Little Sister Ate One Hare

by Bill Grossman, illustrated by Kevin Hawkes

A little sister eats many gross things in this silly counting book.



Click, Clack, Moo: Cows That Type

by Doreen Cronin, illustrated by Betsy Lewin

Typing cows lead a strike in Farmer Brown's barnyard.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA10–WA11

Assessment Forms

- "Class Assessment Record" sheet (CA5)
- "Conference Notes: Focus 1" record sheet (CN1)
- "Conference Notes: Focus 2" record sheet (CN2)

Professional Development Media

- "Predictable Structure of the Writing Lessons" (AV2)
- "Using Web-based Teaching Resources" tutorial (AV75)

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Writing Focus

- Students hear and discuss good writing.
- Students write sentences to generate writing ideas.
- Students write silly stories.
- Students capitalize proper nouns.
- Students approximate the spelling of unfamiliar words.

Social Development Focus

- Teacher and students build the writing community.
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 3, make a class set of the "Conference Notes: Focus 2" record sheet (CN2) on page 14 of the *Assessment Resource Book*.

✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA5) on page 10 of the *Assessment Resource Book*.

TEACHER AS WRITER

"One of the secrets of literature that every writer knows is that any life will do. It's not necessary to go bathe one's feet in the Ganges and travel around the world and work on a steamer to be a poet. . . . Meaning is in small things."

— Marvin Bell

Choose a list from those you wrote last week and write a short passage using some words on the list. For example:

Quiet Things

- sleeping dog
- Sunday morning
- laundry drying
- mute button
- cup of tea
- breeze
- stars
- midnight
- wet grass
- whispers

At dawn on Sunday, I step outside with a steaming cup of tea. The last stars fade as I cross the lawn, my bare feet whispering on wet grass. A breeze stirs the laundry, left overnight on the line. I feel the shirts and pants with my hands. I ask myself, are they damp or just cold?

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Day 1 Getting Ideas for Writing

Materials

- *Dogs Don't Wear Sneakers*
- "Ways to Get Writing Ideas" chart from Week 4
- Chart paper and a marker

In this lesson, the students:

- Hear and discuss a story
- Write silly animal sentences to get ideas
- Work independently during Writing Time
- Share their writing in pairs
- Give their full attention to the person who is sharing

GETTING READY TO WRITE

1 Read *Dogs Don't Wear Sneakers* Aloud

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Ways to Get Writing Ideas" chart, and review that the students have learned to get writing ideas by drawing and by making lists. Explain that this week the students will explore another way authors get ideas for writing.

Show the cover of *Dogs Don't Wear Sneakers* and read the title and the names of the author and the illustrator aloud. Read the story aloud, showing the illustrations. Clarify vocabulary as you read using the same procedure you used previously (see Week 1, Day 3 on page 15).

Suggested Vocabulary

constructed: built (p. 27)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

knapsack: backpack (p. 28)

After reading, ask:

Q *What's funny about this story?*

Ask the students to listen as you read about how Laura Numeroff got the idea for this story. Turn to the inside back cover and read the first three

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paragraphs of "Laura Numeroff writes" aloud, ending with ". . . animals doing things they usually don't do." Ask:

Q *How did Laura Numeroff get the idea for this story?*

> **Students might say:**
>
> "She got the idea because her friend said, 'Dogs don't wear sneakers.' "
>
> "She came up with the first sentence and then she kept writing."

If necessary, point out that Laura Numeroff started with a single sentence and kept writing. Explain that writing interesting sentences is another way authors get ideas for writing.

Direct the students' attention to the "Ways to Get Writing Ideas" chart and add *write sentences* to it. Tell the students that they will write their own interesting sentences today.

2 Model Writing Silly Animal Sentences

Reread the passage at the top of page 24 in *Dogs Don't Wear Sneakers* (ending with "At what you will find . . ."). Ask the students to close their eyes and imagine some other things that animals do not do. After a moment, have them open their eyes. Ask:

Q *What did you imagine that animals don't do? Turn to your partner.*

After most pairs have finished talking, signal for the students' attention. Write the title "Silly Animal Sentences" on a sheet of chart paper, and have a few volunteers share their thinking with the class, encouraging them to use complete sentences that start with the name of an animal. As the students respond, record their sentences.

Silly Animal Sentences

Kangaroos don't jump on trampolines.

Bats don't play baseball.

Cats don't mow lawns.

Penguins don't paint their toenails.

Explain that today the students will write silly animal sentences. They will each choose one sentence to begin a story with tomorrow.

Skill Practice Note

As you are modeling, you might point out that *don't* is a contraction and that a *contraction* is a "shortened form of a word or group of words." Explain that *don't* is a shortened form of the words *do* and *not* and that in a contraction one or more letters are replaced with an apostrophe. For more practice with contractions, see Lesson 27 in the *Skill Practice Teaching Guide*.

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WRITING TIME

3 Write Silly Animal Sentences

Have the students return to their seats. Ask them to open to the first blank page in the writing ideas section of their notebooks, write "Silly Animal Sentences" at the top of the page, and then begin writing their own sentences. Give the students about 5 minutes to settle into their writing, and then have them write silently for 15–20 minutes. If a student finishes early, she may pick a sentence and begin to write a story, or write about anything else that interests her. Join the students in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5–10 minutes each. Ask each student to show you the writing in his writing folder and notebook, read some of it aloud to you, and talk with you about his ideas and feelings about writing. You might ask the student questions such as the following and record his responses:

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 13 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Have the students take a moment to reread their sentences and check for capital letters at the beginnings of sentences and correct punctuation.

SHARING AND REFLECTING

4 Share Sentences in Pairs

Have the students bring their notebooks and gather with partners sitting together, facing you.

Teacher Note

Save the "Silly Animal Sentences" chart to use on Day 2.

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Ask partners to share their silly animal sentences with each other. When most pairs have finished, signal for the students' attention and ask:

Q *What was a sentence your partner wrote that you liked? Turn to your partner.*

Signal for the students' attention and have a few volunteers share a sentence with the class that their partners wrote.

Remind the students that tomorrow they will write stories using one of their silly animal sentences.

Facilitation Tip

Encourage each student to give her partner her full attention, as she does in class discussions, by **turning and looking** at her partner, waiting until she has her partner's attention before starting to speak, and asking her partner to speak up if she can't hear.

Writing Stories

Day 2

In this lesson, the students:

- Hear and discuss a story
- Write stories using silly animal sentences
- Capitalize proper nouns
- Approximate spelling
- Work independently during Writing Time
- Share their writing in pairs

Materials

- *Click, Clack, Moo: Cows That Type*
- "Silly Animal Sentences" chart from Day 1
- Lined writing chart (WA10) for modeling

GETTING READY TO WRITE

1 Read *Click, Clack, Moo: Cows That Type* Aloud

Gather the class with partners sitting together, facing you. Explain that today the students will hear another story about animals doing something they do not usually do.

Show the cover of *Click, Clack, Moo: Cows That Type* and read the title and the names of the author and the illustrator aloud. Read the story aloud, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

typewriter: machine used for typing, before computers (p. 8; refer to the illustration on p. 19)

went on strike: refused to work (p. 8)

impatient: mad or irritated (p. 14)

furious: very angry (p. 17)

neutral party: person who is not on either side (p. 20)

ultimatum: demand (p. 20)

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After reading, ask:

Q *What is something funny in this story?*

2 Write More Silly Animal Sentences

Reread the first two sentences on page 2 aloud ("Farmer Brown has a problem. His cows like to type"). Point out that the whole story takes off from the silly animal sentence, "His cows like to type." Ask:

Q *If we were to write a story like this, what other silly animal problems could Farmer Brown have?*

As the students share their ideas, add them to the "Silly Animal Sentences" chart.

Teacher Note

If the students have difficulty suggesting ideas, offer some examples from the "Silly Animal Sentences" chart, and then ask them again for ideas.

Silly Animal Sentences

Kangaroos don't jump on trampolines.

Bats don't play baseball.

Cats don't mow lawns.

Penguins don't paint their toenails.

His sheep like to wear long underwear.

His ducks like to knit socks.

His cows like to make milk shakes.

3 Model Approximating Spelling and Capitalizing Proper Nouns in a Story

Display the lined writing chart (WA10). Ask the students to watch as you select one "Silly Animal Sentence" (for example, "Cats don't mow lawns.") and write it on the chart. Model adding a couple of sentences to begin the story, and then ask:

Q *What sentence shall I write next? What sentence might make sense after this one?*

Use the students' suggestions to add sentences to the story. As you write, look for opportunities to model capitalizing proper nouns.

You might say:

"I will write the sentence: *But one day, Delberta the cat decided to give it a try*. Notice that I began the word *Delberta* with a capital letter. That is because Delberta is the cat's name (or a proper noun)."

Skill Practice Note

As you are modeling, you might tell the students that a *proper noun* is the "name of a person, place, animal, or thing." To provide the students with more practice identifying and capitalizing proper nouns, see Lesson 10 in the *Skill Practice Teaching Guide*.

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Also engage the students in helping you spell some unfamiliar, single-syllable words by asking:

- **Q** *[Bored] starts with the [/b/] sound. What letter spells that sound?*
- **Q** *What sound do you hear next in the word [b-or-ed]? What letter(s) spell that sound?*
- **Q** *What's the [next/last] sound? What letter(s) spell that sound?*

WA10

Cats don't mow lawns. But one day,
Delberta the cat decided to give it a try. She
saw the lawn mower sitting out on the lawn. No
one was around, so she scampered over to it.
Delberta stood on her hind legs and stretched
and stretched. But no matter how hard she
tried, she couldn't reech the handles. After
a wile she got bord. "I think I'll go chase a
mouse," she decided. "That's much more fun!"

Reread the story aloud. Explain that now each student will choose a silly sentence, either from his notebook or the chart, and write a story that begins with that sentence.

WRITING TIME

4 Write Silly Animal Stories

Have the students return to their seats, take out their notebooks, choose a sentence, and begin writing. If necessary, remind the students to write on every other line of their notebooks. Give them about 5 minutes to settle into their writing, and then have them write silently for 15–20 minutes. Join them in writing for a few minutes, and then confer with individual students.

Teacher Note

Approximate spellings for *bored* include *brd* and *bord*. Always model correct spelling unless you are deliberately modeling an approximate spelling. The words *reach*, *while*, and *bored* are approximate in the diagram.

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TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5–10 minutes each. Ask each student to show you the writing in her writing folder and notebook, read some of it aloud to you, and talk with you about her ideas and feelings about writing. You might ask the student questions such as the following and record her responses:

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 13 of the *Assessment Resource Book*. Beginning in Day 3, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may want to do so before changing the conference focus.

Teacher Note

Prior to moving on to the next unit, you might review the students' responses to the questions on the "Conference Notes: Focus 1" record sheet (CN1) to identify patterns across the members of the class, as well as individual comments that stand out to you. After analyzing the students' responses, you might facilitate a class discussion about what you learned about them as writers and how you plan to build their love of writing over the course of the year. For ideas on how to facilitate this discussion, see the extension "Discuss the Students' Writing Goals and Interests" on page 85.

Signal to let the students know when Writing Time is over. Have the students take a moment to reread their sentences to check for correct ending punctuation and capitalization of the first letters of sentences and proper nouns.

SHARING AND REFLECTING

5 Share Stories in Pairs

Have the students bring their notebooks and gather with partners sitting together, facing you. Explain that partners will take turns reading their stories to each other and that afterward they will tell each other one thing they liked about the other's story.

Have partners share and discuss their stories. When most of the pairs have finished sharing, signal for the students' attention and ask:

Q *What did your partner say he or she liked about your story?*

Have a few volunteers share their thinking with the class.

Explain that tomorrow the students will hear another story that starts with a silly sentence.

ELL Note

You might provide the prompt "My partner said [he/she] liked . . ." for your English Language Learners to help them verbalize their answers to this question.

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EXTENSION

Discuss the Students' Writing Goals and Interests

Remind the students that during individual writing conferences over the past few weeks you asked each student questions about his ideas and feelings about writing. Tell the students that you learned a lot about what the class is interested in writing about during the *Being a Writer* lessons as well as how each student wants to improve as a writer.

> **You might say:**
>
> "Many of you said that you were interested in writing reports this year. We'll spend time learning how to research a topic, take notes, and then organize your notes into a report. Some of you said that you'd like to learn how to use dialogue in your writing, and others said that they would like to practice writing poems. I also learned that a few students are going to try to write longer stories this year."

Explain that you will use this information to make sure that everyone has fun writing this year. Ask and briefly discuss:

- Q *What do you want to do better as a writer this year?*
- Q *What are you excited to write about this year?*

Getting Ideas for Writing

Day 3

In this lesson, the students:

- Hear and discuss a story
- Write silly sentences to get ideas
- Work independently during Writing Time
- Share their writing in pairs
- Give their full attention to the person who is speaking

Materials

- *My Little Sister Ate One Hare*
- Chart paper and a marker
- Class set of "Conference Notes: Focus 2" record sheets (CN2)

GETTING READY TO WRITE

1 Read *My Little Sister Ate One Hare* Aloud

Gather the class with partners sitting together, facing you. Review that this week the students are writing silly sentences to get ideas for writing. Explain that today they will hear a story that begins with a silly sentence and just keeps getting sillier and sillier.

Show the cover of *My Little Sister Ate One Hare* and read the title aloud. Explain that a *hare* is a rabbit. Read the names of the author

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and the illustrator aloud, and then read the story aloud, showing the illustrations.

At the end of the reading, ask and briefly discuss:

Q *What is something funny in this story?*

2 Model Writing "My Little Sister/Brother" Sentences

Review that this book starts with the sentence "My little sister ate one hare." Use "Think, Pair, Share" to discuss:

Q *What silly sentences can you make up that begin "My little sister" or "My little brother"?* [pause] *Turn to your partner.*

Signal for the students' attention. Write the title "My Little Sister/Brother Sentences" on the chart paper and have a few pairs share their thinking with the class, encouraging them to use complete sentences. As the students respond, write their sentences on the chart.

My Little Sister/Brother Sentences

My little sister plays in the mud.

My little brother turns green at night.

My little sister is really a frog.

My little brother eats bugs.

Explain that today each student will write silly "My little sister" or "My little brother" sentences and use one to begin a story tomorrow.

WRITING TIME

3 Write "My Little Sister/Brother" Sentences

Have the students return to their seats. Ask them to open to the first blank page in the writing ideas section of their notebooks, write "My Little Sister/Brother" at the top of the page, and then begin writing sentences. Give them about 5 minutes to settle into their writing, and then have them write silently for 15–20 minutes. If the students finish early, they may pick one of their sentences and begin to write stories or write about anything else that interests them. Join them in writing for a few minutes, and then confer with individual students.

Teacher Note

The Writing Time routine established early in the year helps students settle quickly into focused writing. For more information, view "Predictable Structure of the Writing Lessons" (AV2).

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TEACHER CONFERENCE NOTE

Today, begin conferring with individual students with a slightly different focus from the previous conferences. Have each student tell you about his story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read his writing? Does it make sense?
- Is this student writing longer pieces than he did at the beginning of the year?
- Does this student use letter–sound relationships to approximate the spelling of unfamiliar words?
- Does this student use ending sentence punctuation?
- Does this student capitalize proper nouns and the first letters of sentences?
- Does this student use sight and sound words in his writing?

Look for opportunities to help the student approximate spelling when you work with him individually. Also look for opportunities to help him capitalize proper nouns and the first letters of sentences and use ending sentence punctuation. Support a struggling student by asking questions such as:

Q *Read me the first sentence in your story. Where do you need a capital letter? Why? Where do you need a period? Why?*

Q *What word is this? What letter spells the first sound of this word? What letter spells the next sound?*

Q *Is this word on our word wall? How is it spelled?*

Q *Where might you add a word to describe what something sounds like? Looks like?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 14 of the *Assessment Resource Book.*

Signal to let the students know when Writing Time is over. Have the students take a moment to reread their sentences to check for correct ending punctuation and capitalization of proper nouns and the first letters of sentences.

SHARING AND REFLECTING

4 Share Sentences in Pairs

Have the students bring their notebooks and gather with partners sitting together, facing you.

Ask partners to share their sentences with each other, and then signal for the students' attention and ask:

Q *What was a sentence your partner wrote that you liked? Turn to your partner.*

Explain that tomorrow the students will each write a "My Little Sister" or "My Little Brother" story using one of their sentences.

Teacher Note

Save the "My Little Sister/Brother Sentences" chart to use on Day 4.

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Day 4

Writing Stories and Sharing in Pairs

Materials

- "My Little Sister/Brother Sentences" chart from Day 3
- Lined writing chart (WA11) for modeling
- "Class Assessment Record" sheet (CA5)

Teacher Note

You might prompt the students' thinking using additional questions. For example, if you start your story with the sentence *My little sister plays in the mud*, you might ask:

- Q *Where does she play in the mud? What sentence can we write to tell about that?*
- Q *What does she use when she plays in the mud?*
- Q *What does she make?*
- Q *What happens when she is done?*

Steer away from writing a story that rhymes (as *My Little Sister Ate One Hare* does), as writing in rhyme can be difficult and distracting for young writers.

Teacher Note

Approximate spellings for *starts* include *strts* and *strtz*. Always model correct spelling unless you are deliberately modeling an approximate spelling. The words *starts* and *done* are approximate in the diagram.

In this lesson, the students:

- Write "My Little Sister/Brother" stories
- Work independently during Writing Time
- Give their full attention to the person who is speaking
- Learn the prompt "I like your story because . . ."

GETTING READY TO WRITE

1 Write a Shared "My Little Sister/Brother" Story

Remind the students that yesterday they wrote silly sentences that began with "My little sister" or "My little brother." Explain that today each student will choose one of her sentences and use it in a story.

Direct the students' attention to the "My Little Sister/Brother Sentences" chart. Ask them to watch as you select one sentence from the chart and use it to begin writing a story. Display the lined writing chart (WA11). Model writing the sentence you chose and adding a couple of sentences, leaving spaces between lines, and then ask:

Q *What sentence can we write next in our story?*

Use the students' suggestions to add sentences to the story. As you write, look for opportunities to model capitalizing proper nouns and the first letters of sentences. Also engage the students in helping you spell some unfamiliar, single-syllable words by asking:

Q *The word [*starts*] begins with the [/s/] sound. What letter spells that sound?*

Q *What sound do you hear next in the word [s-t-arts]? What letter spells that sound?*

Q *What's the [next/last] sound? What letter(s) spell that sound?*

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WA11

My little sister plays in the mud. She makes castles and mountains and tunnels. She bakes mud cakes, mud cookies, and mud pies. She has lots of fun. The trouble strtz when she is dun.

My little sister has mud everywhere. It's in her ears, in her nose, and in her hair. When playtime is over, she strtz to scream. You see, my little sister loves mud, but she hates water!

Reread the story aloud. Explain that now the students will each choose a "My little sister" or "My little brother" sentence from their notebooks and write a story about it.

WRITING TIME

2 Write "My Little Sister/Brother" Stories

Have the students return to their seats, take out their notebooks, choose a sentence, and begin writing. Give them about 5 minutes to settle into their writing, and then have them write silently for 15–20 minutes. Join them in writing for a few minutes, and then walk around and observe them, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students writing stories with multiple sentences? Are they beginning to write stories that are more than one page in length?
- Are they approximating the spelling of unfamiliar words?
- Are they using ending sentence punctuation?
- Are they capitalizing proper nouns and the first letters of sentences?

If necessary, revisit the above skills with individual students, a small group, or the entire class.

Record your observations on the "Class Assessment Record" sheet (CA5); see page 10 of the *Assessment Resource Book*.

Skill Practice Note

For more practice with capitalizing proper nouns, see Lesson 10 in the *Skill Practice Teaching Guide*. For more practice with using ending sentence punctuation, see Lesson 1, Lesson 2, and Lesson 3.

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Signal to let the students know when Writing Time is over. Have the students take a moment to reread their sentences to check for correct ending sentence punctuation and capitalization of proper nouns and the first letters of sentences. Give them a moment to make corrections as needed.

SHARING AND REFLECTING

3 Teach the Prompt "I Like Your Story Because . . ."

TEKS 1.D.i
Student/Teacher Narrative
Step 3

Have the students bring their notebooks and gather with partners sitting together, facing you. Remind the students that they previously learned the prompt "I found out . . ." to show that they are interested in other people's writing. Explain that today you will teach them another prompt that they can use to express what they like about someone else's writing. Write the prompt *I like your story because . . .* where everyone can see it.

Point to the prompt and have the students read the words aloud with you.

Have a volunteer read his story to the class. Ask:

Q *What might you tell [Gene] that you like about his story?*

Encourage the students to use the prompt as they respond.

4 Share Stories in Pairs

TEKS 1.D.i
Student/Teacher Activity
Step 3

Explain that partners will take turns reading their stories to each other and using the prompt "I like your story because . . ." to tell their partners something they liked.

Have partners share and discuss their stories. When most of the pairs have finished sharing, signal for the students' attention and ask:

Q *What did your partner say he or she liked about your story?*

Have a few volunteers share their thinking with the class.

Explain that next week the students will continue to practice using sentences to get writing ideas.

TECHNOLOGY EXTENSION

Digital Storytelling

There are many online applications that allow students to create digital stories by simply uploading pictures and recording a narration to go with them. Once the narration is recorded, the application turns the pictures and audio into a video. The digital stories can be shared online, emailed to parents, or stored for others to view on the computer, tablet, or other device the students are using. Creating digital stories provides students

TEKS 9.F.ii
Student Teacher Narrative
Technology Extension

Technology Tip

To learn more about Internet resources you can use with the students, view the "Using Web-based Teaching Resources" tutorial (AV75).

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with an opportunity to give detailed oral retellings of their stories and to see their stories come to life. Use the keywords "digital storytelling apps" to search for and learn about digital storytelling applications that are available for your device.

Writing Throughout the Week

Open Day

Write More Silly Animal or Little Sister/Brother Stories

Give the students the opportunity to write additional "Silly Animal" or "My Little Sister/Brother" stories. They might also continue working on pieces they started earlier.

Write Counting Books or Write About Funny Dreams

Identify another idea from the week's read-aloud books that the students might write about (for example, the students might use the book *My Little Sister Ate One Hare* to get ideas for writing a counting book to give to a kindergarten buddy, or they might use the book *Dogs Don't Wear Sneakers* to think about a funny dream they had that they might write about). If it is helpful, model drawing and writing a story about the topic you choose.

Write Freely

Provide an opportunity for the students to draw and write freely. They might use the ideas charts from earlier weeks to get ideas for writing, or they might write about anything else they choose.

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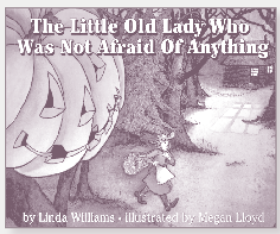
Week 6 OVERVIEW



Harry and the Terrible Whatzit

by Dick Gackenbach

Harry finds something terrible in the cellar.



The Little Old Lady Who Was Not Afraid of Anything

by Linda Williams, illustrated by Megan Lloyd

A little old lady is determined to be brave, even when she's chased through the forest.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA12

Assessment Forms

- "Class Assessment Record" sheet (CA6)
- "Conference Notes: Focus 2" record sheet (CN2)

Professional Development Media

- "Building a Community of Writers" (AV1)
- "Adapting Lessons for English Language Learners" (AV31)

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Writing Focus

- Students hear and discuss good writing.
- Students write sentences to generate writing ideas.
- Students write scary stories.
- Students approximate the spellings of unfamiliar words.
- Students use a word wall to spell high-frequency words.

Social Development Focus

- Teacher and students build the writing community.
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, read "About Word Walls" on page 94 and decide where and how you will implement a word wall in your classroom.

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA6) on page 11 of the *Assessment Resource Book*.

TEACHER AS WRITER

"For me, a page of good prose is where one hears the rain."

— John Cheever

Close your eyes and imagine being in one of your favorite (or least favorite) places. Consider:

- What sounds do you hear?
- What do you smell? Taste?
- Is it cold? Warm? Hot? What other sensations do you feel?

Write a description of this place. Include sensory language that helps a reader "hear the rain."

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Day 1 Getting Ideas for Writing

Materials

- *Harry and the Terrible Whatzit*
- Word wall (see "About Word Walls" on this page)
- 2 sheets of chart paper and a marker

In this lesson, the students:

- Learn to use a word wall
- Hear and discuss a story
- Write scary words and sentences to get ideas
- Work independently during Writing Time
- Give their full attention to the person who is speaking

ABOUT WORD WALLS

We recommend that you create a word wall of 75–100 high-frequency words that the students can refer to as they write. Particularly useful are sight words—words with irregular letter–sound relationships that cannot be "sounded out." See the "High-frequency Words" on page 109 for a list of 170 high-frequency words that students encounter in their reading and commonly use in their writing. You might use this list or another you prefer for the word wall. As you identify words, think about including words your students frequently misspell.

An ideal word wall displays the letters of the alphabet horizontally and then lists words alphabetically below each letter. This allows the students to scan from left to right to find the first letter of their words, and then down to find the word itself. Words can be written on index cards, segments of sentence strips, or paper.

If you already use a word wall in your classroom for phonics or reading instruction, you can simply incorporate the words from your existing word wall into the instruction in *Being a Writer*.

In Unit 3, the students will begin using their own dictionaries (of 200-plus high-frequency words) to proofread their spelling in preparation for publication (see the section titled "Word Bank" in the *Student Writing Handbook*).

GETTING READY TO WRITE

1 Introduce the Word Wall

Gather the class with partners sitting together, facing you. Direct the students' attention to the word wall, and explain that it lists words that the students commonly use in their writing. Explain that they can look at the word wall to help them spell these words correctly.

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Read each of the words aloud as a class, and encourage the students to be aware of these words and to try to spell them correctly in their writing. Explain that they should continue to think about the spelling of unfamiliar words that are not on the word wall by listening to the sounds in those words.

2 Read *Harry and the Terrible Whatzit* Aloud

Explain that today the students will hear another story to help them get ideas for their own writing. Show the cover of *Harry and the Terrible Whatzit* and read the title and the name of the author aloud. Invite the students to think, as they listen, about what it would be like to write a story like this. Read the story aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

cellar: basement (p. 3)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

disappeared: went away (p. 24)

Read page 3 aloud twice and then ask:

Q *What are some things that might be in the cellar? Turn to your partner.*

Have a few volunteers share their thinking with the class. Reread the last line on page 3, and then continue reading the story, showing the illustrations.

After reading, ask:

Q *How does the author make this a scary story?*

> **Students might say:**
>
> "He uses some scary words."
>
> "He makes us think that there is something terrible in the cellar."
>
> "He makes us worry that something happened to the mother."

As the students respond, reread the relevant passages from the book.

3 List Scary Words

Ask the students to listen for scary words as you reread a passage from the story. Reread page 3 aloud and ask:

Q *What are some scary words the author uses?*

Facilitation Tip

Continue to reinforce the students' understanding of their responsibility during class discussions by reminding them to **turn and look** at the person who is about to speak, having speakers wait until they have the class's attention before starting to speak, and asking one another to speak up if they cannot hear. Ask yourself:

- Are the students consistently using these techniques?
- What is the effect of these practices on the students' participation and engagement? Sense of belonging in the community? Learning?

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Teacher Note

If the students have difficulty suggesting scary words or scary things, suggest some words such as those in the diagram, and then ask the students for other ideas. You might also reread one or more of the pages in the book and identify the scary words.

Write the title "Scary Words or Things" on a sheet of chart paper, and have a few volunteers share their ideas. As the students respond, write the words on the chart. Repeat this procedure with the text on page 10. Then ask:

Q *What are some other scary words we could add to this list?*

As the students respond, add their suggestions to the chart.

Scary Words or Things

- terrible
- dark
- damp
- cellar
- double-headed
- three-clawed
- six-toed
- long-horned
- stormy
- creaky
- haunted
- night
- monster
- alone
- bats

4 Model Writing Scary Sentences

Write the title "Scary Sentences" on another sheet of chart paper and model writing a sentence or two using some of the words on the "Scary Words or Things" chart. Look for opportunities to model checking for words on the word wall.

> **You might say:**
>
> "We could write this scary sentence: *I heard a creaky sound that got louder and louder*. I'm not sure how to spell the word *heard* so I'm going to see if it is on the word wall. The word *heard* begins with the /h/ sound, so I'm going to look for the letter *h* on the word wall and then look for the word *heard*. If it's there, I can be sure to spell it correctly. If it's not there, I'll think about how to spell it by writing down the letters that spell the sounds I hear in the word."

Use "Think, Pair, Share" to discuss:

Q *What other scary sentences can we write using some of these scary words?* [pause] *Turn to your partner.*

After most pairs have finished talking, signal for the students' attention and have a few pairs share their thinking with the class. As the students respond, add their ideas as sentences to the chart.

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Scary Sentences

I heard a creaky sound that got louder and louder.

Double-headed monsters live in the haunted house.

I was alone.

The monster jumped out of the dark.

The stairs creaked in the castle.

Explain that the students will write scary sentences today to give them ideas for stories they will write tomorrow.

WRITING TIME

5 Write Scary Sentences

Have the students return to their seats, start a new page in the writing ideas section of their notebooks labeled "Scary Sentences," and begin writing sentences.

After 5–10 minutes, call for the students' attention and explain that each student will pick one scary sentence to read to the class. Give them a moment to select their sentences, and then go around the room and, without comment, have each student read his sentence aloud. When all of the students have read, have them think quietly for a moment about the following question:

Q *What ideas did you get about scary words or things as you listened to your classmates?*

Encourage the students to add new ideas to their "Scary Sentences" lists. Tell the students that they may continue to write scary sentences, start to write scary stories, or write about anything else they choose. Have them write silently for 15–20 minutes. Join them in writing for a few minutes, and then confer with individual students.

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TEACHER CONFERENCE NOTE

As you did in Week 5, continue to confer with individual students by having each student tell you about her writing and read it aloud to you. As you listen, ask yourself:

- Is this student able to read her writing? Does it make sense?
- Is this student writing longer pieces than she did at the beginning of the year?
- Does this student use letter–sound relationships to approximate the spelling of unfamiliar words?
- Does this student use ending sentence punctuation?
- Does this student capitalize proper nouns and the first letters of sentences?
- Does this student use sight and sound words in her writing?

Look for opportunities to help the student approximate spelling when you work with her individually. Also look for opportunities to help her capitalize proper nouns and the first letters of sentences and use ending sentence punctuation. Support a struggling student by asking questions such as:

Q *Read me the first sentence in your story. Where do you need a capital letter? Why? Where do you need a period? Why?*

Q *What word is this? What letter spells the first sound of this word? What letter spells the next sound?*

Q *Is this word on our word wall? How is it spelled?*

Q *Where might you add a word to describe what something sounds like? Looks like?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 14 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Have them take a moment to reread their sentences to check for correct ending sentence punctuation and capitalization of proper nouns and the first letters of sentences.

REFLECTING

6 Reflect on Sharing Writing

Review that in a writing community, authors share their writing with others. Ask:

Q *How did sharing our scary sentences help your writing?*

Explain that throughout the year the students will have more opportunities to share their writing. Also explain that tomorrow they will each write a story using one of their scary sentences.

Teacher Note

Save the "Scary Sentences" chart to use on Day 2.

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Writing Stories

Day 2

In this lesson, the students:

- Write stories using an idea from a scary sentence
- Use the word wall
- Work independently during Writing Time
- Give their full attention to the person who is speaking

Materials

- "Scary Sentences" chart from Day 1
- Lined writing chart (WA12) for modeling
- "Class Assessment Record" sheet (CA6)

GETTING READY TO WRITE

1 Model Writing a Scary Story

Review that yesterday the students heard a scary story and wrote scary sentences to give them story ideas. Explain that a sentence can spark a story idea without being included in the story itself. Tell the students that today they will each choose one of the scary sentences they wrote yesterday and use the idea to write a story.

Direct the students' attention to the "Scary Sentences" chart. Ask the students to watch as you select one scary sentence and think aloud about a story idea that comes from the sentence. Display the lined writing chart (WA12) and model writing a couple of sentences to begin the story.

> **You might say:**
>
> "I want to write a story using the sentence *I was alone* as my story idea. The sentence *I was alone* reminds me of a time when I was walking by myself to my neighbor's house on a dark, windy night. I'm going to write about that. I'm not going to write the sentence *I was alone*, I'm just going to use the idea of *being* alone in my story. I'll start my story with these sentences: *The wind whipped the trees around me. I walked slowly up the path toward the house.* I'm not sure how to spell the word *toward*. The word *toward* begins with the /t/ sound, so I'm going to look for the letter *t* on the word wall and then look for the word *toward*. If it's there, I can be sure to spell it correctly. If it's not there, I'll think about how to spell it by writing down the letters that spell the sounds I hear in the word."

Then ask:

Q *What sentence can we write next in our story?*

Use the students' suggestions to add sentences to the story, writing on every other line. As you write, look for opportunities to model using the word wall, approximating spelling, and capitalizing proper nouns.

Teacher Note

To review the procedure for approximating spelling, see Week 5, Day 2 on page 82.

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WA12

The wind whipped the trees around me. I walked slowly up the path toward the house.

"This house isn't too scary," I thought to myself. A sudden bolt of lightning lit up the sky. I saw broken windows and a sagging porch.

"Maybe it's scarier than I thought," I shivered.

I climbed the stairs and reached out my hand, but before I could knock, the door flew open! An angry lady with a hunched back stared at me.

"Well?" she demanded.

"Trick or treat?" I said.

Teacher Note

Save the model story on the lined writing chart (WA12) to use on Day 3.

Reread the story aloud. Explain that now the students will choose their own scary sentences and use the ideas to write scary stories.

WRITING TIME

2 Write Scary Stories

Have the students return to their seats, take out their notebooks, choose one of their sentences, and begin writing. Give them about 5 minutes to settle into their writing, and then have them write silently for 20–25 minutes. Join them in writing for a few minutes, and then walk around and observe them, assisting students as needed.

Teacher Note

This week, try extending Writing Time to 20–25 minutes. Lengthen the time more gradually, if necessary, according to your students' needs.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to choose ideas and start writing fairly quickly?
- Are the students writing stories with multiple sentences? Are they beginning to write stories that are more than one page in length?
- Do they approximate the spelling of unfamiliar words?
- Do they refer to the word wall to spell high-frequency words?
- Do they use ending sentence punctuation?
- Do they capitalize proper nouns and the first letters of sentences?

If necessary, revisit the above skills with individual students, a small group, or the entire class.

Record your observations on the "Class Assessment Record" sheet (CA6); see page 11 of the *Assessment Resource Book*.

Skill Practice Note

For more practice with capitalizing proper nouns, see Lesson 10 in the *Skill Practice Teaching Guide*. For more practice with using ending sentence punctuation, see Lesson 1, Lesson 2, and Lesson 3.

Signal to let the students know when Writing Time is over.

REFLECTING

3 Reflect on Writing Scary Stories

Ask:

Q *What was fun about writing a scary story?*

Q *What's a part of your story that you really like? Read it to us.*

Help the students reflect on their use of the word wall by asking:

Q *What words from the word wall did you use in your writing today? Read us that sentence.*

Q *What words did you spell by sounding them out? How did you spell them?*

Explain that tomorrow the students will have more time to work on their stories and will reread them to add sight and sound words.

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Day 3 Adding Descriptive Words

Materials

- *The Little Old Lady Who Was Not Afraid of Anything*
- Model story on the lined writing chart (WA12) from Day 2

In this lesson, the students:

- Hear and discuss a story
- Finish their scary stories
- Reread their stories and add sight and sound words
- Use the word wall
- Work independently during Writing Time

GETTING READY TO WRITE

1 Read *The Little Old Lady Who Was Not Afraid of Anything* Aloud

Gather the class with partners sitting together, facing you. Review that yesterday the students wrote scary stories. Explain that today they will finish their stories and reread them to add sight and sound words.

Show the cover of *The Little Old Lady Who Was Not Afraid of Anything* and read the title and the names of the author and the illustrator aloud. Explain that the author uses sound words to make this story scary, and invite the students to listen for them as you read the story.

Read the story aloud, showing the illustrations. At the end of the reading, ask:

Q *What are some sound words the author uses in this story?*

As the students respond, reread the relevant passages from the book.

2 Model Rereading to Add Sight and Sound Words

Display the model story on the lined writing chart (WA12) from Day 2, and explain that you will read the story aloud. Tell the students that as you read your story aloud, you want them to listen for where you might add sight or sound words. Then use the students' suggestions (as well as your own ideas) to add words to the story. Model using carets to add new words in the space above each line, and remind the students that they will do the same when they add words today.

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WA12

Whoosh!
The wind whipped the trees around me. I
old, gray
walked slowly up the path toward the house.

"This house isn't too scary," I thought to
myself. A sudden bolt of lightning lit up the
Crash!
sky. I saw broken windows and a sagging porch.

"Maybe it's scarier than I thought," I shivered.

I climbed the stairs and reached out my
hand, but before I could knock, the door flew
Bang!
open! An angry lady with a hunched back
stared at me.

"Well?" she demanded.

"Trick or treat?" I said.

Reread your revised story aloud.

WRITING TIME

3 Finish Writing Stories

Explain that today the students will spend 10–15 minutes finishing their stories and then reread them to add sight and sound words.

Have the students return to their seats and write silently for 10–15 minutes. Join them in writing for a few minutes, and then confer with individual students.

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TEACHER CONFERENCE NOTE

Confer with individual students by having each student tell you about his story or sentences and read what he has written aloud to you. As you listen, ask yourself:

- Is this student able to read his writing? Does it make sense?
- Is this student writing longer pieces than he did at the beginning of the year?
- Does this student use letter-sound relationships to approximate the spelling of unfamiliar words?
- Does this student use ending sentence punctuation?
- Does this student capitalize proper nouns and the first letters of sentences?
- Does this student use sight and sound words in his writing?

Look for opportunities to help the student approximate spelling when you work with him individually. Also look for opportunities to help him capitalize proper nouns and the first letters of sentences and use ending sentence punctuation. Support a struggling student by asking questions such as:

Q *Read me the first sentence in your story. Where do you need a capital letter? Why? Where do you need a period? Why?*

Q *What word is this? What letter spells the first sound of this word? What letter spells the next sound?*

Q *Is this word on our word wall? How is it spelled?*

Q *Where might you add a word to describe what something sounds like? Looks like?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 14 of the *Assessment Resource Book*.

4 Reread Stories and Add New Sight and Sound Words

Call for the students' attention. Ask them to reread their stories quietly and to look up when they are finished. When most of the students have finished reading, explain that you will ask them two questions to help them think about descriptive words that they can add to their stories.

Have the students think quietly to themselves about the questions that follow. Pause after each question (without discussing it) to give the students time to think. Ask:

Q *Where might you add a word to describe what something looks like?*

Q *Where might you add a word to describe what something sounds like?*

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Give the students a few moments to add descriptive words to their stories. Remind them to use carets, as you did earlier in your modeling, to show where words are added to their stories.

REFLECTING

5 Reflect on Adding Sight and Sound Words and Using the Word Wall

Ask and briefly discuss:

Q *What is a sight or sound word that you added to your story? Why did you add it? Read that part to us.*

Help the students reflect on their use of the word wall by asking:

Q *What words from the word wall did you use in your writing today? Read us that sentence.*

Q *What words did you spell by sounding them out? How did you spell them?*

Explain that tomorrow the students will share their stories with the class.

EXTENSIONS

Reread and Act Out *The Little Old Lady Who Was Not Afraid of Anything*

Reread *The Little Old Lady Who Was Not Afraid of Anything* to the students. As you read, have the students stand and act out the physical movements, such as "CLOMP, CLOMP" and "WIGGLE, WIGGLE." Invite the students to write stories about what else the little old lady might meet in the woods, using their own sight and sound words.

Explore Onomatopoeia

Remind the students that they have been working on adding sight and sound words to their writing. Explain that adding descriptive words to their writing makes it more interesting and fun to read. Show the cover of *The Little Old Lady Who Was Not Afraid of Anything* and remind the students that the author, Linda Williams, uses sound words like *clomp* (page 8) and *clap* (page 16) in her story.

Tell the students that the words *clomp* and *clap* are examples of onomatopoeia and that *onomatopoeia* is the "use of words that sound like what they are describing." Discuss other examples of onomatopoeia such as *whoosh*, *crash*, and *bang*. Ask the students for other examples and add them to the "Sight and Sound Words" chart.

ELL Note

Acting out stories is a particularly effective technique for developing vocabulary and comprehension in English Language Learners. For more information, view "Adapting Lessons for English Language Learners" (AV31).

Teacher Note

More examples of onomatopoeia can be found in *Click, Clack, Moo: Cows That Type* from Week 5.

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Day 4 Sharing as a Community

In this lesson, the students:

- Share their writing with the class
- Identify sight and sound words
- Give their full attention to the person who is speaking
- Use the prompt "I like your story because . . ."
- Write freely

GETTING READY TO SHARE

1 Review the Prompt "I Like Your Story Because . . ."

Have the students bring their notebooks and gather with partners sitting together, facing you. Tell the students to place their notebooks in front of where they are sitting. Review that previously the students learned a prompt to express appreciation for one another's writing. Write the prompt *I like your story because . . .* where everyone can see it. Point to the words and have the students read the words with you. Explain that after hearing a story today, you would like the students to use this prompt to tell the author what they liked about the story.

SHARING TIME

2 Share Writing

Choose a student to bring her notebook and stand next to you. Have the student read her story aloud. When she finishes, model using the prompt "I like your story because . . ." to talk about the story.

> **You might say:**
>
> "I like your story because it made me feel shivery when the witch pointed her crooked finger at the children."

Facilitate a brief discussion by asking questions such as:



Q *What did you like about [Sharifah's] story? Turn to your partner.*

Q *What sight or sound words did you hear in [Sharifah's] story? What did these words make you imagine?*

Continue to have the students share their stories.

Teacher Note

Have part of the class share today and plan another time for the rest of the class to share.

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REFLECTING

3 Reflect on Expressing Appreciation

Ask and briefly discuss:

Q *Why is it important that we tell one another what we like about our stories? How does that build our community?*

Remind the students that using the prompts "I found out . . ." and "I like your story because . . ." are ways a writing community expresses interest in and appreciation for the work of others. Explain that they will have more opportunities to practice these prompts next week.

FREE WRITING TIME

4 Write Freely

Explain that each student will now have some time to write freely about anything he chooses. Tell the students that if they need help thinking of an idea to write about, they can look at the lists they have written in the writing ideas section of their notebooks, or draw a picture and then write about it. Ask:

Q *What might you write about today? Turn to your partner.*

After most pairs have finished talking, have a few volunteers share their ideas with the class. Have the students return to their seats and begin to write. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about her story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read her writing? Does it make sense?
- Is this student writing longer pieces than she did at the beginning of the year?
- Does this student use letter–sound relationships to approximate the spelling of unfamiliar words?
- Does this student use ending sentence punctuation?
- Does this student capitalize proper nouns and the first letters of sentences?
- Does this student use sight and sound words in her writing?

Look for opportunities to help the student approximate spelling when you work with her individually. Also look for opportunities to help her capitalize

(continues)

ELL Note

Questions like these help to build the sense of community that English Language Learners rely on to help them take the risks necessary to practice and grow in their new language. For more information, view "Building a Community of Writers" (AV1).

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TEACHER CONFERENCE NOTE *(continued)*

proper nouns and the first letters of sentences and use ending sentence punctuation. Support a struggling student by asking questions such as:

- Q *Read me the first sentence in your story. Where do you need a capital letter? Why? Where do you need a period? Why?*
- Q *What word is this? What letter spells the first sound of this word? What letter spells the next sound?*
- Q *Is this word on our word wall? How is it spelled?*
- Q *Where might you add a word to describe what something sounds like? Looks like?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 14 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

Open Day Writing Throughout the Week

Write More Scary Stories

Have the students write more scary stories using ideas generated from their lists of scary sentences or continue working on pieces they started earlier.

Write About Bravery or Inanimate Objects Coming to Life

Identify another idea from this week's read-aloud that the students might write about (for example, the students might write about a time when they or someone they know was brave, or they might write about an object coming to life). If it is helpful, model writing a story about the topic you chose (following the same procedure as in Day 2, Step 1 on page 99).

Share and Write Freely

Repeat the procedures in Day 4 to provide another opportunity for the students to share their writing with the class, and then write freely about anything else they choose.

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HIGH-FREQUENCY WORDS

A

above
across
add
again
air
almost
along
always
animal
another
answer
area
ask
away

B

because
become
began
begin
being
below
best
better
between
birds
black
body
book
both

C

car
carry
children
city
close
color
country
cut

D

didn't
different
does
don't
door
during

E

early
earth
easy
eat
enough
even
ever
every
eye

F

family
far
fast
father
feet
few
food
four
friends

G

girl
group
grow

H

hand
happened
hard
head
hear
heard
high
home
horse
hours
house
however

I

idea
important
it's

K

keep
kind
knew

L

last
later
learn
leave
left
letter
life
light
list
low

(continues)

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HIGH-FREQUENCY WORDS *(continued)*

M

mark
might
miss
mother
mountain
move
music
must

N

near
need
never
next
night

O

off
once
open
order
own

P

page
paper
picture
piece
plant
play
point

R

reached
read
really
remember
river
room

S

saw
school
sea
second
seem
ship
short
side
since
something
sometimes
song
soon
stand
start
still
story
such
sure

T

talk
those
thought
today
together
told
took
top
tree
try
turn

U

under
until
usually

W

walk
watch
waves
well
went
while
whole
why
without
world

Y

young

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Week 7 OVERVIEW

Writing Focus

- Students review their writing.
- Students draw, make lists, or write sentences to generate writing ideas.
- Students write stories.
- Students use the word wall and approximate the spelling of unfamiliar words.

Social Development Focus

- Teacher and students build the writing community.
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.
- Students express interest in and appreciation for one another's writing.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA13–WA16

Assessment Forms

- "Class Assessment Record" sheet (CA7)
- "Conference Notes: Focus 2" record sheets (CN2)
- "Social Skills Assessment Record" sheet (SS1)
- "Individual Writing Assessment" record sheet (IA1)
- "Beginning-of-year Writing Sample Record" sheet (WS1)

Reproducible

- Unit 1 family letter (BLM1)

Professional Development Media

- "Social Reflection" (AV14)

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DO AHEAD

- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA7) on page 12 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student's stories. (For more information see "Family Letters" on page l.)

TEACHER AS WRITER

"Writers always go back to their young days, to their young lives."
— Isaac Bashevis Singer

When you were a child, what did you imagine your life would be like as an adult? Write about your memories. Consider:

- What were your fantasies about the future?
- What seemed frightening about the adult world?
- Who were the people you looked up to?
- What influenced you to become a teacher?

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Day 1 Getting Ideas for Writing

Materials

- "Ways to Get Writing Ideas" chart from Week 5
- "Questions About Our Stories" chart (WA13)
- "Writing Time" chart (WA14)

In this lesson, the students:

- Review their writing
- Share their partners' thinking with the class
- Choose one of their ideas and begin writing stories
- Use the word wall and approximate spelling
- Ask one another questions about their writing
- Give their full attention to the person who is speaking

GETTING READY TO WRITE

1 Review Writing from the Unit

Have partners sit together at desks today with their folders and notebooks. Direct their attention to the "Ways to Get Writing Ideas" chart, and review that in the past few weeks the students drew pictures, made lists, and wrote sentences to get story ideas.

Have the students review all of their writing from this unit and each pick one of their favorite pieces to share with their partners. After several minutes, signal for the students' attention. Display the "Questions About Our Stories" chart (WA13). Read the questions aloud and ask the students to think about them silently for a few moments.

WA13

Questions About Our Stories

- What did you do to get the idea for your story?
- Why is it one of your favorite pieces?

Signal for the students' attention and explain that partners will read each other the pieces they have chosen and ask each other these questions. Have the class practice asking the questions by reading them aloud with you. Explain that the students will share what their partners tell them with the class. Ask:

Q *What will you need to do to be ready to share what your partner tells you?*

> **Students might say:**
>
> "I can listen very carefully to what he says."
>
> "If I'm not sure what to say, I can ask her to tell me again."
>
> "I can tell my partner what I'll say to check that I have it right."

Teacher Note

You might choose a volunteer partner and model asking each other these questions and answering them.

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2 Share Writing in Pairs

Have partners share their writing with each other and ask and answer the questions. Once most of the pairs have finished, signal for the students' attention. Ask them to think for a moment about what their partners told them and, if necessary, check with their partners to make sure they know what to share.

Signal for the students' attention again, if necessary, and ask:

Q *What did your partner do to get the idea for his or her story?*

Q *Why is the story one of his or her favorite pieces?*

Help the students reflect on their partner work by briefly discussing:

Q *Was it easy or hard to remember what your partner said?*

Q *What can you do next time that will help you remember?*

Explain that the students will have many other opportunities this year to share their partners' thinking with the class.

WRITING TIME

3 Choose a Story Idea

Explain that today the students will each write a story about anything they choose. They may draw pictures, make lists, or write sentences to help them get ideas; or they may use ideas they already have in the writing ideas section of their notebooks.

Display the "Writing Time" chart (WA14) and explain the following directions:

WA14

Writing Time

- Draw a picture, make a list, write sentences, or pick an idea from your writing ideas section for a story.
- Begin writing your story.

Remind the students to use the word wall to help them spell common words and to sound out unfamiliar words that are not on the word wall. Give the students about 5 minutes to settle into their writing, and then signal for them to begin writing silently. Have them work independently for 20–25 minutes. Join them in writing for a few minutes, and then confer with individual students.

Facilitation Tip

Continue to reinforce the students' understanding of their responsibility during class discussions by reminding them to **turn and look** at the person who is about to speak, wait until they have the class's attention before starting to speak, and ask one another to speak up if they cannot hear. Ask yourself:

- Do I notice when students do not make use of these strategies?
- When students do not use these strategies, do I consistently stop the class and remind them to do so?
- What else do I need to do to make the students' use of these strategies automatic?

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TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read his writing? Does it make sense?
- Is this student writing longer pieces than he did at the beginning of the year?
- Does this student use letter-sound relationships to approximate the spelling of unfamiliar words?
- Does this student use ending sentence punctuation?
- Does this student capitalize proper nouns and the first letters of sentences?
- Does this student use sight and sound words in his writing?

Look for opportunities to help the student approximate spelling when you work with him individually. Also look for opportunities to help him capitalize proper nouns and the first letters of sentences and use ending sentence punctuation.

Support struggling students by asking questions such as:

Q *Read me the first sentence in your story. Where do you need a capital letter? Why? Where do you need a period? Why?*

Q *What word is this? What letter spells the first sound of this word? What letter spells the next sound?*

Q *Is this word on our word wall? How is it spelled?*

Q *Where might you add a word to describe what something sounds like? Looks like?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 14 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

REFLECTING

4 Reflect on Choosing an Idea and Using the Word Wall

Ask partners to discuss the following question, and ask each student to be ready to share what her partner said with the class:

Q *How did you get your story idea today? Turn to your partner.*

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After most pairs have finished talking, have a few volunteers share what their partners said with the class. Help the students reflect on their use of the word wall and approximating spelling by asking:

Q *What words from the word wall did you use in your writing today? Read us that sentence.*

Q *What words did you spell by sounding them out? How did you spell them?*

Explain that tomorrow the students will have more time to work on their stories and that later in the week they will share their stories with the class.

Teacher Note

Save the "Ways to Get Writing Ideas" chart to use in Unit 2.

Writing Stories

Day 2

In this lesson, the students:

- Add sight and sound words to their stories
- Use the word wall and approximate spelling
- Work independently during Writing Time

Materials

- "Writing Time" chart (WA15)

GETTING READY TO WRITE

1 Share One Sentence with the Class

Have the students remain in their seats today. Review that yesterday they chose ideas and began to write stories that they will share with the class. Have the students reread what they wrote and each underline one sentence to share with the class. Encourage the students to pick sentences that they think will make others curious to hear their entire story. Give them a moment to select their sentences. Then go around the room and, without comment, have each student read his sentence aloud. When all of the students have read, ask and briefly discuss:

Q *What did you hear that got you interested in someone else's story?*

2 Review Stories for Sight and Sound Words

Have the students read their stories again and underline words that describe how something looks or sounds. If they do not find many sight or sound words, ask them to think about where they could add some to their stories. Give the students a few moments to review their stories; then signal for their attention and ask:

Q *What is a sight or sound word you underlined? Read us that sentence.*

Q *Where might you add a sight or sound word? Read us that sentence.*

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Explain that today the students will finish their stories, making sure to include sight and sound words, and then reread them to check their punctuation and capitalization.

WRITING TIME

3 Write and Reread Stories

Display the "Writing Time" chart (WA15) and explain the following directions:

WA15

Writing Time

- Finish writing your story, adding sight and sound words.
- Check the punctuation at the end of each sentence.
- Check for capitalization of all names and at the beginning of every sentence.
- If you finish, write about anything else you choose.

Remind the students to use the word wall to help them spell common words and to sound out unfamiliar words that are not on the word wall. Give the students about 5 minutes to settle into their writing, and then signal for the students to begin writing silently. Have them work independently for 20–25 minutes. Join them in writing for a few minutes, and then confer with individual students.

Technology Tip

If the students finish their stories, you might provide the opportunity for them to create digital stories to share with the class. For more information about digital storytelling, see the technology extension "Digital Storytelling" on page 90.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about her story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read her writing? Does it make sense?
- Is this student writing longer pieces than she did at the beginning of the year?
- Does this student use letter-sound relationships to approximate the spelling of unfamiliar words?
- Does this student use ending sentence punctuation?
- Does this student capitalize proper nouns and the first letters of sentences?
- Does this student use sight and sound words in her writing?

(continues)

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TEACHER CONFERENCE NOTE *(continued)*

Look for opportunities to help the student approximate spelling when you work with her individually. Also look for opportunities to help her capitalize proper nouns and the first letters of sentences and use ending sentence punctuation.

Support a struggling student by asking questions such as:

- Q *Read me the first sentence in your story. Where do you need a capital letter? Why? Where do you need a period? Why?*
- Q *What word is this? What letter spells the first sound of this word? What letter spells the next sound?*
- Q *Is this word on our word wall? How is it spelled?*
- Q *Where might you add a word to describe what something sounds like? Looks like?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 14 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.



SOCIAL SKILLS ASSESSMENT NOTE

During the final week of this unit, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1). Access and print a record sheet from the CCC Learning Hub (ccclearninghub.org) or make a copy from page 138 of the *Assessment Resource Book*. Note that you will use the same record sheet to document each student's progress when you reassess social skill development in Units 4 and 8.

REFLECTING

4 Discuss Making Changes to Stories

Ask one or two of the following questions:

- Q *Where is a place that you added punctuation? What did you add? Why?*
- Q *What is a sight or sound word that you added? Why did you add it? Read us the sentence.*
- Q *What words from the word wall did you use in your writing today? Read us that sentence.*

Explain that tomorrow the students will begin to share their stories with the class.

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Day 3 Sharing as a Community

Materials

- Chair to use for the Author's Chair
- "Discussion Prompts" chart (WA16)
- "Class Assessment Record" sheet (CA7)

In this lesson, the students:

- Learn the procedures for Author's Chair sharing
- Explore descriptive language
- Give their full attention to the person who is speaking
- Use the prompts "I found out . . ." and "I like your story because . . ."

ABOUT AUTHOR'S CHAIR SHARING

In this lesson, the students learn procedures for sharing their writing from the Author's Chair. They will continue to share their writing with the class in this way throughout the year. Up to this point, you have supported the students as they stood next to you to share. Starting today, they will share on their own from the Author's Chair, and we invite you to sit with the class to listen to the reading.

GETTING READY TO SHARE

ELPS 5.G.i
Steps 1–5

1 Introduce the Author's Chair

Have the students bring their notebooks and gather with partners sitting together, facing the Author's Chair. Tell them to place their notebooks in front of where they are sitting.

Direct the students' attention to the Author's Chair, and explain that during the year the students will share their writing from it. The author will sit in the chair and read his writing to the class, and the class will then have an opportunity to talk with the author about his writing. Ask and briefly discuss:

Q *What will the author need to do when he or she reads? How will that help us?*

Q *What will the audience need to do? How will that help us?*

> **Students might say:**
>
> "The author should wait until everyone is paying attention before reading. This will help her know that everyone is listening and help make it quiet enough for everyone to hear."
>
> "The author will need to read loud enough and not too fast or too slow. This will help us hear and understand his story."
>
> "The audience needs to sit quietly and listen carefully. This lets the author know we are listening and helps us hear the story."
>
> "The audience should ask the author to speak up if she is speaking too softly. This will help the author know to speak louder and help everyone hear the story."

Explain that you will check in with the students later to see how they did.

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2 Review the Prompts "I Found Out . . ." and "I Like Your Story Because . . ."

Review that in this unit the students learned two prompts to express interest in and appreciation for one another's writing. Display the "Discussion Prompts" chart (WA16). Have the students read the prompts aloud with you, and remind them to use the prompts to tell the authors what they learned or liked about their stories.

WA16

Discussion Prompts

- I found out . . .
- I like your story because . . .

SHARING TIME

3 Share Writing

Choose a student to bring her notebook and sit in the Author's Chair. Have her read her story aloud. Facilitate a discussion about the student's writing by asking questions such as:

- **Q** *What did you find out about [Louise]? Turn to your partner.*
- **Q** *What did you like about [Louise's] story? Turn to your partner.*
- **Q** *What sight and sound words did you hear? What did these words make you imagine? Turn to your partner.*

Continue to have the students share their stories.

Teacher Note

Have part of the class share their stories today and part of the class share tomorrow.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Does the author share in a voice loud enough for all to hear?
- Does the author read at a pace that is neither too fast nor too slow?
- Does the author wait for everyone's attention?
- Is the audience listening attentively?
- Do the students ask the author to speak up, if necessary?

Note any problems you want to bring up with the students during Reflecting.

Record your observations on the "Class Assessment Record" sheet (CA7); see page 12 of the *Assessment Resource Book*.

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Teacher Note

The end-of-lesson reflection is important to the students' growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions. For more information about social development, see "Values and Social Skills" on page xxviii. To learn more, view "Social Reflection" (AV14).

REFLECTING

4 Reflect on Sharing from the Author's Chair

Ask and briefly discuss:

Q *What did our authors do today that helped the audience?*

Q *What did the audience do today that helped the authors?*

If necessary, share any problems you noticed and have the students discuss what they can do differently tomorrow. Explain that tomorrow they will have another opportunity to share their stories and be good audience members.

FREE WRITING TIME

5 Write Freely

Explain that the students will have some time now to write freely about anything they choose. Tell them that if they need help thinking of an idea to write about, they can look at the lists they wrote in the writing ideas section of their notebooks, or draw a picture and write about it. Ask:

Q *What might you write about today? Turn to your partner.*

After most pairs have finished talking, have a few volunteers share their ideas with the class. Then have the students return to their seats and begin to write.

Signal to let the students know when Free Writing Time is over.

Day 4 Sharing as a Community

Materials

- Author's Chair
- "Discussion Prompts" chart (WA16) from Day 3
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Share their writing from the Author's Chair
- Explore descriptive language
- Give their full attention to the person who is speaking
- Use the prompts "I found out . . ." and "I like your story because . . ."
- Write freely

GETTING READY TO SHARE

1 Review the Procedures for Author's Chair Sharing

Gather the class with partners sitting together, facing the Author's Chair. Have the students who have not yet shared their stories bring

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their notebooks with them. Review the procedures for Author's Chair sharing. Ask:

Q *What is the author's job?*

Q *What is the audience's job?*

Explain that you will check in with the students later to see how they did.

2 Review the Prompts "I Found Out . . ." and "I Like Your Story Because . . ."

Display the "Discussion Prompts" chart (WA16) and remind the students to use these prompts to tell the authors what they learned from or liked about their stories.

WA16

Discussion Prompts

- I found out . . .
- I like your story because . . .

SHARING TIME

3 Share Writing

Choose a student to bring his notebook and sit in the Author's Chair. Have him read his story aloud. Facilitate a discussion about each student's writing by asking questions such as:

Q *What did you find out about [John]? Turn to your partner.*

Q *What did you like about [John's] story? Turn to your partner.*

Q *What sight and sound words did you hear? What did these words make you imagine? Turn to your partner.*

Continue to have the students share their stories until all have shared.

REFLECTING

4 Reflect on Sharing from the Author's Chair

Ask and briefly discuss:

Q *What did our authors do today that helped the audience?*

Q *What did the audience do today that helped the authors?*

Tell the students that they will have many more opportunities this year to share their writing from the Author's Chair.

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FREE WRITING TIME

5 Write Freely

Explain that the students will now have time to write freely about anything they choose. Tell them that if they need help thinking of an idea to write about, they can look at the lists they wrote in the writing ideas section of their notebooks, or draw a picture and write about it. Ask:

Q *What might you write about today? Turn to your partner.*

After most pairs have finished talking, have a few volunteers share their ideas with the class. Then have the students return to their seats and begin to write. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read his writing? Does it make sense?
- Is this student writing longer pieces than he did at the beginning of the year?
- Does this student use letter–sound relationships to approximate the spelling of unfamiliar words?
- Does this student use ending sentence punctuation?
- Does this student capitalize proper nouns and the first letters of sentences?
- Does this student use sight and sound words in his writing?

Look for opportunities to help the student approximate spelling when you work with him individually. Also look for opportunities to help him capitalize proper nouns and the first letters of sentences and use ending sentence punctuation.

Support a struggling student by asking questions such as:

Q *Read me the first sentence in your story. Where do you need a capital letter? Why? Where do you need a period? Why?*

Q *What word is this? What letter spells the first sound of this word? What letter spells the next sound?*

Q *Is this word on our word wall? How is it spelled?*

Q *Where might you add a word to describe what something sounds like? Looks like?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 14 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 125.

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Publish This Week's Stories Informally and Write Blurbs

Have the students neatly copy this week's story onto lined paper and create a book cover for it using a folded piece of large construction paper. Show the students a few examples of back-cover blurbs and explain that a *blurb* is a "short description of something, such as a book or product, that tells how wonderful it is." Show and read some back-cover blurbs from this unit's read-alouds and ask:

Q *What did you notice about the blurbs I just read?*

Q *What type of information is in a blurb?*

Model writing a blurb for your model story from Week 6, Day 2. Then have the students write blurbs for their own stories. The students' stories can be placed in the classroom library for all the students to read and enjoy. Since students will read the books on their own, you might transcribe the stories below the students' own writing, using conventional spelling and punctuation. Later, the students will learn to edit their own writing before publishing it.

Teacher Note

If necessary, you might have the students reread their stories to check for correct capitalization and punctuation and to look for places where they might add sight or sound words using the same procedure you used on Day 2 (see Step 2 on page 117).

Teacher Note

Blurbs can be found on the back covers of *Dogs Don't Wear Sneakers* and *The Little Old Lady Who Was Not Afraid of Anything*.

Review Notebook Writing

Have the students reread the writing in their notebooks, and give them an opportunity to work on pieces they started earlier or to use their writing ideas to start new pieces.

Share and Write Freely

Repeat the procedures in Day 4 to provide another opportunity for the students to share their writing with the class, and then write freely about anything else they choose.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 1. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1) along with a few copies of the student's stories from the unit. (You can select the stories or you might have the students select the stories they would like to share.)

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Assessments

- Before continuing with the next unit, take this opportunity to assess individual student's writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 16 of the *Assessment Resource Book*.
- You might record your students' progress over the course of the year using the "Individual Writing Assessment Class Record" sheet (CR1) on page 142 of the *Assessment Resource Book*.
- (Optional) If you obtained beginning-of-year writing samples, you might want to reflect on each student's writing using the "Beginning-of-year Writing Sample Record" sheet (WS1) on page 4 of the *Assessment Resource Book*. For more information on analyzing the writing samples, see "Beginning- and End-of-year Writing Samples" on page ix of the *Assessment Resource Book*.

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Unit 2

Telling More

During this four-week unit, the students write longer pieces as they explore telling more. They think before writing about things they might tell, and they also reread their stories to determine what else they might say. They add details and tell more about characters. The students learn to confer with partners by giving and receiving feedback about their stories. They also share their partners' thinking with the class and express interest in and appreciation for one another's writing.



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Unit 2 Telling More

RESOURCES

Read-alouds

- *I Will Never NOT EVER Eat a Tomato*
- *"Let's Get a Pup!" Said Kate*
- *Sheila Rae, the Brave*
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*

Writing About Reading Activities

- "Make Connections to *I Will Never NOT EVER Eat a Tomato*"
- "Make Connections Between *Sheila Rae, the Brave* and *The Little Old Lady Who Was Not Afraid of Anything*"
- "Make Connections to *Alexander and the Terrible, Horrible, No Good, Very Bad Day*"

Technology Extensions

- "Watch or Read an Interview with Lauren Child"
- "Watch or Read an Interview with Kevin Henkes"

Extension

- "Identifying Temporal Words That Tell When Stories Happen"

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, "Complete Sentences"
- Lesson 2, "Declarative and Interrogative Sentences"
- Lesson 3, "Exclamatory and Imperative Sentences"
- Lesson 10, "Common and Proper Nouns"
- Lesson 25, "Commas in a Series"

Assessment Resource Book

- Unit 2 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA9

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA4)
- "Conference Notes" record sheets (CN1–CN2)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)

Reproducible

- Unit 2 family letter (BLM1)

Professional Development Media

- "Building a Community of Writers" (AV1)
- "Managing Pair Conferences" (AV8)
- "Cooperative Structures Overview" (AV9)
- "Social Reflection" (AV14)
- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Adapting Lessons for English Language Learners" (AV31)
- "Conferring About Telling More" (AV57)
- "Using CCC's Whiteboard Activities" tutorial (AV73)
- "Using Web-based Teaching Resources" tutorial (AV75)

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OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Thinking Before Writing** **Focus:** ▪ Visualizing to get ideas ▪ Writing about a fun time outdoors	**Telling More** **Focus:** ▪ Rereading to tell more and add details ▪ Checking sentence punctuation	**Thinking Before Writing** **Focus:** ▪ Visualizing to get ideas ▪ Writing about a fantasy trip	**Telling More** **Focus:** ▪ Rereading to tell more and add details ▪ Checking sentence punctuation	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more about fantasy trips or fun times outdoors ▪ Writing "round robin" stories ▪ Analyzing writing and adding temporal words that tell when stories happen
Week 2	**Thinking Before Writing:** *I Will Never NOT EVER Eat a Tomato* **Focus:** ▪ Writing lists of likes and dislikes	**Writing Stories** **Focus:** ▪ Writing a story using ideas from their lists	**Telling More** **Focus:** ▪ Rereading to tell more and add details ▪ Exploring commas in a series ▪ Sharing writing from the Author's Chair	**Sharing as a Community** **Focus:** ▪ Sharing writing from the Author's Chair ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more about likes and dislikes ▪ Making connections to *I Will Never NOT EVER Eat a Tomato* ▪ Reviewing notebook writing
Week 3	**Thinking Before Writing:** *"Let's Get a Pup!" Said Kate* **Focus:** ▪ Writing about a pet ▪ Rereading to tell more about a pet	**Conferring in Pairs and Telling More** **Focus:** ▪ Learning to confer in pairs ▪ Telling more based on partner feedback	**Thinking Before Writing:** *Sheila Rae, the Brave* **Focus:** ▪ Making up a character and writing a story ▪ Rereading to tell more about a character	**Conferring in Pairs and Telling More** **Focus:** ▪ Conferring in pairs ▪ Telling more based on partner feedback	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more about pets or characters ▪ Making connections between *Sheila Rae, the Brave* and *The Little Old Lady Who Was Not Afraid of Anything* ▪ Practicing using commas in a series
Week 4	**Thinking Before Writing:** *Alexander and the Terrible, Horrible, No Good, Very Bad Day* **Focus:** ▪ Writing a story about something interesting that happens to a character ▪ Rereading to tell more about something that happens to a character	**Conferring in Pairs and Telling More** **Focus:** ▪ Conferring in pairs ▪ Telling more based on partner feedback	**Sharing as a Community** **Focus:** ▪ Sharing writing from the Author's Chair ▪ Writing freely	**Sharing as a Community** **Focus:** ▪ Sharing writing from the Author's Chair ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more about characters ▪ Making connections to *Alexander and the Terrible, Horrible, No Good, Very Bad Day* ▪ Publishing this week's stories informally and writing dedications

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Week 1 OVERVIEW

Writing Focus

- Students think and talk about story ideas before they write.
- Students visualize to get writing ideas.
- Students reread their writing and tell more.
- Students explore temporal words.
- Students check sentence punctuation.

Social Development Focus

- Teacher and students build the writing community.
- Students share their partners' thinking with the class.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Conference Notes: Focus 1" record sheet (CN1)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Conferring About Telling More" (AV57)
- "Using CCC's Whiteboard Activities" tutorial (AV73)

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DO AHEAD

- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing" on page xxix and "Considerations for Pairing ELLs" on page l. For more information, view "Cooperative Structures Overview" (AV9).
- ✓ Prior to Day 1, think of a topic for a story about a fun time you had outdoors (see the diagram on Day 1, Step 3 on page 133 for an example).
- ✓ Prior to Day 1, make a class set of the "Conference Notes: Focus 1" record sheet (CN1) on page 24 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1) on page 20 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, think of a topic for a story about going on a fantasy trip (see the diagram in Day 3, Step 2 on page 140 for an example).

TEACHER AS WRITER

"Anybody who can improve a sentence of mine by the omission of a comma or by the placing of a comma is looked upon as my dearest friend."

— George Moore

Start a list of friends you have had at different times in your life. Consider:

- Who is (or was) your most unusual friend? What makes this person unusual or interesting?
- Which of your friends do you want to emulate? Why?
- Who is your best friend? Why is this person your best friend?

Select one person to write about.

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Day 1 Thinking Before Writing

Materials

- Lined writing chart (WA1) for modeling
- Class set of "Conference Notes: Focus 1" record sheets (CN1)

In this lesson, the students:

- Work with new partners
- Visualize and tell stories orally before they write
- Write about a time they had fun outdoors
- Explore temporal words
- Reread their writing to tell more

ABOUT TELLING MORE AT GRADE 2

This unit introduces the students to two aspects of telling more: 1) thinking ahead about the things they might write in order to tell longer, more detailed stories, and 2) rereading writing and discussing writing with others, and then telling more and adding details. The students explore how professional authors tell more, and how to tell more in their own stories about a character and an event.

GETTING READY TO WRITE

1 Pair Students and Discuss Working Together

Randomly assign partners and make sure they know each other's names (see "Do Ahead" on page 131). Gather the class with partners sitting together, facing you.

Remind the students that during the past several weeks they explored ways to get writing ideas, and they wrote and shared stories. Explain that in the coming weeks they will write longer pieces by learning how to tell more in their stories. Tell the students that they will work with their new partners to discuss and share their writing. Ask:

Q *What have you learned so far about how to work well with a partner? Turn to your partner.*

Encourage the students to keep these ideas in mind as they work with their new partners today.

2 Model Thinking Before Writing

Tell the students that writers can write longer pieces by thinking about things they might tell before writing. Explain that you want to write a story about a fun time outdoors and that you would like them to help you. Tell the students what you plan to write about (for example, a bike ride), and then use "Think, Pair, Share" to discuss:

Q *What are some things I might tell in a story about [the bike ride I took yesterday]?* [pause] *Turn to your partner.*

Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

Teacher Note

Teacher modeling is a regular feature of the *Being a Writer* program. You can use chart paper or interactive whiteboard charts (whiteboard activities) for your modeling. For more information, view the "Using CCC's Whiteboard Activities" tutorial (AV73).

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After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "Did you go with someone?"
>
> "You could tell about where you went."
>
> "What did you see?"
>
> "Did you ride fast or slow?"

3 Model Telling More and Using Temporal Words

Display the lined writing chart (WA1). Use some of the students' ideas to write the first one or two sentences of a story; leave a space between each line. As you write, look for opportunities to model capitalizing proper nouns and using temporal words such as *first*, *next*, *then*, and *finally*.

> **You might say:**
>
> "I'll start my story by writing: *Yesterday, I went for a bike ride with my cousin, Tina.* Tina is a proper noun (or name) so I'm going to begin it with a capital letter. Next I want to write about what we did on our bike ride. The first thing we did was ride around the lake, so I'll start my sentence with the word *first*. Words like *first* help readers know the order in which things happen in my story. I'll write: *First we rode around the lake in Lincoln Park.* I'll capitalize the first letters of *Lincoln Park* because it's a proper noun."

After writing a few sentences, read your story aloud and ask:

Q *What more might I tell in my story? What sentence can I write to tell about that?*

Use the students' suggestions to add a few more sentences to your story.

WA1

Yesterday, I went for a bike ride with my cousin, Tina. First we rode around the lake in Lincoln Park. We saw ducks splashing in the water. Then we rode up a hill so steep that we had to walk our bikes near the top. When we got to the top of the hill we were sweating! Next we cooled off by riding down the hill.

Teacher Note

If the students have difficulty generating questions, suggest ideas like those in the "Students might say" note. Then ask, "What else could I tell?"

Skill Practice Note

For practice with capitalizing proper nouns, see Lesson 10 in the *Skill Practice Teaching Guide.*

Teacher Note

You might create a chart of common temporal words titled "Words That Tell When Something Happens" for the students to refer to when writing. Encourage the students to listen and look for other examples of temporal words during read-alouds and independent reading. Add any words the students identify to the chart.

Teacher Note

Save the shared story on the lined writing chart (WA1) to use on Day 2.

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Read the story aloud and point out any temporal words you used. Tell the students that words like *first*, *then*, and *next* help readers understand the order in which things happen in a story.

4 Visualize and Tell Stories Orally

Explain that today the students will write their own stories about times they had fun outdoors. Have the students close their eyes and each make a picture in their minds as you ask the following questions, one at a time:

- Q *Think about a time you had fun doing something outdoors. Where were you, and what were you doing?*
- Q *Who were you with?*
- Q *What did you see or hear?*
- Q *What are at least three different things you can tell in your story?*

Have the students open their eyes and talk with their partners about their ideas. After a few minutes, signal for the students' attention. Encourage them to use the ideas they shared with their partners, as well as any other ideas they have, as they write today.

WRITING TIME

5 Write About a Fun Time Outdoors

Have the students get their pencils and notebooks and sit at desks with partners together. Have the students each spend 15-20 minutes writing independently in their notebooks about a fun time outdoors. Encourage the students to use words such as *first*, *then*, and *next* to show the order in which things happen in their stories. Remind them to use the word wall to spell high-frequency words, and to sound out other unfamiliar words. Join them in writing for a few minutes, and then begin conferring with individual students.

Teacher Note

At this point, most students should be in the habit of writing on every other line in their notebooks. Remind them, if necessary.

TEACHER CONFERENCE NOTE

Over the next two weeks, confer with individual students by having each student tell you about her story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read her writing? Does it make sense?
- Is this student able to tell more, resulting in a longer piece of writing?
- Does this student use the word wall and approximate the spelling of unfamiliar words?
- Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?
- Does this student use temporal words to show the order in which events happen in her story?

(continues)

Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Telling More" (AV57).

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TEACHER CONFERENCE NOTE *(continued)*

Encourage the student to tell more by asking her questions such as:

- Q *Who is your story about?*
- Q *Where does your story take place?*
- Q *What happens in your story?*
- Q *What more can you tell about what happens? How might you add that to your writing?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 24 of the *Assessment Resource Book*.

After 15–20 minutes of silent writing, call for the students' attention. Ask them to reread their writing quietly and to look up when they are finished. When most students have finished reading, use "Think, Pair, Share" to discuss:

Q *What more can you tell in your story?* [pause] *Turn to your partner.*

Give partners a few minutes to discuss their writing, and then have them resume silent, independent writing for 5–10 more minutes.

Signal to let the students know when Writing Time is over. Explain that they will have time tomorrow to finish their stories and add details.

REFLECTING

6 Reflect on Writing

Ask and briefly discuss:

- Q *What is your story about?*
- Q *What is one idea you added after you stopped to read your story?*

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Day 2 Telling More

Materials

- Shared story on the lined writing chart (WA1) from Day 1
- "Writing Time" chart (WA2)
- "Class Assessment Record" sheet (CA1)
- "Discussion Prompts" chart (WA3)

TEKS 11.B.ii
TEKS 11.B.iii
Student/Teacher Narrative Step 1

Teacher Note

As you write, continue to look for opportunities to use temporal words.

To explore temporal words and phrases that tell when an event takes place (for example, *yesterday*, *today*, *over the weekend*, and *last summer*), see the extension "Identifying Temporal Words" on page 143.

In this lesson, the students:

- Reread their writing to tell more and add details
- Check sentence punctuation
- Explore temporal words
- Share their partners' thinking with the class
- Use the prompts "I found out . . ." and "I like your story because . . ."

GETTING READY TO WRITE

1 Model Rereading and Telling More

Have the students bring their notebooks and gather with partners sitting together, facing you.

Review that yesterday the students wrote stories about a fun time outdoors. Point out that authors reread their drafts many times as they write to make sure their writing makes sense and to add or take out information. Tell the students that today they will reread their drafts and think about what more they can tell in their stories. They will also think about where they might add *details*, or small pieces of information like a word or phrase, to help readers imagine their stories.

Display the shared story on the lined writing chart (WA1) from Day 1 and read the story aloud. Model adding more information, as well as details, in the story. Use carets to insert words, phrases, or sentences in the story (see the diagram on the next page). Point out that skipping lines allows for room to tell more and add details.

> **You might say:**
>
> "I'll add some details about how we rode our bikes. I'll add the word *slowly* to describe how we rode up the hill and the word *fast* to describe our ride down the hill. At the end of the story, I'll tell more about what happened as we were going down the hill. I'll write: *We were going so fast, I thought we were going to crash! Finally, we made it to the bottom, safe and sound.* The word *finally* lets readers know that this is the last thing that happened in my story."

Then read the revised story aloud.

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WA1

Yesterday, I went for a bike ride with my cousin, Tina. First we rode around the lake in Lincoln Park. We saw ducks splashing in the water. Then we rode slowly up a hill so steep that we had to walk our bikes near the top. When we got to the top of the hill we were sweating! Next we cooled off by riding fast down the hill. We were going so fast, I thought we were going to crash! Finally, we made it to the bottom, safe and sound.

2 Reread Stories and Discuss Telling More

Have the students reread the stories they wrote yesterday and think about what more they might tell.

Tell the students that you will ask partners to talk in pairs about a question. After partners discuss the question, you will ask a few volunteers to share what their partners said with the class. Use "Think, Pair, Share" to discuss:

Q *What more might you tell in your story?* [pause] *Turn to your partner.*

After partners have had a chance to talk, signal for the students' attention and ask:

Q *What is something that your partner might add to his or her story?*

Have a few volunteers share their partners' thinking with the class.

TEKS 11.B.ii
TEKS 11.B.iii
Student/Teacher Activity
Steps 2 and 3

Teacher Note

If the students seem to have little to say, signal for their attention and have a volunteer read his story aloud. Help the volunteer think about what more to tell by asking him questions about his story. Also have the students suggest things they would like to know more about. Then have partners resume talking.

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WRITING TIME

3 Tell More and Add Details

Display the "Writing Time" chart (WA2) and explain the following directions:

WA2

Writing Time

- Reread your story and tell more.
- Reread your story and add details.
- Reread your story and add words that tell when things happen.
- Check capitalization and punctuation of sentences.
- If you finish, start a new story about anything you choose.

Have the students return to their seats to begin to write. Encourage the students to use words such as *next*, *then*, and *finally* to show the order in which things happen in their stories. Remind them to use the word wall to spell high-frequency words, and to sound out other unfamiliar words. After 5 minutes, signal for the students to begin writing silently for 20–25 minutes. Join them in writing for a few minutes. Then walk around and observe the students, assisting them as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write longer pieces by telling more?
- Does their writing make sense?
- Do they approximate the spelling of unfamiliar words?
- Do they refer to the word wall to spell high-frequency words?
- Do they capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?
- Do they use temporal words to show the order in which events happen in their stories?

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CLASS ASSESSMENT NOTE *(continued)*

Support any student who is struggling with what to write or with telling more by having her tell you what was discussed in her partner conversations and by asking questions about her writing. If necessary, revisit capitalizing proper nouns and the first letters of sentences and using correct sentence punctuation with individual students, a small group, or the entire class.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 20 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Stories in Pairs

Have the students bring their notebooks and gather with partners sitting together, facing you. Display the "Discussion Prompts" chart (WA3). Remind the students that they learned these prompts earlier to show interest in and appreciation for one another's writing. Explain that partners will use these prompts to talk to each other about their stories today. Ask and briefly discuss:

WA3

Discussion Prompts

- I found out . . .
- I like your story because . . .

Q *What will you do to be a good listener when your partner is sharing?*

Have partners take turns reading their stories to each other. Remind them to use the prompts in their discussions.

5 Reflect on Partner Work

After partners have had a chance to share and discuss their stories, signal for the students' attention and briefly discuss:

Q *What did you find out from your partner's story?*

Q *What did your partner like about your story?*

Explain that tomorrow the students will write new stories and continue to think about telling more.

Skill Practice Note

For more practice with capitalization, see Lesson 10 in the *Skill Practice Teaching Guide*. For more practice with using ending sentence punctuation, see Lesson 1, Lesson 2, and Lesson 3.

Facilitation Tip

During this unit, we invite you to focus on two questioning techniques: **asking open-ended questions** and **using wait-time**. Notice that most of the questions we suggest are open-ended, inviting many responses. They often begin with words like *what*, *how*, and *why* and cannot be answered with a single word. We encourage you to ask the questions as they are written and note how the students respond. Because these questions require student thought, we suggest that you allow at least 10 seconds of wait-time before calling on anyone. This gives everyone a chance to think before talking. To see this Facilitation Tip in action, view "Asking Open-ended Questions and Using Wait-time" (AV17).

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Day 3 Thinking Before Writing

Materials

- "Ways to Get Writing Ideas" chart from Unit 1 and a marker
- Lined writing chart (WA4) for modeling

In this lesson, the students:

- Explore temporal words
- Visualize and tell stories orally before they write
- Write stories about a fantasy trip
- Reread their writing to tell more

GETTING READY TO WRITE

1 Add to the "Ways to Get Writing Ideas" Chart

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Ways to Get Writing Ideas" chart and briefly review it. Explain that the students have learned two more ways to get writing ideas and that you will add these to the chart. Add *picture the story in your mind* and *talk with a partner* to the chart, and tell the students that they will practice these again today.

2 Think Before Writing and Write a Shared Story

Explain that you would like the students' help to write a shared story about going on a fantasy trip. If necessary, explain that *fantasy* means "made-up" and usually includes things that cannot happen in real life. Display the lined writing chart (WA4) and write the first sentence of the story (for example, *On the first day of summer vacation, we got ready for our trip to Planet Zot*). Use "Think, Pair, Share" to discuss:

Q *What might we tell in this story?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "We can tell what we did to get ready for the trip."
>
> "We could tell how we got there on a spaceship."
>
> "We could tell how long it takes to get there."
>
> "Maybe we could tell what it's like there, like if it's hot or cold."

Use the students' suggestions to add several sentences to the story. As you write, look for opportunities to model using temporal words to show the order of events in the story.

Teacher Note

Temporal words that you might use in your story include: *first*, *next*, *then*, *later*, *last*, and *finally*.

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You might say:

"I'm going to explain what we did to get ready for our trip. I want the reader to know the order in which we did things so I'll write: *First we packed our suitcases, and then we headed to the launch pad.* Now I want to tell about what happened once we arrived at the launch pad. I'll write: *Next we boarded our new XCX spacecraft and took off!*"

Read the story aloud and point out any temporal words you used. Remind the students that words like *first*, *then*, and *next* help readers understand the order in which things happen. Ask:

Q *What more might we tell in our story? What sentence shall I write to tell about that?*

Use the students' suggestions to add a few more sentences to the story. Continue to look for opportunities to model using temporal words.

WA4

On the first day of summer vacation, we got ready for our trip to Planet Zot. First we packed our suitcases, and then we headed to the launch pad. Next we boarded our new XCX spacecraft and took off! During our journey we counted the planets and moons we passed. After only two hours, we arrived at Planet Zot.

3 Visualize and Tell Stories Orally

Explain that today the students will write their own stories about a fantasy trip to any made-up place. Ask and briefly discuss:

Q *Where are some places you might go on a fantasy trip?*

Students might say:

"I might go to Mars."

"I want to go to an amusement park built just for me. A 'Pat-land.'"

"I'd like to go to a water park with waterslides that are as tall as skyscrapers."

"I'd go to a fairy kingdom."

Teacher Note

Save the shared story on the lined writing chart (WA4) to use on Day 4.

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Give the students a moment to decide on a place they might write about. Then have them close their eyes and visualize quietly to themselves as you ask the questions that follow, one at a time. Pause after each question to give the students time to imagine and visualize. Ask:

- **Q** *It's the first day of summer vacation. Where are you going on your fantasy trip?*
- **Q** *How will you get there?*
- **Q** *When you arrive, what do you see? Hear? Smell? Taste? Feel?*
- **Q** *What are at least three different things you can tell in your story about this trip?*

Have the students open their eyes and talk with their partners about their ideas. After a few minutes, signal for the students' attention. Encourage them to use the ideas they shared with their partners, as well as any other ideas they have, as they write today. Remind the students to use words that will help the reader understand the order in which things happen in their stories.

WRITING TIME

4 Write About a Fantasy Trip

Have the students get their notebooks and pencils and sit at desks with partners together. Have the students each spend 15-20 minutes independently writing their fantasy stories. Remind them to use the word wall to spell high-frequency words, and to sound out other unfamiliar words. Join them in writing for a few minutes, and then begin conferring with individual students.

After 15–20 minutes of silent writing, call for the students' attention. Ask them to reread their writing quietly and to look up when they are finished. When most students have finished reading, use "Think, Pair, Share" to discuss:

Q *What more can you tell in your story?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking with the class. Give partners a few minutes to discuss their writing, and then have them resume silent writing for 5–10 more minutes.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read his writing? Does it make sense?
- Is this student able to tell more, resulting in a longer piece of writing?
- Does this student use the word wall and approximate the spelling of unfamiliar words?

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TEACHER CONFERENCE NOTE *(continued)*

- Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?
- Does this student use temporal words to show the order in which events happen in his story?

Encourage the student to tell more by asking him questions such as:

Q *Who is your story about?*

Q *Where does your story take place?*

Q *What happens in your story?*

Q *What more can you tell about what happens? How might you add that to your writing?*

Q *What details might you add to help your reader imagine your story?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 24 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that they will have time tomorrow to add to and finish their stories.

REFLECTING

5 Reflect on Writing

Ask and briefly discuss:

Q *What word from the word wall did you use in your writing today? Read us the sentence that uses it.*

Q *What is one idea you added after you stopped to reread your story?*

Teacher Note

Save the "Ways to Get Writing Ideas" chart to use throughout the unit.

EXTENSION

Identifying Temporal Words

Remind the students that they can use words, such as *first*, *next*, *then*, and *finally*, to show the order in which things happen in their stories. Tell them that there are also words they can use to tell when their stories, or parts of their stories, happen.

Show the cover of *Bigmama's* and remind the students that they heard this book earlier. Tell the students that you will read part of the book aloud and that, as you read, you want them to listen for words that tell *when* the story happens. Read page 3 of *Bigmama's* aloud. Ask:

Q *What words does the author use to tell* when *this story happens?*

Teacher Note

Prior to doing this activity, you will need to gather the books *Bigmama's* and *The Little Old Lady Who Was Not Afraid of Anything* from Unit 1.

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If necessary, point out that the words *every summer* tell us when Donald Crews's family visited Bigmama.

Repeat the same procedure, reading aloud pages 5–6 of *The Little Old Lady Who Was Not Afraid of Anything*. If necessary, point out that the words *one windy afternoon* tell us when the little old lady went on her walk.

Write the title "Words That Tell When Something Happens" on a sheet of chart paper, and then write the words *every summer* and *one windy afternoon* on the chart. Ask:

Q *What other words might an author use to tell* when *something happens in a story?*

As the students respond, record their ideas on the chart. Encourage them to listen and look for other examples of words that tell when something happens in a story. Add any words the students identify to the chart.

Teacher Note

If you started a "Words That Tell When Something Happens" chart in Day 1, add any new ideas to the chart.

Other examples of temporal words that tell when stories happen include: *yesterday, today, tomorrow, over the weekend, last summer, next year, this morning,* and *during recess.*

Day 4 Telling More

Materials

- Shared story on the lined writing chart (WA4) from Day 3
- "Writing Time" chart (WA2) from Day 2
- "Discussion Prompts" chart (WA3)

In this lesson, the students:

- Reread their writing to tell more and add details
- Check sentence punctuation
- Explore temporal words
- Share their partners' thinking with the class
- Use the prompts "I found out . . ." and "I like your story because . . ."

GETTING READY TO WRITE

1 Model Rereading and Telling More

Have the students bring their notebooks and gather with partners sitting together, facing you.

Remind the students that they are learning to write longer pieces by telling more. Review that yesterday they wrote stories about a fantasy trip. Explain that today they will reread their stories and think about what more they can tell or what other details they can add.

Display the shared story on the lined writing chart (WA4) from Day 3 and read it aloud. Elicit a few ideas from the students about what more could be told, or what details could be added, in the story. Model using carets to insert text in the story (see the diagram on the next page), and remind the students that skipping lines gives them room to add information.

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WA4

On the first day of summer vacation, we got ready for our trip to Planet Zot. First we packed our suitcases, and then we headed to the launch pad. Next we boarded our new shiny XCX spacecraft and took off! During our journey we counted the planets and moons we passed. After only two hours, we arrived at Planet Zot.

Once we landed, we headed to Zotburger for lunch. We ordered Zot fries and caught them in our mouths as they floated through the air!

After a long day of bouncing from place to place, we finally had to go to bed.

2 Reread Stories and Discuss Telling More

Have the students reread the stories they wrote yesterday and think about what more they might tell. Tell the students that you will ask partners to talk about a question. After partners discuss the question, you will ask a few volunteers to share what their partners said with the class. Use "Think, Pair, Share" to discuss:

Q *What is one more thing you might tell about your fantasy trip?* [pause] *Turn to your partner.*

After partners have had a chance to talk, signal for the students' attention and ask:

Q *What is one thing your partner might add to his or her story?*

Have a few volunteers share their partners' thinking with the class. Then ask:

Q *What words might you add to help the reader understand the order in which things happen?*

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WRITING TIME

3 Tell More and Add Details

Display the "Writing Time" chart (WA2) and explain the following directions:

WA2

Writing Time

- Reread your story and tell more.
- Reread your story and add details.
- Reread your story and add words that tell when things happen.
- Check capitalization and punctuation of sentences.
- If you finish, start a new story about anything you choose.

Have the students return to their seats and begin to write. Encourage them to use words that help the reader understand the order in which things happen in their stories. Remind the students to use the word wall to help them spell high-frequency words and to sound out other unfamiliar words.

Give the students 5 minutes to get settled, and then signal for the students to begin writing silently for 20–25 minutes. Join them in writing for a few minutes, and then begin conferring with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about her story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read her writing? Does it make sense?
- Is this student able to tell more, resulting in a longer piece of writing?
- Does this student use the word wall and approximate the spelling of unfamiliar words?
- Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?
- Does this student use temporal words to show the order in which events happen in her story?

(continues)

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TEACHER CONFERENCE NOTE *(continued)*

Encourage the student to tell more by asking her questions such as:

- Q *Who is your story about?*
- Q *Where does your story take place?*
- Q *What happens in your story?*
- Q *What more can you tell about what happens? How might you add that to your writing?*
- Q *What details might you add to help your reader imagine your story?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 24 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Stories in Pairs

Have the students bring their notebooks and gather with partners sitting together, facing you. Explain that partners will read their stories to each other. Display the "Discussion Prompts" chart (WA3) and remind the students to use the prompts "I found out . . ." and "I like your story because . . ." when they talk to each other about their stories. Ask and briefly discuss:

- Q *What will you do to be a good listener when your partner is sharing?*

Have partners take turns reading their stories to each other.

5 Reflect on Writing and Partner Work

After partners have had a chance to share and discuss their stories, ask the students to review their own writing and consider the following question:

- Q *What words from the word wall did you use in your writing today?*

Have the students reflect on working with their partners by asking:

- Q *What did you find out from your partner's story?*
- Q *What did your partner like about your story?*

Explain that next week the students will continue to think about ways to tell more in their writing.

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Open Day Writing Throughout the Week

Write More About Fantasy Trips or Fun Times Outdoors

Have the students each write another story about a fantasy trip or a fun thing they do outdoors. If the students are inspired to expand on one of the stories they wrote this week, encourage them to add to and illustrate their stories. You might compile their stories into a class book, or have each student create his own book.

Write "Round Robin" Stories

Write a collaborative "round robin" story about a topic your students find interesting by writing the first sentence of the story and then passing the pen to individual student volunteers (or pairs) to continue the story. You might also consider placing the students into smaller groups of 4–5 for this activity, with one student beginning the story and then passing the pen to the next student until all of the members of the group have added to the story. If time allows, have the groups share their stories with the class.

Analyze Writing and Add Temporal Words That Tell When Stories Happen

Write a list of temporal words that tell when a story (or an event in a story) happens, and post the list where everyone can see it. Direct the students' attention to the list of words and read them aloud. Explain that these are words that help the reader understand when a story (or an event in a story) is happening.

Display one of the model stories from Unit 1 (for example, WA12 from Week 6, Day 3). Tell the students that as you read the story aloud, you would like them to think about words that could be added to the beginning of the story that would help the reader understand when it is happening. Read the story aloud.

Use "Think, Pair, Share" to discuss:

Q *What words might I add to the beginning of the story to tell when the story is happening?* [pause] *Turn to your partner.*

Have a few volunteers share their ideas with the class.

Have the students select a few stories from their notebooks and add words to their stories that help the reader understand when their stories (or events in their stories) are happening. If time permits, have the students share their revised writing with the class.

Teacher Note

Alternatively, if you started a "Words That Tell When Something Happens" chart, you can use that chart here.

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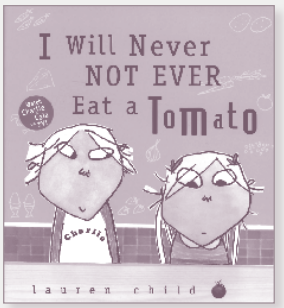
Week 2 OVERVIEW



I Will Never NOT EVER Eat a Tomato

by Lauren Child

Charlie helps his little sister overcome her fussy eating habits and convinces her to eat her dinner.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA3, WA5–WA7

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "Conference Notes: Focus 1" record sheet (CN1)

Professional Development Media

- "Adapting Lessons for English Language Learners" (AV31)
- "Using Web-based Teaching Resources" tutorial (AV75)

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Writing Focus

- Students think about story ideas before they write.
- Students reread their writing and tell more.
- Students explore and use descriptive language.
- Students check sentence punctuation.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students share their partners' thinking with the class.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA2); see page 21 of the *Assessment Resource Book*.

✓ Prior to Day 3, write a sample story about your likes and dislikes, double-spaced, on a lined writing chart (WA6). Include at least one example of the correct use of commas in a series (such as *horror movies, heights, or night*; see the diagram in Day 3, Step 1 on page 158 for an example).

TEACHER AS WRITER

"Some memories are realities, and are better than anything that can ever happen to one again."

— Willa Cather

Select another friend from the list you made last week and write about him or her. In addition to last week's questions, consider:

- What do you think this person was like in the past?
- What do you think he or she will be like in the future?
- What memorable conversations have you had with this person? What was (or was not) said?

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Day 1 Thinking Before Writing

Materials

- *I Will Never NOT EVER Eat a Tomato*
- "Ways to Get Writing Ideas" chart from Week 1
- 2 sheets of chart paper and a marker
- "Writing Time" chart (WA5)
- "Class Assessment Record" sheet (CA2)

In this lesson, the students:

- Explore how a professional author tells more
- Write lists to help them tell more
- Share their partners' thinking with the class

GETTING READY TO WRITE

1 Add to the "Ways to Get Writing Ideas" Chart

Gather the class with partners sitting together, facing you. Review that last week the students started writing longer stories by telling more. Direct their attention to the "Ways to Get Writing Ideas" chart, and explain that another way to get ideas is to hear and read the writing of others. Add *hear and read other people's writing* to the chart. Ask and briefly discuss:

Q *When have you gotten an idea for your own writing by reading someone else's writing?*

2 Read *I Will Never NOT EVER Eat a Tomato* Aloud

Explain that today the students will hear a story by an author who could have written just a single sentence but instead chose to write an entire book by telling more. Show the cover of *I Will Never NOT EVER Eat a Tomato* and read the title and the author's name aloud.

Read the story aloud, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

fussy eater: person who does not like many foods (p. 3)
rare: hard to find (p. 16)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

a large helping for me: a lot for me (p. 20)
supermarket: food store (p. 24)
mermaids: made-up sea creatures with the head and upper body of a woman and the tail of a fish (p. 24)
gobbling: eating quickly in big bites (p. 25)

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After reading the story, turn to page 7 and reread the sentence "(My sister hates tomatoes.)" Point out that the author could have just written this sentence but instead chose to tell much more. Ask:

Q *What else does the author tell us?*

> **Students might say:**
>
> "The author tells us lots of things Lola won't eat, like peas, carrots, and fish sticks."
>
> "She tells how Charlie gives these things other names, like *carrots* are 'orange twiglets from Jupiter.'"
>
> "She tells how Lola tries the things she thinks she hates and finds out that she likes them."

3 Make Shared Lists of Likes and Dislikes

Use "Think, Pair, Share" to discuss:

Q *What are some foods that you like?* [pause] *Turn to your partner.*

Q *What are some foods that you* dislike, *or do not like?* [pause] *Turn to your partner.*

After most pairs have finished talking, signal for the students' attention. Title one sheet of chart paper "Things We Like" and another "Things We Dislike." Have a few volunteers share their thinking with the class, and record their ideas on the charts. After a few volunteers have shared, ask:

Q *Other than food, what are some things you like?*

Q *Other than food, what are some things you dislike?*

If the students struggle to come up with ideas, you might add a few of your own likes and dislikes to the lists, and then repeat the questions.

WRITING TIME

4 Write Lists of Likes and Dislikes

Display the "Writing Time" chart (WA5) and explain the following directions:

WA5

Writing Time

- Make a list of things you like.
- Make a list of things you dislike.
- If you finish, write a story using ideas from your lists.

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Have the students return to their seats and open their notebooks to the next blank page of the writing ideas section. Ask them to label this page "Things I Like" and the next page "Things I Dislike."

Have the students begin writing. Remind them to use the word wall to spell high-frequency words and to sound out other unfamiliar words. Have them work independently for 20–25 minutes. Join them in writing for a few minutes. Then walk around and observe them, assisting students as necessary.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students list a variety of things they like and dislike?
- Do they use the word wall and approximate the spelling of unfamiliar words?
- Do they capitalize proper nouns?

Support any student who is struggling to think of a variety of things he likes and dislikes by asking questions such as:

Q *What TV shows do you [like/dislike]?*

Q *What animals do you [like/dislike]?*

Q *What games do you [like/dislike]?*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 21 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

REFLECTING

5 Share Lists in Pairs

ELPS 5.G.ii
Step 5

Have the students bring their notebooks and gather with partners sitting together, facing you. Ask the students to review their lists and choose one thing from one of their lists to share with their partners. Explain that they will tell their partners about this one thing and explain why they like or dislike it.

Tell the students that after partners discuss their likes and dislikes, you will ask a few volunteers to share what their partners said with the class.



Give the students a moment to choose their one thing, and then have partners turn to each other and share. After several minutes, signal for the students' attention and ask:

Q *What did your partner tell you about what he or she likes or dislikes?*

Have a few volunteers share what their partners said with the class. Explain that tomorrow the students will continue to write about their likes and dislikes.

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WRITING ABOUT READING

Make Connections to *I Will Never NOT EVER Eat a Tomato*

Show the cover of *I Will Never NOT EVER Eat a Tomato* and remind the students that they heard this book earlier. Ask:

Q *What do you remember about this story?*

Have a few volunteers share their thinking. As the students respond, flip to the page in the book they are referring to, show the illustration, and read the text aloud. Then use "Think, Pair, Share" to discuss:

Q *How does this story remind you of your own life?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "My mom says I'm a picky eater. Lola is a picky eater too!"
>
> "Charlie reminds me of my sister because she always tricks me just like Charlie tricks Lola. One time, my sister tricked me into wearing a shirt I didn't like. After I put it on, I liked it."
>
> "Last week, my mom made fish for dinner and I didn't want to eat it. My dad told me that it tasted like chicken so that I would try it. I took a bite, but it didn't taste like chicken."

Tell the students that stories sometimes remind readers of their own lives—of things that have happened to them, things they have done, and people they know. Explain that when you write or talk about how a story reminds you of your own life, you are *making a connection* to that story, and that making connections to stories helps us enjoy and remember them. Ask the students to watch as you think aloud and model writing about how the story reminds you of your life.

> **You might say:**
>
> "I'm going to write about how this story reminds me of my own life. I'll start by writing the title of the book and telling how Charlie tricks Lola into eating her dinner. I'll write: *In the book I Will Never NOT EVER Eat a Tomato, Charlie tricks Lola into eating her dinner by calling carrots 'orange twiglets from Jupiter' and mashed potatoes 'cloud fluff.'* Next, I'll describe how this story reminds me of something that has happened in my life. I'll write: *When I was little, my parents tricked me into eating vegetables. Instead of making up new names, they stirred my vegetables into applesauce.* Finally, I'll write a closing sentence that connects my experience with being tricked back to the book. I'll write: *It might sound gross, but I ate it, just like Lola ended up eating her dinner.*"

Explain that the students will write about how *I Will Never NOT EVER Eat a Tomato* reminds them of their own lives. Tell the students that, if time permits, they may share their writing with the class.

Materials

- *I Will Never NOT EVER Eat a Tomato* from Day 1

ELPS 5.F.i
ELPS 5.F.ii
ELPS 5.F.iii
Writing About Reading

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Day 2 Writing Stories

Materials

- "Discussion Prompts" chart (WA3) from Week 1

In this lesson, the students:

- Tell stories orally before writing
- Share their partners' thinking with the class
- Write stories using ideas from their lists
- Use the prompts "I found out . . ." and "I like your story because . . ."

GETTING READY TO WRITE

1 Share Writing Ideas in Pairs

Have the students bring their notebooks and pencils, and gather with partners sitting together, facing you. Remind the students that yesterday they heard *I Will Never NOT EVER Eat a Tomato*. They wrote lists of things they like and things they dislike, and some of them started writing stories.

Tell the students that today they will write (or continue writing) stories using ideas from their lists of likes and dislikes. Give the students a minute or two to review their "Things I Like" and "Things I Dislike" lists.

Explain that each student will tell her partner some things she might include in her story. Alert the students to be ready to share what their partners said with the class.

Give partners several minutes to talk, and then signal for the students' attention. Ask:

Q *What is something your partner will include in his or her story?*

Have a few volunteers share their partners' thinking with the class.

WRITING TIME

2 Write a Story

Have partners sit together at desks and begin independently writing their stories. Remind them to use the word wall to spell high-frequency words and to sound out other unfamiliar words. After 15–20 minutes of silent writing, call for the students' attention and ask them to quietly reread their writing. Then use "Think, Pair, Share" to discuss:

Q *What more can you tell in your story?* [pause] *Turn to your partner.*

Give partners a few minutes to discuss their writing, and then have them resume silent writing for 5–10 more minutes. During periods of silent writing, confer with individual students.

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TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read his writing? Does it make sense?
- Is this student able to tell more, resulting in a longer piece of writing?
- Does this student use the word wall and approximate the spelling of unfamiliar words?
- Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?
- Does this student use temporal words to show the order in which events happen in his story?

Encourage the student to tell more by asking him questions such as:

Q *Who is your story about?*

Q *Where does your story take place?*

Q *What happens in your story?*

Q *What more can you tell about what happens? How might you add that to your writing?*

Q *What details might you add to help your reader imagine your story?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 24 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Share Stories in Pairs

Have the students bring their notebooks and gather with partners sitting together, facing you. Display the "Discussion Prompts" chart (WA3). Explain that first one partner will read her story aloud, and then the other partner will use the prompts "I found out . . ." and "I like your story because . . ." to talk about the story. Then partners will switch roles. Point out that partners will both give and receive comments about their writing today.

Have partners take turns reading their stories and discussing them, using the prompts.

4 Reflect on Partner Work

After partners have had a chance to share and discuss their stories, signal for the students' attention and briefly discuss:

Q *What did you find out about your partner?*

Q *What did your partner like about your story?*

Facilitation Tip

Notice the **open-ended questions** that you are asking during this discussion. To study the effect of open-ended questions on students' thinking, experiment by asking a closed question first (*Did you find out something about your partner? Did your partner like your story?*) and noting the response. Then restate the question as an open-ended question and note the response. Remember to use 10 seconds of **wait-time** after the question before you invite the students to respond.

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Explain that tomorrow the students will tell more in their stories and add details.

TECHNOLOGY EXTENSION

Watch or Read an Interview with Lauren Child

Lauren Child, the author of *I Will Never NOT EVER Eat a Tomato*, has written numerous books for children of all ages. To learn more about the author and her work, have the students watch a video of her speaking about her writing or read an interview with her. To find a video or print interview with the writer, search online with the author's name and the keyword "video" or "interview." After the students watch the video or read the interview, have them discuss what they learned about the author's life and her thoughts about writing.

Technology Tip

To learn more about Internet resources you can use with students, view the "Using Web-based Teaching Resources" tutorial (AV75).

Day 3 Telling More

Materials

- Sample story on the lined writing chart (WA6), prepared ahead
- "Writing Time" chart (WA7)
- Author's Chair

In this lesson, the students:

- Reread their writing to tell more and add details
- Explore and use commas in a series
- Explore descriptive language
- Share their writing from the Author's Chair
- Give their full attention to the person who is speaking

GETTING READY TO WRITE

1 Model Telling More

Have the students bring their notebooks and gather with partners sitting together, facing you. Explain that today the students will add more to their stories and then begin sharing them with the class from the Author's Chair.

Direct the students' attention to the sample story on the lined writing chart (WA6). Explain that you began writing a story and you would like the students to help you tell more. As you write, look for opportunities to model using words from the word wall and approximating spelling. To review the procedure for approximating spelling, see Unit 1, Week 4, Day 2 on page 64.

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You might say:

"I'm not sure how to spell the word *favorite* so I'm going to see if it's on the word wall. I know that the word *favorite* begins with the letter *f* so I'm going to look for the letter *f* on the word wall, and then I'll look for the word *favorite*. If it's there, I can be sure to spell it correctly. If it's not there, I'll think about how to spell it by writing down the sounds I hear in the word."

WA6

I like many things. I like trees. I like the ocean, even though I get seasick. I love the smell of bread baking in my oven. All of these things make me happy.

I don't like some things. I don't like spicy food. I don't like horror movies, heights, or night.

What is my favorite thing in the whole world? Bunnies!

Read the story aloud. Use "Think, Pair, Share" to discuss:

Q *What else do you want to know about what I like and what I dislike?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class.

Students might say:

"Why do you like trees?"

"What do you like to do at the ocean?"

"Why don't you like spicy food?"

"Why don't you like horror movies, heights, or night?"

"Why do you like bunnies? What kind of bunnies do you like?"

Use the students' ideas to add to the story. Model using carets to insert text in the story (see the diagram on the next page). If possible, model the correct use of commas in a series and continue to look for opportunities to model approximating spelling and using the word wall.

Teacher Note

If the students have difficulty generating questions, suggest ideas like those in the "Students might say" note. Then ask, "What else do you want to know?"

Skill Practice Note

For practice using commas in a series, see Lesson 25 in the *Skill Practice Teaching Guide*.

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You might say:

"Notice how I used commas in the sentence *I like their color, smell, and shade*. I listed three things—*color*, *smell*, and *shade*—and I put a comma after the first two things. When you list three or more things in a sentence, you place a comma after each thing except the last one, which has the word *and* before it."

WA6

I like their color, smell, and shade.
I like many things. I like trees. I like the
yummy
ocean, even though I get seasick. I love the
smell of bread baking in my oven. All of these
things make me happy.

I don't like some things. I don't like spicy
because it burns my nose, tongue, and eyes
food. I don't like horror movies, heights,
because they scare me
or night.

What is my favorite thing in the whole
world? Bunnies! I love their floppy ears, soft
fur, and wiggly noses.

2 Reread Stories and Discuss Telling More

Have the students reread the stories they wrote yesterday and silently think about the following questions:

- Q *What more can you tell about something you like?*
- Q *What more can you tell about something you dislike?*
- Q *What might be a good title for your story?*

Have partners turn and discuss what they will add to their stories.

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class.

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WRITING TIME

3 Tell More and Add Details

Display the "Writing Time" chart (WA7) and explain the following directions:

WA7

Writing Time

- Reread your story and tell more.
- Reread your story and add sight and sound words.
- Check for commas in sentences where you list three or more things.
- If you finish, start a new story about anything you choose.

Have the students return to their seats to begin to write. Give the students 5 minutes to get settled, and then signal for the students to start writing silently and have them write independently for 15–20 minutes. Join them in writing for a few minutes, and then begin conferring with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about her story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read her writing? Does it make sense?
- Is this student able to tell more, resulting in a longer piece of writing?
- Does this student use the word wall and approximate the spelling of unfamiliar words?
- Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?
- Does this student use temporal words to show the order in which events happen in her story?

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TEACHER CONFERENCE NOTE *(continued)*

Encourage the student to tell more by asking her questions such as:

- Q *Who is your story about?*
- Q *Where does your story take place?*
- Q *What happens in your story?*
- Q *What more can you tell about what happens? How might you add that to your writing?*
- Q *What details might you add to help your reader imagine your story?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 24 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING TIME

4 Share Writing from the Author's Chair

Have the students bring their notebooks and gather with partners sitting together, facing you. Briefly review the procedures for Author's Chair sharing by asking:

- Q *What is the author's job during Author's Chair sharing?*
- Q *What is the audience's job?*

> **Students might say:**
>
> "The author's job is to read his story in a loud voice, not too fast and not too slow."
>
> "The audience's job is to sit quietly and listen carefully."
>
> "The audience should ask the author to speak up if they can't hear."

Remind the students of your expectations and tell them that you will check in with them later to see how they did.

Choose a student to bring her notebook and sit in the Author's Chair. Have her read her story aloud.

In pairs and as a class, discuss questions such as:

- Q *What did you find out about [Melissa]? Turn to your partner.*
- Q *What did you like about [Melissa's] story? Turn to your partner.*
- Q *What sight or sound words did you hear, and what did they make you imagine?*
- Q *What other words did you hear that helped you imagine the story? [Melissa], read us that part of your story again.*

Continue to have the students share their stories.

Teacher Note

Have part of the class share today and part of the class share tomorrow.

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REFLECTING

5 Reflect on Writing and Sharing from the Author's Chair

Ask the students to review their own writing and consider the following question:

Q *Where did you use commas in a list of three or more things today? Read us that sentence and tell us where you put the commas.*

Ask and briefly discuss:

Q *What did we do well as an audience today?*

Q *What do we want to work on so we can do a better job as an audience tomorrow?*

Encourage the students to keep what they discussed in mind, and tell them that the rest of the class will share their stories tomorrow.

Teacher Note

Consider writing the students' sentences on the board as they share them, pointing out the correct use of commas in a series.

Sharing as a Community

Day 4

In this lesson, the students:

- Explore descriptive language
- Give their full attention to the person who is speaking
- Reflect on being helpful during Author's Chair sharing
- Write freely

Materials

- Author's Chair

GETTING READY TO SHARE

1 Review Author's Chair Sharing

Have the students who have not yet shared their stories bring their notebooks and gather with partners sitting together, facing the Author's Chair. Ask and briefly discuss:

Q *What are some things we are doing well as an audience when we share our stories?*

Q *What are some things we want to do better?*

If necessary, remind the students of the things they said during yesterday's Reflecting that they wanted to do better as an audience. Tell them that you will check in with them later to see how they did.

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SHARING TIME

2 Share Writing

Choose a student to bring his notebook and sit in the Author's Chair. Have him read his story aloud. In pairs and as a class, discuss questions such as:

- **Q** *What did you find out about [Ted]? Turn to your partner.*
- **Q** *What did you like about [Ted's] story? Turn to your partner.*
- **Q** *What sight or sound words did you hear, and what did they make you imagine?*
- **Q** *What other words did you hear that helped you imagine the story? [Ted], read us that part of your story again.*

Continue to have the students share their stories until all of the students have shared.

REFLECTING

3 Reflect on Sharing from the Author's Chair

Remind the students of the things they said they wanted to do better as an audience during Author's Chair sharing, and ask:

- **Q** *How did you do with [sitting still and not wiggling around] during Author's Chair sharing today?*
- **Q** *What else did the audience do today that helped the authors?*
- **Q** *What did our authors do that helped the audience?*

Tell the students that they will have many more opportunities this year to share their writing from the Author's Chair.

FREE WRITING TIME

4 Write Freely

Explain that the students will now have time to write freely about anything they choose. Tell them that they may continue pieces they've already started or start new pieces. Explain that if they need help thinking of an idea to write about, they can look at the writing ideas section of their notebooks. Ask:

- **Q** *What might you write about today? Turn to your partner.*

After a moment, have a few volunteers share their ideas with the class. Then have the students return to their seats and begin to write. As they write, continue to confer with individual students.

ELL Note

You might provide the prompt "I will write . . ." to your English Language Learners to help them verbalize their answers to this question. For more information, view "Adapting Lessons for English Language Learners" (AV31).

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TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read his writing? Does it make sense?
- Is this student able to tell more, resulting in a longer piece of writing?
- Does this student use the word wall and approximate the spelling of unfamiliar words?
- Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?
- Does this student use temporal words to show the order in which events happen in his story?

Encourage the student to tell more by asking him questions such as:

Q *Who is your story about?*

Q *Where does your story take place?*

Q *What happens in your story?*

Q *What more can you tell about what happens? How might you add that to your writing?*

Q *What details might you add to help your reader imagine your story?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 24 of the *Assessment Resource Book*.

Beginning next week, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Free Writing Time is over.

Writing Throughout the Week — Open Day

Write More About Likes and Dislikes

Have the students write other pieces about their likes and dislikes. If the students are inspired to expand on one of the stories they wrote this week, encourage them to add to and illustrate their stories. You might compile the students' stories into a class book, or have each student create her own book.

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Make Connections to *I Will Never NOT EVER Eat a Tomato*

Have the students respond to literature by making connections to *I Will Never NOT EVER Eat a Tomato* (see Writing About Reading on page 155).

Review Notebook Writing

Have the students reread the writing in their notebooks, and give them an opportunity to work on pieces they started earlier. Alternatively, you might provide the students with an opportunity to write freely about anything they choose.

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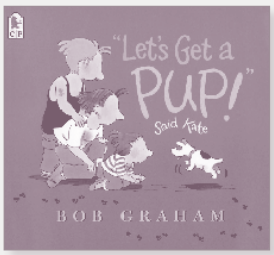
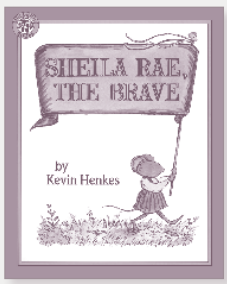
Week 3 OVERVIEW



"Let's Get a Pup!" Said Kate

by Bob Graham

Mom, Dad, and Kate adopt a puppy and then an older dog.



Sheila Rae, the Brave

by Kevin Henkes

Sheila Rae is not afraid of anything until she gets lost on her way home from school.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA8

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "Conference Notes: Focus 2" record sheet (CN2)

Professional Development Media

- "Managing Pair Conferences" (AV8)
- "Social Reflection" (AV14)
- "Using Web-based Teaching Resources" tutorial (AV75)

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Writing Focus

- Students think and talk about story ideas before they write.
- Students each write about a pet and a character of their own choosing.
- Students reread their writing and tell more.
- Students use their partners' feedback to tell more.

Social Development Focus

- Students learn procedures for working together.
- Students help one another improve their writing.
- Students share their partners' thinking with the class.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Prior to Day 1, make a class set of the "Conference Notes: Focus 2" record sheet (CN2) on page 26 of the *Assessment Resource Book*.

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA3) on page 22 of the *Assessment Resource Book*.

TEACHER AS WRITER

"Somewhere in his journals Dostoyevsky remarks that a writer can begin anywhere, at the most commonplace thing, scratch around in it long enough, pry and dig away long enough, and, lo! soon he will hit upon the marvelous."

— Saul Bellow

Start a list of everyday events you might write about, and then select one idea and write about it. Consider:

- What's your morning (or evening) routine?
- What do you love (or hate) about the morning (or evening)?
- What do you think about or notice on your way to work?
- What ordinary things do you look forward to doing? Why?
- What is a task you dread? Why?

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Day 1 Thinking Before Writing

Materials

- *"Let's Get a Pup!" Said Kate*
- Class set of "Conference Notes: Focus 2" record sheets (CN2)

Teacher Note

For more information about social development, see "Values and Social Skills" on page xxviii. To learn more, view "Social Reflection" (AV14).

In this lesson, the students:

- Explore how a professional author tells more
- Visualize and tell stories orally before they write
- Write about pets
- Reread their writing to tell more about a pet
- Share their partners' thinking with the class

ABOUT REFLECTION AFTER WRITING

This program includes a brief period of reflection after every Writing Time to provide an opportunity for students to discuss their experiences with writing, share their writing in pairs or with the class, and reflect on their working relationships. These reflection activities are important to the students' growth as writers and for their social development.

This lesson has an extended Reflecting that focuses on developing students' abilities to listen carefully to their partners and to share their partners' thinking. Plan ahead to be sure you have enough time for this discussion.

GETTING READY TO WRITE

1 Read Aloud *"Let's Get a Pup!" Said Kate*

Gather the class with partners sitting together, facing you. Remind the students that they are learning to write longer pieces by telling more. Explain that today the students will hear a story and think about how the author tells more. Show the cover of *"Let's Get a Pup!" Said Kate* and read the title and the author's name aloud.

Invite the students to think about how the author, Bob Graham, tells more as they hear his story. Read aloud the page that precedes the title page, which begins "The end of Kate's bed was a lonely place." Show the illustration. Continue reading the book aloud, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

she radiated Good Intention: good feelings seemed to be coming out of her (p. 12)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

broad: wide (p. 12)

with many a backward glance: turning around and looking behind them (p. 14)

instantly: right away (p. 22)

After reading, ask:

Q *If the author of this story were here, what would you tell him that you liked about his story? Turn to your partner.*

After most pairs have finished talking, signal for the students' attention and have a few volunteers share their thinking with the class.

2 Discuss How the Author Tells More

Explain that you will read part of the story again to help the students think about how the author tells more. Read the story aloud again from the beginning, without showing the illustrations. Stop after:

p. 8 ". . . dogs like walking nightmares."

Reread the first sentence on page 6 and then ask:

Q *What more does the author tell us about the dogs at the rescue center?*

> **Students might say:**
>
> "The author tells us that the dogs are big and small."
>
> "He says that some dogs are sniffers and others are sleepers."
>
> "The author says that the dogs are wire-haired and short-haired."

Have a few volunteers share their thinking with the class. Point out that the author could have written, "At the rescue center they found plenty of dogs," and stopped there, but by telling more about the dogs, he helps us imagine how the dogs look, sound, and act.

Facilitation Tip

When you **ask open-ended questions**, are you **using wait-time** for at least 10 seconds to give everyone a chance to think before talking? If not, try counting to yourself after asking a question. If you often hear from the same few students during class discussions, extend the wait-time to encourage broader participation.

3 Visualize and Tell Stories Orally

Explain that today each student will write about a pet—either a pet he has or a pet he would like to have. Have the students close their eyes and each make a picture in their minds as you ask the questions that follow, one at a time. Pause after each question to give the students time to imagine and visualize. Ask:

Q *Imagine a pet you have or would like to have. What kind of animal is your pet?*

Q *What does your pet look like? Sound like? Feel like?*

Q *What does your pet like to do?*

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Q *What are at least three different things you can tell in your story about your pet?*

Have the students open their eyes and talk with their partners about their ideas. After a few minutes, signal for the students' attention. Encourage them to use the ideas they shared with their partners, as well as any other ideas they have, as they write today.

WRITING TIME

4 Write and Tell More About a Pet

Have the students get their notebooks and pencils and sit at desks with partners together. Have the students begin independently writing their stories. Remind the students to use the word wall to spell high-frequency words and to sound out other unfamiliar words. After 15–20 minutes of silent writing, call for the students' attention and ask them to quietly reread their writing. Then use "Think, Pair, Share" to discuss:

Q *What more can you tell about your pet in your story?* [pause] *Turn to your partner.*

Give partners a few minutes to discuss their writing, and then have them resume silent writing for 5–10 more minutes.

During periods of silent writing, confer with individual students.

TEACHER CONFERENCE NOTE

Over the next two weeks, confer with individual students by having each student tell you about her story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read her writing? Does it make sense?
- Is this student able to tell more, resulting in a longer piece of writing?
- Does this student use the word wall and approximate the spelling of unfamiliar words?
- Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?
- Does this student attempt to use commas in a series correctly?

Encourage the student to tell more by asking questions about her writing.

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 26 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that tomorrow they will continue to work on their stories.

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REFLECTING

5 Reflect on Writing and Sharing One Another's Thinking

Tell the students that you will ask partners to talk about a question. Alert the students to be ready to share what their partners said with the class. Ask:

Q *Was it hard or easy to start writing today? Why? Turn to your partner.*

After most pairs have finished talking, signal for the students' attention and have a few volunteers share their partners' thinking with the class. Ask:

Q *Was it hard or easy to share what your partner said with the class? Why?*

Q *What helps you share what your partner says?*

Explain that you now expect partners to listen closely to each other and to be able to share each other's thinking any time they talk. Ask:

Q *If you aren't sure you understand your partner, what can you do? What might you say to your partner?*

Q *How should your voice sound when you ask your partner to explain what he or she has said? Give us an example of what you might say and how you might say it.*

Explain that the students will have many opportunities to share their partners' thinking with the class, and encourage them to remember and use their classmates' advice.

Conferring in Pairs and Telling More

Day 2

In this lesson, the students:

- Explore how a professional author tells more
- Learn procedures for pair conferences
- Give feedback in a helpful way
- Reread their writing and tell more about a character
- Explore and use commas in a series

Materials

- *"Let's Get a Pup!" Said Kate* from Day 1
- "Writing Time" chart (WA8)
- "Class Assessment Record" sheet (CA3)

GETTING READY TO WRITE

1 Discuss Telling More in *"Let's Get a Pup!" Said Kate*

Have the students bring their notebooks and gather with partners sitting together, facing you. Review that yesterday the students heard *"Let's Get a Pup!" Said Kate* and talked about how the author tells more

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about the characters (people or animals) in the story to help us imagine them. Tell the students that you will read part of the story again and that, as you read, you would like them to think about how the author tells more about Dave and Rosy.

Reread pages 8–12 of the story, without showing the illustrations, and stop after:

p. 12 ". . . and she radiated Good Intention."

Use "Think, Pair, Share" to discuss:

Q *Kate, Mom, and Dad meet Dave and Rosy at the rescue center. What more does the author tell us about Dave and Rosy to help us imagine what they look, sound, and act like?* [pause] *Turn to your partner.*

After most pairs have finished talking, signal for the students' attention and have a few volunteers share what their partners said with the class.

> **Students might say:**
>
> "My partner said that Dave jumps on Kate's head."
>
> "My partner said that he jumped and turned in a circle."
>
> "My partner said that Rosy is big and she has a hard time standing up."

Point out that by telling more the author helps us get to know and imagine the characters Dave and Rosy. This helps us enjoy the story and makes us want to keep reading. Explain that today partners will help each other think about what more to tell about the characters in their stories.

2 Introduce Pair Conferences and Model Giving Feedback

TEKS 1.A.ii
Student/Teacher Narrative Step 2

Explain that the students will meet with their partners this year to *confer*. Tell the students that when partners *confer*, they meet to share and help each other with their writing. These meetings will be called *pair conferences*. Explain that today the students will learn how to work with their partners during pair conferences and to give and receive helpful *feedback*, or suggestions about their writing.

Teacher Note

For more information, view "Managing Pair Conferences" (AV8).

Choose a volunteer to be your partner and have him read his story aloud to the class. Ask the students to listen as you ask your partner questions about what more you want to know about his character. Ask questions such as those below, and have your partner respond:

Q *[Marcus], your story is about [your pet rabbit, Barnaby]. What color is he? What more can you tell us about how he looks?*

Q *What kinds of things does [Barnaby] like to do?*

Q *What does [Barnaby] eat?*

Q *How do [Barnaby] and [your dog, Rover,] get along?*

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Ask the class:

Q *What more do you want to know about [Barnaby]?*

Have a few students ask their questions, and then give the author a chance to respond. Ask the author:

Q *[Marcus], what ideas might you use to tell more about [Barnaby] in your story?*

Repeat this procedure with another student's story.

3 Confer in Pairs

Explain that partners will confer about the stories they wrote yesterday to help each other think about what more they can tell about a character. Point out that *conferring* means "talking about" the stories, not just reading them aloud to each other. After hearing their partners' stories, the students will ask each other questions about what more they want to know about characters in their partners' stories.

Have partners turn and begin sharing and discussing their stories. Walk around and observe, assisting students as needed.

TEKS 1.A.ii
Student/Teacher Activity
Step 3

CLASS ASSESSMENT NOTE

Observe partners without intervening and ask yourself:

- Are partners listening carefully to each other's stories?
- Are they able to ask questions about what more they want to know?

As you observe the pair conferences, make note of anything you want to bring up during Reflecting. If partners are struggling, wait to see whether they work through their difficulties before you intervene. If they do not, support them by asking questions such as:

Q *What characters are in your partner's story?*

Q *What is something else you want to know about your partner's [pet snake]?*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 22 of the *Assessment Resource Book*.

After most pairs have finished sharing and discussing their stories, signal for the students' attention and ask:

Q *What more did your partner want to know about a character in your story?*

Have a few volunteers share with the class. Encourage the students to think about what their partners wanted to know as they write today.

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WRITING TIME

4 Tell More

Display the "Writing Time" chart (WA8) and explain the following directions:

WA8

Writing Time

- Think about what more your partner wanted to know.
- Reread your story and tell more about a character.
- Check capitalization and punctuation of sentences.
- Check for commas in sentences where you list three or more things.
- If you finish, start a new story.

Have the students return to their seats to begin to write. Remind the students to use the word wall to spell high-frequency words and to sound out unfamiliar words. Give the students 5 minutes to get settled, and then signal for them to begin writing silently for 20–25 minutes. Join the students in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read his writing? Does it make sense?
- Is this student able to tell more, resulting in a longer piece of writing?
- Is this student able to add more to his initial thinking about a character?
- Does this student use the word wall and approximate the spelling of unfamiliar words?
- Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?
- Does this student attempt to use commas in a series correctly?

Encourage the student to tell more by asking questions about his writing.

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 26 of *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

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REFLECTING

5 Reflect on Writing and Partner Work

Ask the students to review their own writing and consider the following questions:

Q *What word from the word wall did you use? Read us the sentence where you used that word.*

Q *Where did you use commas in a list of three or more things? Read us that sentence and tell us where you put the commas.*

Have the students reflect on their pair conferences by asking:

Q *What is something your partner wanted to know that you added to your story today? Read that part to us.*

Share some of your observations about pair conferences. If you noted any problems, facilitate a discussion about one of them and identify ways to avoid or solve the problem in the future. Explain that partners will continue to confer in the coming days.

Teacher Note

Consider writing the students' sentences on the board, pointing out the correct use of commas in a series.

Thinking Before Writing

Day 3

In this lesson, the students:

- Explore how a professional author tells more
- Make up characters and write stories
- Reread their writing and tell more about a character
- Share their partners' thinking with the class

Materials

- *Sheila Rae, the Brave*

GETTING READY TO WRITE

1 Discuss Sharing One Another's Thinking

Gather the class with partners sitting together, facing you. Review that they have been sharing their stories and ideas with their partners and that sometimes you ask them to share their partners' thinking with the class, instead of their own. Ask and briefly discuss:

Q *What's challenging, or hard, about sharing your partner's thinking?*

Q *What helps you share your partner's thinking with the class?*

Explain that at the end of the lesson today you will check in with them to see how they are doing with sharing their partners' thinking.

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2 Read *Sheila Rae, the Brave* Aloud

Remind the students that yesterday they told more about a character in their stories. Explain that today they will hear how another professional author tells more about a character. Show the cover of *Sheila Rae, the Brave* and read the title and the author's name aloud.

Tell the students that as you read, you will stop to have partners talk about the story. Read the book aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

stray dogs: dogs without a home (p. 16)
bared: showed (p. 16)
it suddenly occurred to Sheila Rae: Sheila Rae quickly realized (p. 19)
convince herself: tell herself it was true (p. 21)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:
fruit cocktail: small pieces of fruit in sweet syrup (p. 8)
horrible: bad or scary (p. 21)

Stop after:

p. 9 ". . . patting herself on the back."

Ask:

Q *What is this story about so far? Turn to your partner.*

After most pairs have finished talking, signal for the students' attention and have a few volunteers share their partners' thinking with the class. Point out that Kevin Henkes is telling about different ways that Sheila Rae is brave. Ask the students to listen for more ways that Sheila Rae is brave as you continue reading. Reread the last sentence and continue reading to the next stopping point:

p. 17 "Snap, snap, snap."

Ask:

Q *What are some other ways that Sheila Rae is brave? Turn to your partner.*

After most pairs have finished talking, signal for the students' attention and have a few volunteers share their partners' thinking with the class. Reread the last sentence and continue reading to the end of the story.

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3 Discuss Telling More About Characters

Remind the students that the author tells us ways that Sheila Rae is brave. Point out that he also tells about different ways that she is funny. Ask:

Q *What is funny about Sheila Rae? Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their partners' thinking with the class.

> **Students might say:**
>
> "My partner said that Sheila Rae walks backward."
>
> "My partner said Sheila Rae is funny because she pretends her fruit cocktail has dead bear eyes in it."

Point out that Kevin Henkes tells many funny things, as well as brave things, about Sheila Rae to help readers get to know her and enjoy the story. Use "Think, Pair, Share" to discuss:

Q *If you were to make up a funny character, what might you have that character do?* [pause] *Turn to your partner.*

After most pairs have finished talking, signal for the students' attention and have a few volunteers share their partners' thinking with the class. Tell the students that today they will each make up a character and write a story about him or her. Encourage them to use the ideas they shared with their partners, as well as any other ideas they have, to write about their characters.

WRITING TIME

4 Write a Story and Tell More About a Character

Have the students get their notebooks and pencils and sit at desks with partners together. Have the students begin independently writing their stories. Remind them to use the word wall to spell high-frequency words and to sound out other unfamiliar words. After 15–20 minutes of silent writing, call for the students' attention and ask them to quietly reread their writing. Then use "Think, Pair, Share" to discuss:

Q *What more can you tell about a character in your story?* [pause] *Turn to your partner.*

Give partners a few minutes to discuss their writing, and then have them resume silent writing for 5–10 more minutes. During periods of silent writing, confer with individual students.

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TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about her story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read her writing? Does it make sense?
- Is this student able to tell more, resulting in a longer piece of writing?
- Is this student able to add more to her initial thinking about a character?
- Does this student use the word wall and approximate the spelling of unfamiliar words?
- Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?
- Does this student attempt to use commas in a series correctly?

Encourage the student to tell more by asking questions about her writing.

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 26 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that tomorrow they will continue to work on their stories.

REFLECTING

5 Reflect on Writing

Ask:

Q *Was it hard or easy to make up a character today? Why? Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their partners' thinking with the class. Ask and briefly discuss:

Q *Is it getting easier to share your partner's thinking? What do you think is helping?*

Explain that tomorrow partners will confer about their stories and help each other tell more.

TECHNOLOGY EXTENSION

Watch or Read an Interview with Kevin Henkes

Kevin Henkes, the author of *Sheila Rae, the Brave*, has written numerous books for children, teenagers, and adults. To learn more about the author and his work, have the students watch a video of him speaking about his writing or read an interview with him. To find a video or print interview with the writer, search online with the author's name and the keyword "video" or "interview." After the students watch the video or read the interview, have them discuss what they learned about the author's life and his thoughts about writing.

Technology Tip

To learn more about Internet resources you can use with students, view the "Using Web-based Teaching Resources" tutorial (AV75).

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WRITING ABOUT READING

Make Connections Between *Sheila Rae, the Brave* and *The Little Old Lady Who Was Not Afraid of Anything*

Show the covers of *Sheila Rae, the Brave* and *The Little Old Lady Who Was Not Afraid of Anything* (from Unit 1, Week 6), and remind the students that they heard these stories earlier. Ask:

Q *What do you remember about these stories?*

Have a few volunteers share their thinking. As the students respond, flip to the page in the book they are referring to, show the illustration, and read the text aloud. Then use "Think, Pair, Share" to discuss:

Q *How are these stories alike, or the same?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "Sheila Rae and the little old lady both think they're not afraid of anything."
>
> "Even though they feel brave, they both get scared walking home."
>
> "By the end, they both realize that there was no reason to be scared."

Explain that when you talk and write about how two books are alike, you are *making connections* between them. Tell the students that making connections between books helps readers understand and enjoy the stories. Ask the students to watch as you think aloud and model making connections between these two stories.

> **You might say:**
>
> "I'm going to write about how *Sheila Rae, the Brave* is similar to *The Little Old Lady Who Was Not Afraid of Anything*. I'll start by writing the titles of the books and telling how the characters in the books are the same. I'll write: *The books Sheila Rae, the Brave and The Little Old Lady Who Was Not Afraid of Anything are the same in some ways. Sheila Rae and the little old lady think they're not afraid of anything, until they get scared walking home alone.* Next, I'll make connections between things that happen in *Sheila Rae, the Brave* and things that happen in *The Little Old Lady Who Was Not Afraid of Anything*. I'll write: *Sheila Rae gets scared because she thinks she's lost, and the little old lady gets scared because she is being followed. Just when you think both characters will run the other way, Sheila Rae's sister shows her that she isn't lost after all, and the little old lady turns the pumpkin head, gloves, and shirt into a scarecrow.* Finally, I'll write a closing sentence. I'll write: *In the end, Sheila Rae and the little old lady are brave again.*"

Materials

- *Sheila Rae, the Brave* from Day 3
- *The Little Old Lady Who Was Not Afraid of Anything* from Unit 1

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Teacher Note

Alternatively, you might invite the students to think and write about how the two stories are different.

Explain that the students will make connections between the books *Sheila Rae, the Brave* and *The Little Old Lady Who Was Not Afraid of Anything* by writing about how they think the stories are alike. Tell the students that if time permits, they may share their writing with the class.

Day 4

Conferring in Pairs and Telling More

Materials

- "Writing Time" chart (WA8) from Day 2

In this lesson, the students:

- Confer with their partners
- Give feedback in helpful ways
- Reread their writing and tell more about a character
- Explore and use commas in a series

GETTING READY TO WRITE

1 Model Giving Feedback

Have the students bring their notebooks and gather with partners sitting together, facing you. Review that yesterday the students began writing stories about a character. Explain that today they will confer with their partners about what more they can tell about this character, and then consider adding those details to their stories.

Have a volunteer read his story aloud to the class. Ask the students to listen as you model asking your partner questions about what more you want to know about a character in his story. Ask questions such as those below, and have the student respond:

Q *[Minh], your story is about a character named [Regina] who [plays soccer]. What does [Regina] look like?*

Q *What does [Regina] do that makes her special?*

Q *What more can you tell about what happens to [Regina at the big game]?*

Ask the class:

Q *What more do you want to know about [Regina]?*

Have a few students share their questions, and give the author a chance to respond. Ask the author:

Q *[Minh], what ideas might you use to tell more about [Regina] in your story?*

Repeat this procedure with another student's story.

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2 Confer in Pairs

Explain that partners will confer about the stories they wrote yesterday to help each other think about things to add about a character. Remind the students that when they confer, they will talk about their stories, not just read them aloud to each other.

Have partners turn and begin sharing and discussing their stories. As they talk, circulate and observe. When it seems like most partners have had a chance to share and discuss their stories, signal for the students' attention and ask:

Q *What more does your partner want to know about a character in your story?*

Have a few volunteers share what their partners said with the class. Encourage the students to think about what their partners wanted to know as they write today.

WRITING TIME

3 Tell More

Display the "Writing Time" chart (WA8) and explain the following directions:

WA8

Writing Time

- Think about what more your partner wanted to know.
- Reread your story and tell more about a character.
- Check capitalization and punctuation of sentences.
- Check for commas in sentences where you list three or more things.
- If you finish, start a new story.

Have the students return to their seats to begin to write. After about 5 minutes, signal for the start of Writing Time and have the students write independently for 20–25 minutes. Join the students in writing for a few minutes, and then confer with individual students.

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TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read his writing? Does it make sense?
- Is this student able to tell more, resulting in a longer piece of writing?
- Is this student able to add more to his initial thinking about a character?
- Does this student use the word wall and approximate the spelling of unfamiliar words?
- Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?
- Does this student attempt to use commas in a series correctly?

Encourage the student to tell more by asking questions about his writing.

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 26 of *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

REFLECTING

4 Reflect on Writing and Partner Work

Ask the students to review their own writing and consider the following questions:

Q *What word from the word wall did you use? Read us the sentence where you used that word.*

Q *Where did you use commas in a list of three or more things? Read us that sentence and tell us where you put the commas.*

Have the students reflect on their pair conferences by asking:

Q *What is something your partner wanted to know that you added to your story today? Read that part to us.*

Share some of your observations about pair conferences. If you noted any problems, facilitate a discussion about one of them and identify ways that partners might avoid or solve that problem in the future. Explain that partners will continue to confer in the coming days.

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Write More About Pets or Characters

Have each student write another story about a pet he has (or would like to have), or write another story about another character. If the students are inspired to expand on one of the stories they wrote this week, encourage them to add to and illustrate their stories. You might compile the students' stories into a class book, or have each student create his own book.

Make Connections Between *Sheila Rae, the Brave* and *The Little Old Lady Who Was Not Afraid of Anything*

Have the students respond to literature by making connections between *Sheila Rae, the Brave* and *The Little Old Lady Who Was Not Afraid of Anything* from Unit 1, Week 6 (see Writing About Reading on page 181).

Practice Using Commas in a Series

Remind the students that they heard *Sheila Rae, the Brave* read aloud earlier in the week and that they talked about different ways that Sheila Rae is brave. Create a chart titled "Things That Sheila Rae Is Not Afraid Of." Reread pages 5–7 of the story, and ask:

Q *What are some things Sheila Rae is not afraid of?*

> **Students might say:**
>
> "Sheila Rae is not afraid of the dark."
>
> "Sheila Rae is not afraid of thunder."
>
> "Sheila Rae is not afraid of lightning."
>
> "Sheila Rae is not afraid of the big black dog."

Have a few volunteers share their thinking, and record their ideas on the chart. Tell the students that you can rewrite this list as a sentence. Model writing a sentence that includes at least three ideas from the chart (for example, *Sheila Rae is not afraid of the dark, thunder, lightning, or the big black dog*). As you write, explain that when you list three or more things in a sentence, you place a comma after each thing except the last one, which has the word *or* before it.

Create another chart titled "Things We Are Not Afraid Of." Ask:

Q *What are some things that* you *are not afraid of?*

Skill Practice Note

For more practice using commas in a series, see Lesson 25 in the *Skill Practice Teaching Guide.*

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Record a few of the students' ideas on the chart. Tell the students that now they will write sentences that tell about things they are not afraid of. Explain that they can pick three or more things from the list to include in their sentences, or they can use their own ideas. Tell the students that, if time permits, they may share their sentences with the class.

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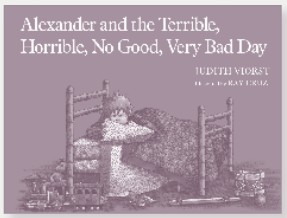
Week 4 OVERVIEW



Alexander and the Terrible, Horrible, No Good, Very Bad Day

by Judith Viorst, illustrated by Ray Cruz

Alexander's bad day starts the moment he wakes up and does not end until he goes to bed.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA8–WA9

Assessment Forms

- "Class Assessment Record" sheet (CA4)
- "Conference Notes: Focus 2" record sheet (CN2)
- "Individual Writing Assessment" record sheet (IA1)

Reproducible

- Unit 2 family letter (BLM1)

Professional Development Media

- "Building a Community of Writers" (AV1)

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Writing Focus

- Students think and talk about story ideas before they write.
- Students write about a character of their own choosing.
- Students reread their writing and tell more.
- Students use their partners' feedback to tell more.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students help one another improve their writing.
- Students share their partners' thinking with the class.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA4) on page 23 of the *Assessment Resource Book*.

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student's stories.

TEACHER AS WRITER

"The beautiful part of writing is that you don't have to get it right the first time, unlike, say, a brain surgeon. You can always do it better, find the exact word, the apt phrase, the leaping simile."

— Robert Cormier

Select a short draft you've written to revise and develop. Consider the questions that follow, and use self-stick notes to mark any places you might revise:

- Where could you add sensory details to create a mental picture?
- Where could you tell more?
- Where could you delete words?
- What words could you replace with more interesting ones?

Revise your draft, either by marking on your first draft or by writing a second draft.

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Day 1 Thinking Before Writing

Materials

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- "Writing Time" chart (WA9)

In this lesson, the students:

- Discuss how a professional author tells more
- Write about something interesting that happens to a character
- Reread their writing to tell more
- Share their partners' thinking with the class

GETTING READY TO WRITE

1 Read *Alexander and the Terrible, Horrible, No Good, Very Bad Day* Aloud

Gather the class with partners sitting together, facing you. Review that the students have been writing longer pieces by telling more. Explain that today you will read a story by an author who tells more about a character and also tells more about what happens to that character.

Show the cover of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* and read the title and the names of the author and the illustrator aloud.

As they listen to the story, invite the students to think about how the author tells more. Read the book aloud, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

Australia: country that is far away from the United States (p. 7)

car pool: group of families who take turns driving their children to and from school (p. 8)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

carsick: dizzy or ill from riding in a car (p. 8)

invisible: can't be seen (p. 10)

double-decker: two scoops high (p. 13)

elevator door: door of the thing that carries people up and down between floors of a building (p. 18)

marble: small glass ball used in games (p. 29)

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2 Discuss How the Author Tells More

Point out that the author tells more about Alexander and also tells more about what happens to him. She could have written, "Alexander had a bad day," and stopped there. Instead, she tells much more to help us imagine what Alexander's day is really like. Ask:

Q *What does the author tell us that helps us imagine Alexander's day? Turn to your partner.*

After most pairs have finished talking, signal for the students' attention and have a few volunteers share their partners' thinking with the class.

Use "Think, Pair, Share" to discuss:

Q *In this story, interesting things happen to Alexander. If you were going to write a story about something interesting that happens to a character, what might you write?* [pause] *Turn to your partner.*

After partners have had a chance to talk, signal for the students' attention. Explain that today the students will write stories about a character who has something interesting happen to him or her. Tell the students that they may either start new stories or add to stories they started earlier. Explain that later in the week they will share their stories with the class.

WRITING TIME

3 Write and Tell More About Something Interesting That Happens to a Character

Display the "Writing Time" chart (WA9) and explain the following directions:

WA9

Writing Time

- Start a new story or add to one you started earlier.
- Tell about something interesting that happens to your character.
- Reread your story and think about what more you can tell about your character.

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Have the students return to their seats to begin to write. Encourage the students to use words such as *first*, *next*, *then*, and *finally* to help the reader understand the order in which things happen in their stories. Remind them to use the word wall to spell high-frequency words and to sound out other unfamiliar words. Give the students about 5 minutes to settle into their writing, and then signal for the students to begin writing silently for 20–25 minutes. Observe the students for a few minutes, and then confer with individual students.

Teacher Note

Observe the students carefully to see if they are able to follow all three directions on the "Writing Time" chart. If you notice the students struggling to add to their writing, stop them after 10–15 minutes. Have them reread their writing and discuss in pairs what more they can tell. Then have them resume silent writing for 10–15 more minutes.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about her story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read her writing? Does it make sense?
- Is this student able to tell more, resulting in a longer piece of writing?
- Is this student able to add more to her initial thinking about a character?
- Does this student use the word wall and approximate the spelling of unfamiliar words?
- Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?
- Does this student attempt to use commas in a series correctly?

Encourage the student to tell more by asking questions about her writing.

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 26 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

REFLECTING

4 Reflect on Writing

Ask and briefly discuss:

Q *What is something interesting that happened to a character in your story?*

Have a few volunteers share their thinking with the class. Explain that tomorrow the students will continue to work on their stories.

Facilitation Tip

Reflect on your experience over the past four weeks **asking open-ended questions** and **using wait-time**. Do these techniques feel comfortable and natural to you? Do you find yourself using them throughout the school day? What effect has their repeated use had on your students' thinking and participation in discussions? Continue to use and reflect on these techniques throughout the year.

Materials

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* from Day 1

WRITING ABOUT READING

Make Connections to *Alexander and the Terrible, Horrible, No Good, Very Bad Day*

Show the cover of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* and remind the students that they heard this book earlier. Ask:

Q *What do you remember about this story?*

TEKS 7.A.i
Student/Teacher Activity
Writing About Reading

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Have a few volunteers share their thinking. As the students respond, flip to the page in the book they are referring to, show the illustration, and read the text aloud. Then use "Think, Pair, Share" to discuss:

Q *How does this story remind you of your own life?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "The part of the book when Alexander feels carsick because he has to ride in the middle of the backseat reminds me of the time I got carsick on the way to my grandma's house."
>
> "My mom tells me that everyone has bad days, just like Alexander's mom tells him that some days are just terrible."
>
> "I know how Alexander feels when his brother calls him a crybaby. My brother calls me names sometimes too, and it makes me mad."

Tell the students that stories sometimes remind readers of their own lives—of things that have happened to them, things they have done, and people they know. Explain that when you write or talk about how a story reminds you of your own life, you are making a connection to that story, and making connections to stories helps us enjoy and remember them. Ask the students to watch as you think aloud and model writing about how this story reminds you of your life.

> **You might say:**
>
> "I'm going to write about how this story reminds me of my own life. I'll start by writing the title of the book and telling that last week I had a bad day, just like Alexander. I'll write: *Last week, I had a very bad day, just like Alexander in the book Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Next, I'll describe what made my day so bad. I'll write: *I woke up late, and I was in such a rush that I accidentally poured orange juice in my cereal and put salt in my coffee. It was pouring down rain on my way to school. I got so wet that I had to spend the whole day in wet shoes that went squish whenever I took a step.* Finally, I'll write a closing sentence that connects my bad day back to Alexander's bad day. I'll write: *I know just how Alexander felt when it seemed like nothing was going his way.*"

Explain that the students will write about how *Alexander and the Terrible, Horrible, No Good, Very Bad Day* reminds them of their own lives. Tell the students that if time permits, they may share their writing with the class.

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Day 2

Conferring in Pairs and Telling More

Materials

- "Class Assessment Record" sheet (CA4)
- "Writing Time" chart (WA8) from Week 3

In this lesson, the students:

- Confer with their partners
- Give feedback in helpful ways
- Reread their writing and tell more about what happens to a character

GETTING READY TO WRITE

1 Confer in Pairs

Have the students bring their notebooks and gather with partners sitting together, facing you. Explain that today partners will confer by reading their stories to each other and asking questions about what more they want to know. Then they will have time to add to and finish their stories.

Review that the point of conferring in pairs is to help each other create the best, most interesting pieces of writing possible. Encourage the students to listen carefully to their partners' stories, and to ask their partners questions about what more they want to know about a character or about what happens to the character.

Give partners ample time to share and discuss their writing. Circulate and observe the students, assisting as needed.

CLASS ASSESSMENT NOTE

Observe partners without intervening and ask yourself:

- Are partners listening carefully to each other's stories?
- Are they able to ask questions about what more they want to know?

As you observe the pair conferences, make note of anything you want to bring up during Reflecting. If partners are struggling, wait to see whether they work through their difficulties before you intervene. If they do not, support them by asking questions such as:

Q *What characters are in your partner's story?*

Q *What is something more you want to know about this character or about what happens to [him/her]?*

Record your observations on the "Class Assessment Record" sheet (CA4); see page 23 of the *Assessment Resource Book*.

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After partners have had a chance to talk, signal for the students' attention and ask:

Q *What more does your partner want to know about your character or about what happens to your character?*

Have a few volunteers share their thinking with the class. Encourage the students to think about what their partners wanted to know as they write today.

WRITING TIME

2 Tell More About a Character

Display the "Writing Time" chart (WA8) and explain the following directions:

WA8

Writing Time

- Think about what more your partner wanted to know.
- Reread your story and tell more about a character.
- Check capitalization and punctuation of sentences.
- Check for commas in sentences where you list three or more things.
- If you finish, start a new story.

Have the students return to their seats to begin to write. Give the students 5 minutes to get settled, and then signal for them to begin writing silently for 20–25 minutes. Join the students in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read his writing? Does it make sense?
- Is this student able to tell more, resulting in a longer piece of writing?
- Is this student able to add more to his initial thinking about a character?

(continues)

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TEACHER CONFERENCE NOTE *(continued)*

- Does this student use the word wall and approximate the spelling of unfamiliar words?
- Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?
- Does this student attempt to use commas in a series correctly?

Encourage the student to tell more by asking questions about his writing.

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 26 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

REFLECTING

3 Reflect on Writing and Partner Work

Ask the students to review their own writing and consider the following questions:

Q *What word from the word wall did you use? Read us the sentence where you used that word.*

Q *Where did you use commas in a list of three or more things? Read us that sentence and tell us where you put the commas.*

Have the students reflect on working with their partners by asking:

Q *How does conferring with a partner help you as a writer?*

Share some of your observations about pair conferences. If you noted any problems, facilitate a discussion about one of them and identify ways to avoid or solve the problem in the future.

Explain that tomorrow the students will begin sharing their stories with the class.

Teacher Note

Questions like this help the students understand the benefits of working with their partners. When students feel connected to others, they learn to relax and take the risks necessary to grow academically, socially, and ethically. For more information, view "Building a Community of Writers" (AV1).

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Sharing as a Community

Day 3

In this lesson, the students:

- Share their writing from the Author's Chair
- Give their full attention to the person who is speaking
- Discuss how an author tells more
- Explore descriptive language
- Write freely

GETTING READY TO SHARE

1 Review Sharing from the Author's Chair

Have the students bring their notebooks and gather with partners sitting together, facing you. Review that in this unit the students have learned to tell more in their stories, add details, and tell more about characters and the things that happen to them.

Explain that today some of the students will share the stories they wrote this week from the Author's Chair.

Ask and briefly discuss:

Q *What will you do to let the author know you are listening?*

Q *If you can't hear the author, how can you respectfully let him or her know?*

SHARING TIME

2 Share Writing from the Author's Chair

Choose a student to bring her notebook and sit in the Author's Chair. Have the student read her story aloud.

In pairs and as a class, discuss questions like the following:

Q *What did you like about [Bree's] story? Turn to your partner.*

Q *What words did you hear that helped you imagine the story? Turn to your partner.*

Q *What did [Bree] tell us about her character or about what happened to her character? [Bree], read that part to us again.*

Q *What more would you like to know about [Bree's] character or about what happens to this character?*

Continue to have the students share their stories.

Materials

- Author's Chair

Teacher Note

The purpose of this question is to encourage the students to continue to think about how they can tell more in their writing. If the students struggle to answer the question, model a response by telling the author something more you would like to know about her story. Then repeat the question for the class.

Teacher Note

Have part of the class share today and part of the class share tomorrow.

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REFLECTING

3 Reflect on Sharing from the Author's Chair

Facilitate a brief discussion about how the students did with sharing their stories. Ask:

Q *What did you do to let the authors know you were listening during Author's Chair sharing? Why is it important to show the authors that you are listening?*

> **Students might say:**
>
> "I looked at them and didn't talk when they were sharing."
>
> "It's important to listen because then you can talk to them about their stories and ask them questions."
>
> "If I don't listen, it might hurt their feelings."

Q *What problems did we have during Author's Chair sharing today? What can we do to make sure we don't have those problems next time?*

Explain that tomorrow more students will share their writing from the Author's Chair.

FREE WRITING TIME

4 Write Freely

Explain that the students will now have time to write freely about anything they choose. Tell them that they may continue pieces of writing they have already started or start new pieces. If they need help thinking of an idea to write about, they can look at the writing ideas section of their notebooks. Use "Think, Pair, Share" to discuss:

Q *What might you want to write about today?* [pause] *Turn to your partner.*

After most pairs have finished talking, have a few volunteers share their ideas with the class. Then have the students return to their seats and begin to write. As they write, continue to confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about her story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read her writing? Does it make sense?
- Is this student able to tell more, resulting in a longer piece of writing?
- Is this student able to add more to her initial thinking about a character?
- Does this student use the word wall and approximate the spelling of unfamiliar words?

(continues)

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TEACHER CONFERENCE NOTE *(continued)*

- Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?
- Does this student attempt to use commas in a series correctly?

Encourage the student to tell more by asking questions about her writing.

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 26 of the *Assessment Resource Book*.

At the end of Free Writing Time, signal for the students' attention. Have them each read their writing, pick a sentence that they think tells a lot about a character or about what happens to a character, and underline it. Go around the room and have the students read their sentences aloud, without comment. Ask:

Q *What did you imagine as you listened to the sentences?*

Sharing as a Community

Day 4

In this lesson, the students:

- Share their writing from the Author's Chair
- Give their full attention to the person who is speaking
- Discuss how an author tells more
- Explore descriptive language
- Write freely

Materials

- Author's Chair
- Copy of this unit's family letter (BLM1) for each student

GETTING READY TO SHARE

1 Review Sharing from the Author's Chair

Have the students who did not share yesterday bring their notebooks and gather with partners sitting together, facing you. Ask and briefly discuss:

Q *What did you enjoy about Author's Chair sharing yesterday?*

Q *What do you want to do to make Author's Chair sharing enjoyable again today?*

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Teacher Note

If you do not have time for all of your students to share their stories, schedule a time in the next few days for them to do so.

SHARING TIME

2 Share Writing from the Author's Chair

Choose a student to bring his notebook and sit in the Author's Chair. Have the student read his story aloud.

In pairs and as a class, discuss questions like those that follow:



- **Q** *What did you like about [Carter's] story? Turn to your partner.*
- **Q** *What words did you hear that helped you imagine the story? Turn to your partner.*
- **Q** *What did [Carter] tell us about his character or about what happened to his character? [Carter], read that part to us again.*
- **Q** *What more would you like to know about [Carter's] character or what happens to his character?*

Continue to have the students share their stories.

REFLECTING

3 Reflect on Telling More

Remind the students that they have been focusing on writing longer pieces and telling more, and explain that they will continue to do so as they grow as writers. Ask and briefly discuss:

- **Q** *How do you think your writing has changed since the beginning of the year?*

> **Students might say:**
>
> "I think my stories are more interesting."
>
> "My stories are longer."
>
> "I know how to tell more details in my writing."

FREE WRITING TIME

4 Write Freely

Explain that the students will now have time to write freely about anything they choose. Tell them that they may continue pieces they have already started or start new pieces. If they need help thinking of an idea to write about, they can look at the writing ideas section of their notebooks. Use "Think, Pair, Share" to discuss:



- **Q** *What might you want to write about today?* [pause] *Turn to your partner.*

Have a few volunteers share their ideas. Then have the students return to their seats and begin to write. As they write, continue to confer with individual students.

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TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his story and read it aloud to you. As you listen, ask yourself:

- Is this student able to read his writing? Does it make sense?
- Is this student able to tell more, resulting in a longer piece of writing?
- Is this student able to add more to his initial thinking about a character?
- Does this student use the word wall and approximate the spelling of unfamiliar words?
- Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?
- Does this student attempt to use commas in a series correctly?

Encourage the student to tell more by asking questions about his writing.

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 26 of the *Assessment Resource Book*. After this week, the focus of the individual student conferences will change. If you have not conferred with all of your students at least twice during this unit, you may want to extend this unit a few days to do so.

As you did yesterday, signal for the students' attention at the end of Free Writing Time. Have them read their writing, pick a sentence that they think tells a lot about a character or about what happens to a character, and underline it. Go around the room and have the students read their sentences aloud, without comment. Ask:

Q *What did you imagine as you listened to the sentences?*

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 202.

Writing Throughout the Week

Open Day

Write More About Characters

Have each student write another story about a character she has already started writing about, or have her write a story about a new character. If the students are inspired to expand on one of the stories they wrote this week, encourage them to add to or illustrate their stories. You might compile the students' stories into a class book, or have each student create her own book.

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Make Connections to *Alexander and the Terrible, Horrible, No Good, Very Bad Day*

Have the students respond to literature by making connections to *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (see Writing About Reading on page 192).

Publish This Week's Stories Informally and Write Dedications

Have each student select a story from this unit, copy it neatly on lined paper, and create book covers using large pieces of construction paper that have been folded.

Show the students the book dedications in *Alexander and the Terrible, Horrible, No Good, Very Bad Day* and *Sheila Rae, the Brave*, and explain that a book dedication is where the author thanks another person or tells who he or she wrote the book for. Read the book dedications aloud, and then model writing one for the shared story from Week 1 (WA1). (For example, you might write: *This story is for my cousin Tim, who always wants to go for a bike ride.*) Then have the students write dedications for their stories.

The students' stories can be placed in the classroom library for all of the students to read and enjoy. Since the students will read the books on their own, you might transcribe the stories below the students' own writing using conventional spelling and punctuation. Later the students will learn to edit their own writing before publishing it.

Teacher Note

If necessary, you might have the students reread their stories to check for capitalization and punctuation and to look for places where they might tell more about a character (as they did on Day 2, Step 2 on page 195).

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 2. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1) along with a few of the student's stories from the unit. (You can select the stories or you might have the students select the stories they would like to share.)

Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 27 of the *Assessment Resource Book*.

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Unit 3

Fiction

During this four-week unit, the students explore fiction writing and draft, revise, and publish their own stories. They learn that interesting things happen to characters in fiction and that they can use dialogue and descriptive language to help tell more in their stories. As they take one story through the writing process, they learn to proofread their writing and to use a word bank to check their spelling. Socially, the students continue to develop the skills of listening respectfully to the thinking of others and sharing their own. They also express interest in and appreciation for one another's writing as the students share their writing from the Author's Chair.



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Unit 3 Fiction

RESOURCES

Read-alouds

- *Dogzilla*
- *Brave Charlotte*
- *HONK! The Story of a Prima Swanerina*
- *Beardream*
- *Ducky*

Writing About Reading Activities

- "Write Opinions About *HONK! The Story of a Prima Swanerina* or *Brave Charlotte*"
- "Write Opinions About *Ducky*"

Technology Extensions

- "Collaborate to Create a Digital Storybook"
- "Publishing Student Writing Online"

Extensions

- "Explore Humorous Language in *Dogzilla*"
- "Discuss Collective Nouns"
- "Brainstorm Animal Alternatives for the Word *Said*"
- "Realistic and Imaginary Fiction Stories"
- "Introduce 'Student Self-assessment'"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA8

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA4)
- "Conference Notes" record sheets (CN1–CN2)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)
- "Student Self-assessment" record sheet (SA1)

Reproducible

- Unit 3 family letter (BLM1)

Professional Development Media

- "Building a Community of Writers" (AV1)
- "Cooperative Structures Overview" (AV9)
- "Turning and Looking at the Speaker" (AV15)
- "Pacing Class Discussions" (AV19)
- "Adapting Lessons for English Language Learners" (AV31)
- "Assessing Student Writing" (AV36)
- "Conferring About Fiction" (AV63)
- "Approximating Spelling of Polysyllabic Words" (AV64)
- "Using CCC's Whiteboard Activities" tutorial (AV73)
- "Using Web-based Teaching Resources" tutorial (AV75)

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RESOURCES *(continued)*

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 2, "Declarative and Interrogative Sentences"
- Lesson 3, "Exclamatory and Imperative Sentences"
- Lesson 9, "Collective Nouns"
- Lesson 21, "Adjectives"
- Lesson 29, "Quotation Marks"

Assessment Resource Book

- Unit 3 assessments

Student Writing Handbook

- "Excerpts from *HONK! The Story of a Prima Swanerina*"
- Word Bank

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Unit 3 Fiction

DEVELOPMENT ACROSS THE GRADES

	Elements of Fiction	Writing Craft	Language Skills and Conventions
Grade 1	▪ Exploring imaginary topics and events	▪ Telling more to help readers imagine what is happening in stories and to make them more interesting	▪ Capitalizing first letter of sentences and proper nouns ▪ Using end punctuation
Grade 2	▪ Informally exploring character ▪ Exploring purely imaginary vs. realistic fiction	▪ Using descriptive words ▪ Using dialogue ▪ Exploring features of published books (e.g., title page, dedication, author's note, back cover blurb)	▪ Approximating spelling of polysyllabic words ▪ Capitalizing *I* and proper nouns ▪ Using question marks and exclamation points ▪ Punctuating speech ▪ Proofreading for spelling, punctuation, and capitalization
Grade 3	▪ Developing characters using actions, description, speech, and thoughts ▪ Exploring settings	▪ Using descriptive details to convey character ▪ Using temporal words and phrases to convey event order ▪ Writing endings that bring a story's events to a close ▪ Writing creative and effective titles	▪ Using interesting verbs and adverbs ▪ Recognizing and correcting run-on sentences ▪ Punctuating speech ▪ Proofreading for spelling, punctuation, and grammar
Grade 4	▪ Describing settings that work within a story ▪ Developing characters through speech and thoughts	▪ Using descriptive details to convey setting ▪ Using transitional words and phrases ▪ Writing endings that bring a story's events to a close	▪ Using interesting adjectives ▪ Exploring first- and third-person points of view ▪ Punctuating speech ▪ Recognizing and correcting run-on sentences ▪ Punctuating for effect ▪ Proofreading for spelling, punctuation, and grammar
Grade 5	▪ Developing interesting plots that make sense (e.g., imaginary vs. real events, messy situations) ▪ Continuing to develop characters and settings	▪ Using descriptive details to convey character and setting ▪ Using transitional words and phrases ▪ Connecting things that happen in the plot to what comes before and after	▪ Using prepositions and prepositional phrases ▪ Exploring first- and third-person points of view ▪ Maintaining consistent verb tense ▪ Punctuating speech ▪ Recognizing and correcting run-on sentences ▪ Proofreading for spelling, punctuation, and grammar
Grade 6	▪ Developing interesting plots that make sense ▪ Building and resolving conflict in the plot ▪ Building suspense ▪ Using humor in a story ▪ Paying attention to character, setting, and plot	▪ Using descriptive details to convey setting and character ▪ Using dialogue to tell a story and develop character ▪ Using transitional words and phrases ▪ Writing openings that engage readers and introduce the story ▪ Writing endings that bring a story's events to a close	▪ Using first- and third-person points of view ▪ Recognizing and correcting noun-pronoun ▪ agreement errors ▪ Recognizing and correcting pronouns with unclear antecedents ▪ Recognizing and correcting run-on sentences

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GRADE 2 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Exploring Fiction:** *Dogzilla* **Focus:** ▪ Writing about animal characters	**Exploring Fiction:** *Brave Charlotte* **Focus:** ▪ Writing about something interesting that happens to a character	**Exploring Fiction:** *HONK! The Story of a Prima Swanerina* **Focus:** ▪ Writing about characters who are unique	**Exploring Fiction** **Focus:** ▪ Adding and punctuating dialogue ▪ Using question marks and exclamation points	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more stories about animal characters ▪ Practicing writing dialogue ▪ Writing opinions about *HONK! The Story of a Prima Swanerina* or *Brave Charlotte*
Week 2	**Exploring Fiction:** *Beardream* **Focus:** ▪ Making up an ending to a story ▪ Approximating the spelling of polysyllabic words	**Exploring Fiction:** *Beardream* **Focus:** ▪ Writing about dreams ▪ Approximating the spelling of polysyllabic words	**Exploring Fiction:** *Ducky* **Focus:** ▪ Writing about toys that come to life ▪ Approximating the spelling of polysyllabic words	**Exploring Fiction:** *Ducky* **Focus:** ▪ Getting fiction ideas from real life ▪ Approximating the spelling of polysyllabic words	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more stories that end with *It was just a dream* ▪ Writing opinions about *Ducky* ▪ Reviewing notebook writing
Week 3	**Selecting Drafts and Conferring in Pairs** **Focus:** ▪ Selecting a draft to publish ▪ Giving helpful feedback ▪ Telling more	**Rereading and Telling More** **Focus:** ▪ Adding colors and other descriptive words to writing	**Informal Proofreading** **Focus:** ▪ Capitalizing *I* and proper nouns ▪ Listening for ending punctuation	**Informal Proofreading and Conferring in Pairs** **Focus:** ▪ Checking spelling using a word bank ▪ Giving helpful feedback	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing endings to more stories ▪ Writing stories about toys from home ▪ Writing freely
Week 4	**Writing Final Versions** **Focus:** ▪ Writing and illustrating a final version	**Writing Final Versions** **Focus:** ▪ Exploring book features ▪ Making books	**Publishing** **Focus:** ▪ Making books ▪ Sharing stories from the Author's Chair	**Publishing** **Focus:** ▪ Sharing stories from the Author's Chair ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing letters home about fiction ▪ Sharing published books from the Author's Chair ▪ Reviewing notebook writing

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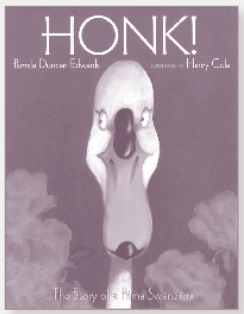
Week 1 OVERVIEW



Dogzilla

by Dav Pilkey

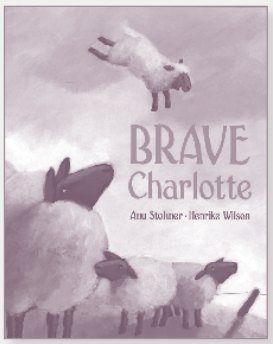
A colossal canine rises from a volcano and terrorizes the citizens of Mousopolis.



HONK! The Story of a Prima Swanerina

by Pamela Duncan Edwards, illustrated by Henry Cole

Mimi the swan longs to be a prima ballerina.



Brave Charlotte

by Anu Stohner, illustrated by Henrike Wilson

Charlotte, a very "unsheepish" sheep, saves the day when the shepherd breaks his leg.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Conference Notes: Focus 1" record sheet (CN1)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Pacing Class Discussions" (AV19)
- "Conferring About Fiction" (AV63)

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Writing Focus

- Students read, discuss, and write fiction.
- Students choose writing topics.
- Students think and talk about story ideas before they write.
- Students reread their writing and tell more.
- Students explore and punctuate dialogue.

Social Development Focus

- Students listen carefully to the thinking of others and share their own.
- Students show interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing" on page xxix and "Considerations for Pairing ELLs" on page l. For more information, view "Cooperative Structures Overview" (AV9).

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1) on page 32 of the *Assessment Resource Book*.

✓ Prior to Day 3, make a class set of the "Conference Notes: Focus 1" record sheet (CN1) on page 36 of the *Assessment Resource Book*.

TEACHER AS WRITER

"My writing is full of lives I might have led. A writer imagines what could have happened, not what really happened."

— Joyce Carol Oates

The work of the fiction writer is to invent new worlds. This week, think about a life you might have led and write your "memories" of this fictitious life. Perhaps you were born in a different culture, grew up in a different family, or chose a different profession. How do you imagine that these life experiences shaped you? As you write, include your feelings and perspectives and invent details to make that life seem real.

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Day 1 Exploring Fiction

Materials

- *Dogzilla*
- *Sheila Rae, the Brave* from Unit 2, Week 3
- *"Let's Get a Pup!" Said Kate* from Unit 2, Week 3
- *My Little Sister Ate One Hare* from Unit 1, Week 5
- *Click, Clack, Moo: Cows That Type* from Unit 1, Week 5
- Chart paper and a marker
- Pad of small self-stick notes for each student

Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

In this lesson, the students:

- Work with new partners
- Think and talk about story ideas before they write
- Write stories about animal characters

ABOUT EXPLORING AND WRITING FICTION AT GRADE 2

In this unit, the students learn that fiction stories are made-up stories that can be purely imaginary or that could happen in real life. They begin exploring character as a central element of fiction. This lays the foundation for the continued exploration of other elements of fiction, including setting and plot, at grades 3–5.

The activities in this unit are divided into two parts. Weeks 1 and 2 focus on immersing the students in the genre and having them draft several fiction stories. They write about different characters, including people, animals that talk, and toys that come to life. Because fiction writing is primarily an act of the imagination, these two weeks focus on stimulating the students' creativity and developing their dispositions for invention and experimentation.

Weeks 3 and 4 take the students through the writing process. Each student selects a draft to complete and publish. They learn to informally revise and proofread their writing and check their spelling using a word bank (see "About Teaching the Writing Process" on page 252).

GETTING READY TO WRITE

1 Pair Students and Introduce Fiction

Randomly assign partners (see "Do Ahead" on page 209). Gather the class with partners sitting together, facing you.

Review that during the past few weeks the students learned how authors make their writing more interesting by telling more. Partners helped each other tell more by talking about what more they wanted to know about each other's stories. Explain that in the coming weeks partners will continue to help each other improve their writing.

Show the covers of *My Little Sister Ate One Hare*; *Click, Clack, Moo: Cows That Type*; *"Let's Get a Pup!" Said Kate*; and *Sheila Rae, the Brave*. Remind the students that they heard these stories earlier in the year. Point out that these are all fiction stories—stories that the authors made up by using their imaginations. Ask:

Q *What other fiction, or made-up, stories have you heard or read? Turn to your partner.*

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Tell the students that in the coming weeks they will hear more examples of fiction to help them write their own fiction stories. Eventually each student will publish a fiction story that will be included in a book for the class library.

2 Read *Dogzilla* Aloud

Show the cover of *Dogzilla* and read the author's name aloud. Point out that the cover says that *Dogzilla* is written and directed by Dav Pilkey. Ask:

Q *What do you think "and directed" means?*

Have one or two volunteers share their thinking; then show the title page and read it, as well as the next two pages, aloud. Discuss:

Q *What do these pages look like or remind you of? Why do you think the author wrote them like this?*

> **Students might say:**
>
> "They remind me of the beginning of a TV show."
>
> "They look like a movie poster."
>
> "Maybe the author wants the story to be like a movie."

Read the story aloud, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

barbecue cook-off: contest to see who makes the best barbecue (p. 5)
colossal canine: huge dog (p. 14)
sudsy: soapy (p. 24)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

irresistible scent: delicious smell that you can't help but go toward (p. 6)
ancient crater: very old volcano (p. 7)
monstrous mutt: huge dog (p. 12)
defeat: beat or win against (p. 21)
assembled: gathered together (p. 22)
hightailed it: ran quickly (p. 28)

3 Discuss the Story

After reading, ask and briefly discuss:

Q *What did you like about this story?*

Q *Now that we've read the story, why do you think the cover says it was written and directed by Dav Pilkey?*

Teacher Note

You might tell the students that the author, Dav Pilkey, was having fun with language when he named the book *Dogzilla*. He took the name *Godzilla*, a gigantic fictional dinosaur-like creature that has appeared in movies since 1954, and switched the letters around to make the funny word *Dogzilla*. To explore more ways in which the author uses humorous language in *Dogzilla*, see the extension "Explore Humorous Language in *Dogzilla*" on page 214.

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Facilitation Tip

During this unit, we invite you to focus on **pacing class discussions** so they are lively and focused without dragging, losing the attention of your participants, or wandering off the topic. Class discussions should be long enough to allow time for thinking and short enough to sustain the students' attention. Good pacing requires careful observation of the class (not just the students who are responding) and the timely use of various pacing techniques.

To speed up a discussion:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak; then call on just two or three students to share with the whole class.

To deepen or refocus a discussion:

- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

To see this Facilitation Tip in action, view "Pacing Class Discussions" (AV19).



Students might say:

"Because the story really was like a movie."

"Because he used pictures of real animals to be the characters, and he had to get them to do what he wanted for the illustrations."

Point out that some fiction stories—such as *Click, Clack, Moo: Cows That Type*; *My Little Sister Ate One Hare*; and *Sheila Rae, the Brave*—are about things that can only happen in the imagination, not in real life. Other stories, like *"Let's Get a Pup!" Said Kate*, are made-up stories that could happen in real life. Ask:

Q *Which kind of story is* Dogzilla*? Why do you think so?*

Q *What are some things that happen in this story that couldn't happen in real life?*

Students might say:

"Mice don't have their own town in real life."

"Mice can't talk and don't have barbecue cook-offs."

"Mice aren't soldiers and don't drive tanks in real life."

"The dog jumped out of a volcano. That couldn't really happen."

4 Generate Ideas for Animal Characters

Explain that the characters in a fiction story are who the story is about. Point out that in the story *Dogzilla*, the characters are animals. Ask:

Q *Who are the characters in* Dogzilla*?*

Q *What other animals could be characters in our own stories?*

Write the title "Characters We Can Write About" on a sheet of chart paper and list the students' ideas as they respond.

Characters We Can Write About

- Dogzilla
- Big Cheese
- mice
- giraffe
- alligator
- iguana
- bunny

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Use "Think, Pair, Share" to discuss:

Q *If you were to make up a story with an animal character, what might your story be about?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention and have one or two volunteers share their thinking with the class.

> **Students might say:**
>
> "I might write about a giraffe that goes to the movies. The other animals are mad because they can't see around him."
>
> "I thought about a duck that doesn't like water. He's lonely because all the other ducks go swimming without him. Then he meets a turtle that doesn't like water and he's not lonely anymore."

WRITING TIME

5 Write Fiction Stories About Animal Characters

Explain that today the students will write fiction stories about animal characters or about any other character they choose. Encourage them to use their imaginations and to tell more as they write.

Have the students return to their seats to begin to write. Give them about 5 minutes to settle into their writing; then signal for them to begin writing silently for 20–25 minutes. Join the students in writing for a few minutes, and then walk around and observe them, assisting as needed.

Signal to let the students know when Writing Time is over. Ask:

Q *Do you think you might want to continue adding to this story later?*

Explain that if the students wish to add to this piece later, they will need to save space in their notebooks to do so. Distribute a pad of self-stick notes to each student and tell them that if they want to continue adding to their stories, they should place a self-stick note on the next one or two blank pages (model if necessary). Explain that when they start a new piece of writing, they will skip past those pages with self-stick notes. If they do not wish to continue this piece, they do not need to put self-stick notes on any pages today.

Teacher Note

Make sure the students are double-spacing all writing in their notebooks. They will need the space to revise their stories later in the unit. If a student is having difficulty skipping lines, simply put a small dot on every other line for three to four lines to show him where to continue his writing.

SHARING AND REFLECTING

6 Share Writing and Reflect

Have the students bring their notebooks and gather with partners sitting together, facing you. Have partners read to each other what they have written so far.

After partners have shared their stories with each other, signal for the students' attention and ask:

Q *Who are the characters in your story?*

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Teacher Note

Save the "Characters We Can Write About" chart to use on Day 2.

As the students respond, add the characters to the "Characters We Can Write About" chart. Then ask and discuss:

Q *What did you and your partner do to work well together when talking about and sharing your writing?*

Explain that tomorrow the students will write another story. Have the students return to their seats. Ask them to put their notebooks and pads of self-stick notes in their desks to use tomorrow.

EXTENSION

Explore Humorous Language in *Dogzilla*

Dav Pilkey, the author of *Dogzilla*, has great fun with language in his book. Reread the story aloud, stopping to discuss how the author's use of language makes the story interesting and fun to hear and read. Point out, for example, the ways he describes Dogzilla—including "mighty beast" (page 10), "old fleabag" (page 11), "monstrous mutt" (page 12), "colossal canine" (page 14), and "panicking pooch" (page 25).

Reread pages 26–27 aloud. Ask:

Q *What does the word* catch-up *mean in this sentence? Why is using the word* catch-up *funny?*

Have the students discuss "hot dog" and "relish" in the same way. Invite the students to reread their own stories to find places where they can add humorous, or funny, language.

Day 2 Exploring Fiction

Materials

- *Brave Charlotte*
- *Dogzilla* from Day 1
- "Characters We Can Write About" chart from Day 1
- Chart paper and a marker
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Think and talk about story ideas before they write
- Write about something interesting that happens to a character

GETTING READY TO WRITE

1 Read *Brave Charlotte* Aloud

Gather the class with partners sitting together, facing you. Show the cover of *Dogzilla* and review that yesterday they heard this story and got ideas for animal characters for their own fiction stories. Explain that you will read another fiction story today to help them get writing ideas.

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Show the cover of *Brave Charlotte* and read the title and the names of the author and the illustrator aloud. Explain that something interesting happens to the main character in this story, and invite the students to think, as they listen, about what this interesting thing might be.

Read the book aloud, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

shepherd: person who takes care of sheep (p. 4)
mischief: trouble (p. 8)
in despair: without hope (p. 15)
without delay: right away (p. 27)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

ready for an adventure: ready for something exciting to happen (p. 3)
dangerously busy road: road with lots of cars on it, making it unsafe to cross (p. 10)
roamed: walked (p. 12)
out of the ordinary: strange or different than usual (p. 13)
beside themselves with worry: very, very worried (p. 17)
tractor: farm machine with wheels (p. 27; refer to the illustration on p. 26)

After reading, ask and briefly discuss:

Q *Who is the main character in this story? Who are the other characters?*

As the students respond, add the characters to the "Characters We Can Write About" chart. If necessary, tell the students that the main character is Charlotte and that the other characters are Jack the sheep dog, the other sheep, the shepherd, the truck driver, the farmer, and the farmer's wife.

Point out that you are adding human characters, as well as animal characters, to the chart.

Explain that in most fiction stories something interesting happens to the main character or characters. Ask and briefly discuss:

Q *What interesting things happen to Charlotte, the main character in this story?*

Students might say:

"Charlotte has to rescue the shepherd."
"She goes to the farmhouse by herself to get the farmer."
"She runs through the stream and over mountain tops."
"She rides in the back of a truck."
"She saves the shepherd and all the other sheep are happy with her."

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2 Generate Ideas About Interesting Things That Could Happen to Characters

Point to a character on the "Characters We Can Write About" chart and ask:

Q *What interesting things could happen in a story about [an alligator]? Turn to your partner.*

Signal for the students' attention. Write the title "Interesting Things That Could Happen" on a sheet of chart paper. Have a few volunteers share their ideas with the class and record them as they respond.

Repeat this procedure with one or two more characters on the "Characters We Can Write About" chart.

Interesting Things That Could Happen

alligator

- gets lost in the city sewer system
- has to go to the dentist
- wants to eat another animal but can't catch it

giraffe

- gets head stuck in a tree
- peeks into office building windows
- makes friends with a mouse

3 Think and Talk Before Writing

Explain that today the students will write fiction stories that focus on telling about something interesting that happens to a character. Tell the students that they may add to the story they started yesterday or start a new story. If they want to start a new story, remind them to skip past any notebook pages with self-stick notes on them so they can go back and work on those pieces later, if they wish.

Use "Think, Pair, Share" to discuss:

Q *What interesting thing might happen to a character in your writing today?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention and have one or two volunteers share their ideas with the class.

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WRITING TIME

4 Write Fiction Stories

Have the students return to their seats and begin to write. Give them about 5 minutes to settle into their writing; then signal for the students to begin writing silently for 20–25 minutes. Join them in writing for a few minutes, and then walk around and observe the students, assisting as needed.

Teacher Note

Continue to remind the students to use the word wall to help them spell high-frequency words.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to get engaged with an idea and start writing fairly quickly?
- Are they making up stories using their imaginations?
- Are they attempting to write about something interesting that happens to a character?
- Can they sustain their focus on their writing?

Be aware that some students may need to just sit and think for a while before they start writing. Give them uninterrupted time to do this. If you notice many students having difficulty starting to write after 10 minutes, call for the class's attention and have a few volunteers share what they have written so far. Then have them resume silent writing.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 32 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask them to briefly review their writing from today and remind them to place a self-stick note on the next one or two blank pages if they think they will want to add to this story later. If they do not wish to continue this piece, they do not need to save any pages.

SHARING AND REFLECTING

5 Share Writing and Reflect

Have the students bring their notebooks and gather with partners sitting together, facing you. Ask partners to share with each other what they have written so far today.

After most partners have finished sharing their stories, signal for the students' attention and ask:

Q *Who are the characters in your story? What interesting things happen to them?*

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Teacher Note

Save the "Characters We Can Write About" chart to use on Day 3 and the "Interesting Things That Could Happen" chart to use in Week 2.

As the students respond, add their characters to the "Characters We Can Write About" chart. Then ask and discuss:

Q *What did your partner do to show that he or she was interested in your story?*

Explain that the students will continue to explore fiction tomorrow.

EXTENSION

Discuss Collective Nouns

Show pages 14–15 of *Brave Charlotte* and review that Charlotte is part of a *herd*, or a group, of sheep. Explain that the word *herd* is a collective noun and that a *collective noun* is a "word that names a group of people, animals, or things." For example, we call a group of sheep a *herd* or a *flock*. We call a group of bees a *swarm*. Discuss as a class:

Q *What do we call a group of wolves or dogs?* (pack)

Q *What do we call a group of fish?* (school)

Q *What do we call a group of birds?* (flock)

Q *What do we call a group of baby dogs or cats?* (litter)

Remind the students that collective nouns can also name groups of people—such as a *class* of students, a *team* of athletes, and a *band* of musicians—and groups of things—such as a *bunch* of bananas, a *fleet* of ships, and a *forest* of trees. Ask:

Q *What other collective nouns do you know that name people, animals, or things?*

Skill Practice Note

For more practice with collective nouns, see Lesson 9 in the *Skill Practice Teaching Guide*.

Day 3 Exploring Fiction

Materials

- *HONK! The Story of a Prima Swanerina*
- *Brave Charlotte* from Day 2
- "Characters We Can Write About" chart from Day 2 and a marker
- Class set of "Conference Notes: Focus 1" record sheet (CN1)

In this lesson, the students:

- Think and talk about story ideas before they write
- Write about characters who are unique

GETTING READY TO WRITE

1 Read *HONK! The Story of a Prima Swanerina* Aloud

Gather the class with partners sitting together, facing you. Remind the students that they have been hearing fiction stories to help them get ideas for their own writing. They heard *Brave Charlotte* yesterday and

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met a character (Charlotte) who is very different from everyone else, especially other sheep.

Read the description on the inside front cover of *Brave Charlotte* aloud. Tell the students that the word "*un*sheepish" is a made-up word that can have more than one meaning. Explain that *unsheepish* means "not shy," and that it can also mean "not acting like other sheep." Then ask and briefly discuss:

Q *What made Charlotte "the most* un*sheepish sheep of them all"?*

> **Students might say:**
>
> "Charlotte didn't act shy like the other sheep."
>
> "She climbed trees and went to her special place away from the herd."
>
> "She was braver than the other sheep."

Explain that today you will read another story about a character who is very different from everyone else. Show the cover of *HONK! The Story of a Prima Swanerina*. Read the title and the names of the author and the illustrator aloud.

Tell the students that "prima swanerina" is a play on the French words *prima ballerina*, meaning "first ballerina." Explain that ballet is a kind of dancing and that a prima ballerina is one of the best dancers in a ballet. Then read the story aloud, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

en pointe: (French) on her toes (p. 5)
production: show or performance (p. 8)
haughty: snobby (p. 14)
sauntered: walked slowly (p. 14)
cygnets: dancers dressed as young swans (p. 22)
encore: do it again (p. 26)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

puzzled: confused or did not understand (p. 17)
furious: very angry (p. 20)

Teacher Note

When you get to page 8, you might explain that there is a famous ballet called *Swan Lake* that the dancers are most likely performing.

2 Discuss Uniqueness in Characters

After reading, ask and briefly discuss:

Q *Who is the main character in this story? Who are the other characters?*

As the students respond, add the characters to the "Characters We Can Write About" chart. If necessary, tell the students that the main

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character is Mimi and that some of the other characters are Mimi's friends at the pond, the pigeons, the ticket collector, the Opera House manager, and the other ballerinas.

Tell the students that Mimi is *unique* and that *unique* means "different or unlike anything or anyone else." Explain that Mimi is unique because she is different from the other characters in the story. Ask:

Q *What makes Mimi unique?*

> **Students might say:**
>
> "Mimi loves to dance."
>
> "Mimi practices ballet in the pond."
>
> "Mimi doesn't understand why a swan isn't allowed to watch a ballet about swans, so she keeps coming back to the opera house."

Remind the students that Charlotte, the main character in *Brave Charlotte*, is also unique. Use "Think, Pair, Share" to discuss:

Q *How is Charlotte in* Brave Charlotte *like Mimi in* HONK! The Story of a Prima Swanerina*?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "In *HONK!* the other animals didn't understand Mimi at the beginning, and in *Brave Charlotte* the other sheep didn't understand Charlotte."
>
> "Mimi kept trying to get into the Opera House, even after the manager kicked her out. Charlotte kept doing the things that made her happy, like going for a swim in the river, even though the older sheep shook their heads and said, '*Tut, tut, tut.*'"

If necessary, point out that Mimi is very different from the other characters in *Honk! The Story of a Prima Swanerina* and that Charlotte is very different from the other characters in *Brave Charlotte*. At the beginning of their stories, they both have difficulty being accepted by others, but they are loved by everyone in the end.

3 Think and Talk Before Writing

Explain that today the students will write fiction stories that focus on creating a character who is unique or different from everyone else. They may add to the story they started yesterday or start a new story. If they want to start a new story, remind them to skip past any notebook pages with self-stick notes on them.

Use "Think, Pair, Share" to discuss:

Q *What kinds of things might make a character unique, or different from other characters?* [pause] *Turn to your partner.*

After a few minutes, signal for the students' attention and have a few volunteers share their thinking with the class.

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Students might say:

"A character might look different—he might only wear clothes with polka dots."

"Maybe a character does something unusual, like riding a hot air balloon everywhere."

"A character could say something funny over and over, like 'How ya doin'?' "

WRITING TIME

4 Write Fiction Stories

Have the students return to their seats to begin to write. Give the students 5 minutes to get settled into their writing. Then, signal for the students to begin writing silently for 20–25 minutes. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Over the next two weeks, confer with individual students to get an idea of their thinking as they write fiction drafts. Ask each student to show you a piece of her writing and read some of it aloud to you. As you listen, ask yourself:

- Is this student making up a story using her imagination?
- Is this student able to write about something that happens to a character or about something that makes a character unique?
- Is this student able to sustain her focus on her writing?
- Is this student's writing readable? Does it make sense?
- Is this student able to add to her writing to tell more?

Encourage the student to tell more by asking her questions such as:

Q *What is this story about?*

Q *Who [is/are] the character(s)? What's interesting about [him/her/them]?*

Q *What interesting thing happens to [him/her/them] in this story?*

Q *What makes your character(s) unique?*

Q *What do your characters say to each other?*

Q *What in your story can happen only in the imagination? What can happen in real life?*

Q *What part of your story are you going to work on next?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 36 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Remind them to use their self-stick notes to save one or two blank notebook pages if they think they will want to add to this story later.

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Teacher Note

Save the "Characters We Can Write About" chart to use in Week 2.

Materials

- *HONK! The Story of a Prima Swanerina* from Day 3
- *Brave Charlotte* from Day 2

SHARING AND REFLECTING

5 Share Writing and Reflect



Have the students bring their notebooks and gather with partners sitting together, facing you. Ask partners to share with each other what they have written so far today.

After partners have shared their stories, signal for the students' attention and ask:

Q *Who are the characters in your story? What interesting things happen to them?*

Q *What makes your main character unique, or different in some way?*

Explain that tomorrow the students will continue to explore fiction.

WRITING ABOUT READING

Write Opinions About *HONK! The Story of a Prima Swanerina* or *Brave Charlotte*

Show the covers of *HONK! The Story of a Prima Swanerina* and *Brave Charlotte* and remind the students that they heard these stories earlier. Ask:

Q *What do you remember about these books?*

If necessary, remind the students that in both stories the main characters do things that are unusual for animals like them (for example, Mimi performs in a ballet and Charlotte climbs a tree to rest on a branch). Explain that, in the beginning of each story, Mimi and Charlotte are not accepted by the other characters because they are different. Use "Think, Pair, Share" to discuss:

Q *What did you like or dislike about these stories? Why?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I like *HONK! The Story of a Prima Swanerina* because I think Mimi is funny. I like the part of the story when Mimi tries to get into the Opera House."
>
> "I didn't like the part in *HONK! The Story of a Prima Swanerina* when Mimi got her friends all wet. They told her to stop, but she didn't listen."
>
> "I like *Brave Charlotte* because at the end of the book, Charlotte shows the other sheep how brave she is by getting help for the shepherd. She runs across fields, rides in the back of a truck, and finds the farmer all by herself."

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As the students respond, flip to the pages in the book they refer to, show the illustrations, and read any relevant text aloud.

Explain that when the students tell what they think about a topic they are giving an *opinion*. Explain that people might have different opinions about something and that is fine. What is important is that they explain their thinking and give reasons for their opinions. Ask the students to watch as you think aloud and model writing an opinion about what you liked or disliked about these stories.

> **You might say:**
>
> "I'll start by writing the title of the book and telling what I liked or disliked about it. I'll write: *I like the book Brave Charlotte because I like books about brave characters and Charlotte is brave.* Next I'll give reasons for my opinion and I'll use the linking word *because*. I'll write: *I think Charlotte is brave because she volunteers to get the farmer when no one else will. She is not afraid to travel over fields, walk through streams, or ride in the back of a truck. She does not stop until she finds the farmer.* Now I need a closing sentence, so I'll write: *The other sheep are lucky to have a brave sheep like Charlotte in their herd.*"

Explain that the students will write their own opinions about what they liked or disliked about *HONK! The Story of a Prima Swanerina* or *Brave Charlotte*. If time permits, invite the students to share their opinions with the class.

Exploring Fiction

Day 4

In this lesson, the students:

- Think and talk about story ideas before they write
- Explore dialogue in fiction writing
- Use question marks and exclamation points

GETTING READY TO WRITE

1 Explore Dialogue in the *Student Writing Handbook*

Have the students bring their notebooks and *Student Writing Handbooks* and gather with partners sitting together, facing you. Remind them that yesterday they heard *HONK! The Story of a Prima Swanerina*.

Materials

- *HONK! The Story of a Prima Swanerina* from Day 3
- *Student Writing Handbook* pages 2–3
- Lined writing chart (WA1) for modeling

Teacher Note

Each student received a copy of the *Student Writing Handbook* in Unit 1, Week 4, Day 3.

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Explain that the author begins this story in an interesting way. Ask the students to listen as you reread the first few pages. Reread pages 2–5 aloud, and then ask:

Q *How do the animals in the pond feel about Mimi at the beginning of the story? How do you know?*

> **Students might say:**
>
> "The animals are mad at Mimi. They say 'Oh, no!' "
>
> "The goose says, 'She's at it again!' He doesn't sound very happy."
>
> "Mimi is driving them crazy!"

Point out that the author does not say "the animals were upset with Mimi," but that readers can think about and understand how the animals feel by paying attention to what they say.

Have the students turn to page 2 in their *Student Writing Handbooks*, where the passage you just read is reproduced. Ask them to reread the passage to themselves. After a moment, ask and briefly discuss:

Q *What words does the author use to let us know that the animals are upset with Mimi?*

Q *What gives us a clue that the animals are shouting these things, rather than saying them softly?*

Explain that when characters speak in a story, this is called *dialogue*. Point out that, in this dialogue, the author includes exclamation points to let readers know that the animals are shouting because they are upset.

Have the students turn to page 3 of their handbooks, where another passage from the story is reproduced. Have them follow along as you read it aloud. Reread page 8 aloud, and then ask:

Q *What do we find out about Mimi from this dialogue? What words tell us that?*

Q *What do we find out about the pigeon? What words tell us that?*

> **Students might say:**
>
> "We find out that Mimi loves the ballet. She says it's glistening and feathery and amazing."
>
> "We find out that the pigeon knows Mimi practices ballet. She has probably splashed him."

Point out that the author uses capital letters and punctuation marks, such as periods, exclamation points, question marks, and quotation marks, to let us know exactly what the characters are saying and how they are speaking to one another.

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2 Explore Punctuating Dialogue

Display the lined writing chart (WA1) and explain that you would like the students' help in writing a short dialogue. Write the sentence *"What's up?" asked the pigeon* on the chart; then ask:

Q *Imagine a pigeon having a conversation with a cat. What might the cat say to the pigeon? What might the pigeon say next?*

Use the students' suggestions to add the cat's response and several more lines of dialogue between the pigeon and the cat. As you write, point out that you are indenting the dialogue and using opening and closing quotation marks.

> **You might say:**
>
> "I'm going to indent the next sentence because the cat is talking now. That means I'm going to start writing the next sentence two finger spaces over from the edge of the line. I'll write: *I'm feeling a little hungry, replied the cat. I wish I had a snack.* I will put quotation marks around 'I'm feeling a little hungry' and 'I wish I had a snack' because that's what the cat says."

WA1

"What's up?" asked the pigeon.

"I'm feeling a little hungry," replied the cat.

"I wish I had a snack."

"What kind of snack?" asked the pigeon.

"Oh, let's see," said the cat. "Something small and feathery would be nice."

"See you later!" cried the pigeon.

3 Think and Talk Before Writing

Have the students open their notebooks to the last fiction story they wrote. Ask them to reread their stories, thinking about where they included, or could include, dialogue. After a moment, call for the students' attention and ask:

Q *Where do you, or could you, include dialogue in your story? Turn to your partner.*

After pairs have talked, signal for the students' attention and have a few volunteers share their thinking with the class.

Skill Practice Note

Writers must master a number of conventions when writing dialogue, including indentation, use of quotation marks and capital letters, and use and placement of punctuation (commas, periods, question marks, and exclamation points). They must also communicate who is talking and consider alternatives for the word *said*. Students do not need to learn all of these things immediately. For now, help them focus on using quotation marks to enclose speech.

For more practice with using quotation marks to punctuate speech, see Lesson 29 in the *Skill Practice Teaching Guide*.

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WRITING TIME

4 Write Fiction Stories

Explain that today the students may continue working on stories they started earlier or start new stories. Encourage them to try to include dialogue as they write. Tell them that they will share a sentence of dialogue they wrote at the end of Writing Time.

Have the students return to their seats and begin to write. Give the students 5 minutes to get settled into their writing. Then, signal for the students to begin writing silently for 20–25 minutes. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students to get an idea of their thinking as they write fiction drafts. Ask each student to show you a piece of his writing and read some of it aloud to you. As you listen, ask yourself:

- Is this student making up a story using his imagination?
- Is this student able to write about something that happens to a character or about something that makes a character unique?
- Is this student able to sustain his focus on his writing?
- Is this student's writing readable? Does it make sense?
- Is this student able to add to his writing to tell more?
- Does this student add dialogue to his writing?

Encourage the student to tell more by asking him questions such as:

Q *What is this story about?*

Q *Who [is/are] the character(s)? What's interesting about [him/her/them]?*

Q *What interesting thing happens to [him/her/them] in this story?*

Q *What makes your character(s) unique?*

Q *What do your characters say to each other?*

Q *What in your story can happen only in the imagination? What can happen in real life?*

Q *What part of your story are you going to work on next?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 36 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over. Remind them to use their self-stick notes to save one or two blank notebook pages if they think they will want to add to this story later.

Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Fiction" (AV63).

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SHARING AND REFLECTING

5 Share Dialogue and Reflect

Ask the students to underline one sentence of dialogue they wrote today that they really like. If they did not write dialogue, they may underline any sentence they wrote that they like. Give them a moment to choose their sentences. Then go around the room and, without comment, have each student read her sentence aloud.

After all of the students have read their sentences, ask and briefly discuss:

Q *What did you hear that makes you curious about another student's writing?*

Explain that in the coming weeks the students will hear and write more fiction stories and continue to share their writing with their partners and with the class.

EXTENSION

Brainstorm Animal Alternatives for the Word *Said*

Have the students reread page 2 of their *Student Writing Handbooks*, and point out that the author uses several interesting words in place of *said* (for example, *honked*, *quacked*, *croaked*, and *cried*). With the class, brainstorm and record other words that can be used instead of *said* when animal characters are talking (for example, *barked*, *meowed*, *roared*, *oinked*, *mooed*, and *whinnied*), and ask the students to identify what kind of animal would go with each word.

Writing Throughout the Week — Open Day

Write More Stories About Animal Characters

Have the students write more stories about animal characters from the "Characters We Can Write About" chart or about any other animal character. Alternatively, if the students are inspired to expand on one of the stories they wrote this week, encourage them to add to and illustrate their stories.

Practice Writing Dialogue

Prior to starting this activity, write the names and a brief description of a variety of characters on slips of paper (for example, Henry the happy

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hippo, Jacques the playful poodle, or Vince the forgetful dentist). Make enough slips of paper for each student to have one and then put the slips of paper into a paper bag.

Have the students sit with their partners at their seats. Show the paper bag and tell the students that there are slips of paper in the bag that describe characters who might be in fiction stories. Explain that each student will reach into the bag and pick a character. Then partners will write a dialogue between the characters they chose.

Have the students watch as you and a student volunteer each pick a character from the bag and write a dialogue between the two characters. As you and your partner write, point out that you are indenting dialogue and using opening and closing quotation marks and other punctuation to show spoken language.

> **You might say:**
>
> "My character is Alice the itchy dog. I'll start the dialogue by indenting and writing: *Boy, am I itchy complained Alice*. I will put an exclamation point at the end of 'Boy, am I itchy!' because Alice says this with some emotion, and I will put quotation marks around 'Boy, am I itchy!' because this is what Alice says. My partner's character is Iggy the sleepy iguana."

Have your partner write a response to your sentence and help the student use conventional indentation, quotation marks, and punctuation, as needed. Your partner might write "*Maybe rubbing up against a tree would help," suggested Iggy sleepily.*

Have each student pick a slip of paper from the bag. Distribute writing paper and have partners work together to write a dialogue. If time permits, have pairs read their dialogues to the class (with each partner reading his own lines).

Write Opinions About *HONK! The Story of a Prima Swanerina* or *Brave Charlotte*

Have the students respond to literature by writing opinions about *HONK! The Story of a Prima Swanerina* or *Brave Charlotte* (see Writing About Reading on page 222).

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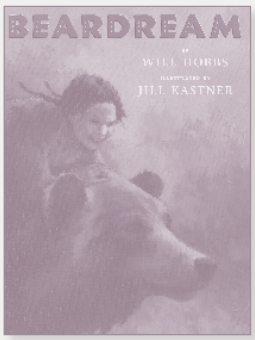
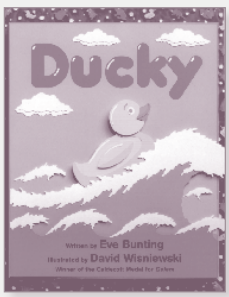
Week 2 OVERVIEW



Beardream

by Will Hobbs, illustrated by Jill Kastner

A young Ute boy, worried that the Great Bear will starve if he hibernates too long, sets out to wake him.



Ducky

by Eve Bunting, illustrated by David Wisniewski

A crate of toys falls off a ship, and the toys disperse far and wide.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA2–WA5

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "Conference Notes: Focus 1" record sheet (CN1)

Professional Development Media

- "Adapting Lessons for English Language Learners" (AV31)
- "Approximating Spelling of Polysyllabic Words" (AV64)
- "Using CCC's Whiteboard Activities" tutorial (AV73)

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Writing Focus

- Students read, discuss, and write fiction.
- Students choose writing topics.
- Students think and talk about story ideas before they write.
- Students reread their writing and tell more.
- Students approximate the spelling of polysyllabic words.

Social Development Focus

- Students listen carefully to the thinking of others and share their own.
- Students show interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Beardream*, with your English Language Learners before you read it to the whole class.

✓ Prior to Day 3, consider previewing this week's read-aloud selection *Ducky* with your English Language Learners before you read it to the whole class.

✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA2) on page 33 of the *Assessment Resource Book*.

TEACHER AS WRITER

"Don't say the old lady screamed—bring her on and let her scream."

— Mark Twain

Like most fiction writers, Twain found ways to "show, not tell" a story. What might happen in a passage in which the old lady is "brought on and screams"? How might that compare to a passage in which we're simply told she screams? This week, experiment with writing a passage in which a reader can see, hear, smell, taste, and feel what's happening.

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Day 1 Exploring Fiction

Materials

- *Beardream*
- *HONK! The Story of a Prima Swanerina* from Week 1
- *Brave Charlotte* from Week 1
- *Dogzilla* from Week 1
- Lined writing chart (WA2) for modeling

In this lesson, the students:

- Contribute to a shared story
- Think and talk before they write
- Write endings to a story
- Approximate the spelling of polysyllabic words

ABOUT APPROXIMATING THE SPELLING OF POLYSYLLABIC WORDS

It is important for students to have strategies for dealing with unfamiliar words so their writing is not repeatedly interrupted with concerns about spelling. While the students have learned to refer to the word wall to spell certain high-frequency words and to sound out words using letter–sound relationships gained in their regular phonics instruction, they need a different strategy to help them when they want to write an unfamiliar, polysyllabic word (a word with multiple syllables) that is not on the word wall.

In this unit, the students learn to approximate the spelling of polysyllabic words by listening to and spelling syllables, rather than individual sounds. See the "Syllables" list on page 249 for a list of syllables that students encounter in their reading and commonly use in their writing. It is assumed that regular phonics instruction in letter–sound relationships is happening in addition to the instruction embedded within this program.

Whenever you model how to approximate the spelling of a word, try to model with words containing letter–sound combinations your students have learned.

GETTING READY TO WRITE

1 Briefly Discuss Fiction

Gather the class with partners sitting together, facing you. Show the covers of *Dogzilla*, *Brave Charlotte*, and *HONK! The Story of a Prima Swanerina*. Review that the students heard these fiction stories last week and got ideas for their own writing from them. Ask:

Q *What have you found out so far about fiction stories? Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "They are made up."
>
> "Fiction stories are about things that didn't really happen."
>
> "They might have things in them that can happen in real life or things you can only imagine."

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2 Read the First Part of *Beardream* Aloud

Show the cover of *Beardream* and read the names of the author and the illustrator aloud. Invite the students to think, as they listen, about which parts of the story could happen in real life and which parts could happen only in the imagination. Explain that you will read part of the story today and the rest of it tomorrow.

Read pages 4–19 of the story aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

bristling: angry (p. 16)
haunches: back legs (p. 19)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

dens: homes (p. 4)
kneeling: sitting on his knees (p. 12)

After reading, ask and briefly discuss:

Q *What has happened in the story so far?*

3 Write a Shared Ending to the Story and Approximate Spelling

Ask the students to listen as you reread page 19, and then use "Think, Pair, Share" to discuss:

Q *What might happen next in the story?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention. Display the lined writing chart (WA2) and explain that you would like their help in writing a possible ending to this story. On the chart, write the sentence *I climbed onto the Great Bear's back and held on*. Then ask:

Q *What might happen next? What sentence shall I write to tell about that?*

Use the students' suggestions to add several more sentences.

As you write, engage the students in thinking about how to spell some unfamiliar, polysyllabic words (words with multiple syllables). Start by modeling with words that have easily spelled (encodable) syllables, like *forest*, *wondered*, *secret*, and *hanging*. Write the letters as the students suggest them. Point out that you are trying to listen to and spell one syllable at a time, rather than one sound at a time. Ask:

Q *The first syllable of the word* [forest] *is [/for/]. What letters spell that?*

Q *The last syllable is [/est/]. What letters spell that?*

Teacher Note

Notice that you are asking the students to listen to and spell syllables, rather than individual sounds. This is a more sophisticated and more efficient way for students who have learned basic phonics to approximate the spelling of longer words.

Keep in mind that your students are *approximating* the spelling of polysyllabic words. It is likely that they will spell some, if not many, of these words unconventionally.

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WA2

I climbed onto the Great Bear's back and held on. His fur felt rough and ticklish on my nose. He headed into the dark forest and I wondered where he was taking me.

"What is the secret?" I asked him.

"Just hang on," he replied.

He stood and started climbing up a tree. I felt dizzy and closed my eyes. I could hear a loud buzzing in my ears.

"Look," he said.

I opened my eyes and saw the biggest beehive I've ever seen hanging from a branch.

"Time for breakfast!" the bear said hungrily.

4 Think and Talk Before Writing

Explain that you would like the students to write their own endings to *Beardream* today. They may write an ending that could happen in real life or that could only happen in the imagination. Use "Think, Pair, Share" to discuss:

Q *If you were going to write an ending to* Beardream, *what might you write? What might the bear's secret be?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention and have one or two volunteers share their thinking with the class.

> **Students might say:**
>
> "In my ending there might be a secret river that has giant fish in it for bears to eat."
>
> "Maybe Short Tail turns into a bear."

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WRITING TIME

5 Write Endings to *Beardream*

Have the students return to their seats to begin to write their own endings for *Beardream*. Encourage them to use their imaginations to tell more in their endings. Remind them to write longer words by listening to and spelling their syllables.

Give the students about 5 minutes to settle into their writing; then signal for the students to begin writing silently for 20–25 minutes. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students to get an idea of their thinking as they write fiction drafts. Ask each student to show you a piece of her writing and read some of it aloud to you. As you listen, ask yourself:

- Is this student making up a story using her imagination?
- Is this student able to write about something that happens to a character or about something that makes a character unique?
- Is this student able to sustain her focus on her writing?
- Is this student's writing readable? Does it make sense?
- Is this student able to add to her writing to tell more?
- Does this student add dialogue to her writing?

Encourage the student to tell more by asking her questions such as:

Q *What is this story about?*

Q *Who [is/are] the character(s)? What's interesting about [him/her/them]?*

Q *What interesting thing happens to [him/her/them] in this story?*

Q *What makes your character(s) unique?*

Q *What do your characters say to each other?*

Q *What in your story can happen only in the imagination? What can happen in real life?*

Q *What part of your story are you going to work on next?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 36 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

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SHARING AND REFLECTING

6 Share Writing and Reflect

Have the students bring their notebooks and gather with partners sitting together, facing you. Have them review their writing and consider the following question:

Q *What words did you spell by listening to their syllables today? Choose one of those words and tell us what you did to spell that word.*

Ask a few volunteers to read aloud the ending they wrote for *Beardream*. After each volunteer has shared, have pairs briefly discuss the following question:



Q *What's interesting to you about [David's] ending? Turn to your partner.*

Ask and briefly discuss:

Q *What did you enjoy about writing your own ending to someone else's story?*

Explain that they will hear the actual ending to *Beardream* tomorrow.

Teacher Note

You may wish to put polysyllabic words that have common syllables on the word wall. Students can use these words to help them spell other words that share one or more of the same syllables. The word *forest*, for example, could help students spell words like *forgive*, *forget*, *biggest*, and *contest*.

Day 2 Exploring Fiction

In this lesson, the students:

- Contribute to a shared story
- Think and talk before they write
- Write about something that happens in a dream
- Approximate the spelling of polysyllabic words

Materials

- *Beardream* from Day 1
- *HONK! The Story of a Prima Swanerina* from Week 1
- *Brave Charlotte* from Week 1
- *Dogzilla* from Week 1
- Lined writing chart (WA3) for modeling

GETTING READY TO WRITE

1 Briefly Review the First Half of *Beardream*

Gather the class with partners sitting together, facing you. Remind them that yesterday they heard the first half of *Beardream* and wrote their own endings. Ask:

Q *What happens in the first half of the story?*

Explain that you will read the rest of the story aloud so they can hear how the author, Will Hobbs, ended the story.

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2 Read the Rest of *Beardream* Aloud and Discuss

Reread the last paragraph on page 19 aloud, and then continue reading to the end of the story. Show the illustrations and clarify vocabulary as you read.

Suggested Vocabulary

ceased: stopped (p. 25)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

glimpsed: saw for just a little while (p. 21)

clearing: space without trees (p. 21)

disappeared into: went into (p. 30)

After reading, ask and briefly discuss:

Q *What is the bear's secret?*

Show the covers of *Dogzilla*, *Brave Charlotte*, and *HONK! The Story of a Prima Swanerina*, and point out that all three of these stories could happen only in the imagination. Show the cover of *Beardream* and ask:

Q *What events in* Beardream *could happen in real life? What events could happen only in the imagination? Turn to your partner.*

If necessary, point out that some of the events in *Beardream* could happen in real life, while some of the events, like what happened in the boy's dream, were imaginary.

3 Write a Shared Story and Approximate Spelling

Point out that fiction authors sometimes write about characters that have dreams. Use "Think, Pair, Share" to discuss:

Q *If you were to write a story that ended with the sentence* It was just a dream, *what might you write?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention. Display the lined writing chart (WA3). Write the sentence *It was just a dream* at the bottom of the chart, and explain that you would like their help in writing a short story that ends with this sentence. Ask:

Q *What sentence shall we write to begin our story? What sentence shall we write next?*

Use the students' suggestions to write a brief story (see the diagram on the next page for an example). As you write, look for opportunities to include dialogue and to engage the students in thinking about how to spell unfamiliar polysyllabic words by asking the questions that follow. Write

Facilitation Tip

Continue to focus on **pacing class discussions** so they are neither too short nor too long. Scan the whole class (not just the students who are responding) and use techniques such as the following:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak, and then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

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Teacher Note

Some polysyllabic words in the diagram that lend themselves to modeling approximated spellings include *started, expected, water, happened, bedroom,* and *suddenly.*

the syllables as the students suggest them. Remind them that you are trying to listen to and spell one syllable at a time, rather than one sound at a time. Ask:

Q *The first syllable of the word* [happened] *is [/hap/]. What letters spell that?*

Q *The next syllable is [/pened/]. What letters spell that?*

WA3

I woke up and started to get out of bed. I expected to feel my feet touch the floor, but instead they splashed into water. I gasped and looked down.

"Hey!" I cried. "What's my bed doing floating on the ocean? What happened to my bedroom?"

I was ready to panic when suddenly I woke up. It was just a dream.

4 Think and Talk Before Writing

Explain that today the students will write their own fiction stories that end with the sentence *It was just a dream*. Use "Think, Pair, Share" to discuss:

Q *What ideas do you have for a story that ends with the sentence* It was just a dream? [pause] *Turn to your partner.*

Encourage the students to use their imaginations as they write today, and remind them to write longer words by listening to and spelling their syllables.

WRITING TIME

5 Write Fiction Stories

Have the students return to their seats and write independently for 20–25 minutes. Join them in writing for a few minutes, and then confer with individual students.

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TEACHER CONFERENCE NOTE

Continue to confer with individual students to get an idea of their thinking as they write fiction drafts. Ask each student to show you a piece of his writing and read some of it aloud to you. As you listen, ask yourself:

- Is this student making up a story using his imagination?
- Is this student able to write about something that happens to a character or about something that makes a character unique?
- Is this student able to sustain his focus on his writing?
- Is this student's writing readable? Does it make sense?
- Is this student able to add to his writing to tell more?
- Does this student add dialogue to his writing?

Encourage the student to tell more by asking him questions such as:

Q *What is this story about?*

Q *Who [is/are] the character(s)? What's interesting about [him/her/them]?*

Q *What interesting thing happens to [him/her/them] in this story?*

Q *What makes your character(s) unique?*

Q *What do your characters say to each other?*

Q *What in your story can happen only in the imagination? What can happen in real life?*

Q *What part of your story are you going to work on next?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 36 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Share Writing and Reflect

Have the students bring their notebooks and gather with partners sitting together, facing you. Have them review their writing and consider the following question:

Q *What words did you spell by listening to their syllables today? Choose one of those words and tell us what you did to spell that word.*

Then ask partners to share with each other what they have written so far in their stories that end with *It was just a dream*. After partners have shared their stories, call for the students' attention and ask:

Q *What is your partner's story about?*

Q *How did you know that your partner was listening carefully when you shared your writing?*

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EXTENSION

Realistic and Imaginary Fiction Stories

Give the students more experience with realistic fiction (stories that could happen in real life) and imaginary fiction (stories that could not happen in real life) by having them tell the class about fiction stories they are reading or have read independently. As a class, discuss questions such as:

Q *What's happening in your story that could happen in real life? Tell us about it.*

Q *What's happening in your story that could not happen in real life? Tell us about it.*

Day 3 Exploring Fiction

Materials

- *Ducky*
- Chart paper and a marker
- "Writing Time" chart (WA4)

In this lesson, the students:

- Generate ideas for stories about toys
- Write fiction stories of their own choosing
- Approximate the spelling of polysyllabic words
- Express interest in one another's writing

GETTING READY TO WRITE

1 Read *Ducky* Aloud

Gather the class with partners sitting together, facing you. Review that the students have heard several fiction stories and have thought about what could and could not happen in real life.

Explain that today the students will hear another fiction story. Invite them to think, as they listen, about which parts of the story could happen in real life and which parts could happen only in the imagination.

Show the cover of *Ducky* and read the title and the names of the author and the illustrator aloud. Read the story aloud, stopping at the end of page 29. (You will read the Author's Note on page 30 aloud tomorrow.) Show the illustrations and clarify vocabulary as you read.

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Suggested Vocabulary

terrified: really, really scared (p. 9)
non-toxic: not poisonous (p. 10)
constellations: groups of stars that make pictures (p. 18)
fulfilling my destiny: doing what I was meant to do in life (p. 28)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

crate: box (p. 2)
was washed overboard: went into the water (p. 2)

After reading, ask and briefly discuss:

Q *Who is telling this story?*

Q *What is this story about?*

If necessary, point out that the author wrote *Ducky* as if the toy duck is telling the story.

2 Generate Ideas for Stories About Toys

Use "Think, Pair, Share" to discuss:

Q *If you were to write a story in which a toy tells about something that happens to it, what might you write?* [pause] *Turn to your partner.*

After partners have talked, signal for the students' attention. Write the title "Toy Adventures" on a sheet of chart paper. Have a few volunteers share their ideas with the class, and record the students' ideas as they respond.

If the students have difficulty thinking of ideas, stimulate their thinking by suggesting some ideas like those in the diagram below.

Toy Adventures

A toy racecar drives to the North Pole.

A teddy bear goes to the moon.

A yo-yo decides to jump off its string and run away.

A bunch of toy dogs meet a pack of mean dogs.

ELL Note

Frequent charting and modeling of drawing and writing in this program supports English Language Learners as well as all beginning writers. You can use chart paper or interactive whiteboard charts (whiteboard activities) for your modeling. For more information, view the "Using CCC's Whiteboard Activities" tutorial (AV73).

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Teacher Note

To see an example of this technique, view "Approximating Spelling of Polysyllabic Words" (AV64).

ELL Note

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and to quietly talk with you or a partner about their drawing. If necessary, write down key words and phrases they want to use so they can copy the words into their writing. For more information, view "Adapting Lessons for English Language Learners" (AV31).

Explain that during Writing Time today the students may choose to write stories about a toy that has an adventure, continue writing stories they started earlier, or begin writing new fiction stories. Invite them to look at the "Toy Adventures" chart to get ideas, if they wish. Remind them to write longer words by listening to and spelling the words one syllable at a time.

WRITING TIME

3 Write Fiction Stories

Display the "Writing Time" chart (WA4) and explain the following directions:

WA4

Writing Time

- Write about a toy that has an adventure.
- Continue a story you started earlier.
- Begin a new story about something else.

Have the students return to their seats and write independently for 20–25 minutes. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students about their fiction drafts. Ask yourself:

- Is this student making up a story using her imagination?
- Is this student able to write about something that happens to a character or about something that makes a character unique?
- Is this student able to sustain her focus on her writing?
- Is this student's writing readable? Does it make sense?
- Is this student able to add to her writing to tell more?
- Does this student add dialogue to her writing?

(continues)

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TEACHER CONFERENCE NOTE *(continued)*

Encourage the student to tell more by asking her questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What's interesting about [him/her/them]?*
- Q *What interesting thing happens to [him/her/them] in this story?*
- Q *What makes your character(s) unique?*
- Q *What do your characters say to each other?*
- Q *What in your story can happen only in the imagination? What can happen in real life?*
- Q *What part of your story are you going to work on next?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 36 of the *Assessment Resource Book*.

Beginning next week, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Writing and Reflect

Have the students bring their notebooks and gather with partners sitting together, facing you. Have them review their writing and consider the following question:

- Q *What words did you spell by listening to their syllables today? Choose one of those words and tell us what you did to spell that word.*

Have the students underline one sentence in their stories that they would really like to share with the class. After giving them a moment to choose their sentences, go around the room and have each student read his sentence aloud to the class, without comment.

After the students have shared their sentences, help them respond to one another by asking questions such as:

- Q *What did you hear that got you interested in someone else's writing?*
- Q *What do you want to ask [Marvin] about his sentence?*

Teacher Note

Save the "Toy Adventures" chart to use on Day 4.

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Materials

- *Ducky* from Day 3

WRITING ABOUT READING

Write Opinions About *Ducky*

Show the cover of *Ducky* and remind the students that they heard this story earlier. Ask:

Q *What do you remember about this book?*

If necessary, remind the students that in this story, Ducky tells us that he felt scared when he was floating in the sea. Use "Think, Pair, Share" to discuss:

Q *What do you think is the scariest thing that happens to Ducky? Why?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I thought the scariest part was when the shark almost ate Ducky and some of the other toys. It must have been really scary inside the shark's mouth!"
>
> "I think the scariest part is when all the toys floated away. The toys couldn't really help each other, but I think Ducky felt safer having the other toys nearby."
>
> "I think Ducky was the most scared when he washed up on the beach. Ducky probably wondered if the boy was going to take care of him or not."

As the students respond, flip to the page in the book they are referring to, show the illustration, and read the relevant passage aloud.

Explain that when the students tell what they think about a topic they are giving an *opinion*. Explain that people might have different opinions about something and that is fine. What is important is that they explain their thinking and give reasons for their opinions. Ask the students to watch as you think aloud and model writing an opinion about what you think is the scariest thing that happened to Ducky.

> **You might say:**
>
> "I'll start by writing the title of the book and telling what I think is the scariest thing that happened to Ducky. I'll write: *In the book Ducky, I think the scariest thing that happened was when Ducky floated in the ocean all by himself.* Next, I'll give reasons for my opinion and I'll use the linking word *because*. I'll write: *I think this was the scariest part because it must have been really frightening for Ducky to wonder if anyone was going to find and rescue him or if he was just going to float in the sea forever and ever.* Now I need a closing sentence. I'll write: *I think it would be really scary to be all alone and not know what is going to happen next.*"

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Explain that the students will write their own opinions about what they think is the scariest thing that happens to Ducky. If time permits, invite the students to share their opinions with the class.

Exploring Fiction

Day 4

In this lesson, the students:

- Hear how an author got an idea for a fiction story
- Write fiction stories of their own choosing
- Approximate the spelling of polysyllabic words
- Express interest in one another's writing

Materials

- *Ducky* from Day 3
- "Toy Adventures" chart from Day 3
- "Characters We Can Write About" chart from Week 1
- "Interesting Things That Could Happen" chart from Week 1
- "Writing Time" chart (WA5)
- "Class Assessment Record" sheet (CA2)

GETTING READY TO WRITE

1 Briefly Review *Ducky*

Gather the class with partners sitting together, facing you. Show the cover of *Ducky* and remind the students that they heard this story yesterday. Ask:

Q *What do you remember about this story?*

Q *What happens in this story that could happen in real life?*

Q *What happens in this story that could happen only in the imagination?*

As the students respond, flip to the page in the book they are referring to, show the illustration, and read the relevant passage aloud.

2 Read the Author's Note for *Ducky* Aloud

Show the "Author's Note" on page 30 and explain that the author, Eve Bunting, wrote a note about how she got the idea for this story. Read the note aloud, clarifying vocabulary as you read.

Suggested Vocabulary

findings and sightings: where people have found and seen the toys (p. 30)

plot the track of the remaining toys: draw a map of where the toys may float (p. 30)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

currents, winds, and tides: how the ocean and the air move (p. 30)

After reading, ask and briefly discuss:

Q *Where did Eve Bunting get the idea for this story?*

If necessary, tell the students that the author got the idea for the story from something that really happened.

3 Generate Story Ideas from Own Lives

Point out that *Ducky* is a fiction story based on something that really happened. The author imagined what it might have been like to be one of the toys that fell off the ship. Use "Think, Pair, Share" to discuss:

Q *If you were going to make up a story about something that really happened in your own life, what might it be?* [pause] *Turn to your partner.*

If the students have difficulty generating ideas, suggest some ideas from your own life that might be similar to those in the "Students might say" note, and then ask the students for other ideas.

> **Students might say:**
>
> "I might write a story about my pet hamster, Yolo. Maybe he gets lost in the house and I have to find him."
>
> "One time I broke my arm and had to get a cast. I could make up a story about that. Maybe the doctor accidentally puts the cast on the arm that's not broken!"
>
> "We have a slide at home. Maybe it could be a magic slide that takes me somewhere."

Explain that during Writing Time today the students may make up a story based on their own lives, or they may work on any other fiction story. Direct their attention to the "Toy Adventures" chart, the "Characters We Can Write About" chart, and the "Interesting Things That Could Happen" chart from the past two weeks. Encourage them to use ideas from these charts, if they wish. Remind them to write longer words by listening to and spelling the words one syllable at a time.

Teacher Note

Continue to look for opportunities throughout the day to model approximating the spelling of polysyllabic words. Encourage the students to approximate the spelling of longer words whenever possible.

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WRITING TIME

4 Write Fiction Stories

Display the "Writing Time" chart (WA5) and explain the following directions:

WA5

Writing Time

- Make up a story based on your own life.
- Continue a story you started earlier.
- Begin a new story about something else.

Have the students return to their seats and write independently for 20–25 minutes. Join them in writing for a few minutes, and then walk around and observe, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students making up stories using their imaginations?
- Can they sustain their focus on their writing?
- Are they attempting to include dialogue?
- Do they approximate the spelling of polysyllabic words by listening to their syllables?

If you notice that many students are struggling to write stories, call for the class's attention and have a few volunteers read their writing to the class. Then have the students resume silent writing.

Record your observations on the "Class Assessment Record" sheet (CA2); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Writing and Reflect

Have the students bring their notebooks and gather with partners sitting together, facing you. Have them review their writing and consider the following question:

Q *What words did you spell by listening to their syllables today? Choose one of those words and tell us what you did to spell that word.*

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Have each student underline one sentence in their story that they would really like to share with the class. After giving the students a moment to choose their sentences, go around the room and have each student read her sentence aloud to the class, without comment.

After all the students have shared their sentences, help them respond to one another by asking questions such as:

Q *What did you hear that got you interested in someone else's writing?*

Q *What do you want to ask [Darcy] about her sentence?*

Explain that next week the students will select one of their fiction stories to publish as a book for the class library.

Open Day Writing Throughout the Week

Write More Stories That End with *It Was Just a Dream*

Have the students write other stories that end with the sentence *It was just a dream*. Alternatively, if the students are inspired to expand on their "It was just a dream" stories from earlier in the week, encourage them to add to and illustrate their stories.

Write Opinions About *Ducky*

Have the students respond to literature by writing opinions about the character Ducky in the book *Ducky* (see Writing About Reading on page 244).

Review Notebook Writing

Have the students reread the writing in their notebooks, and give them an opportunity to work on pieces they started earlier.

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SYLLABLES

The underlined syllables are irregular or ambiguous for reading and/or spelling. A hyphen appears before a syllable if the syllable occurs at the end of a word.

ab	di	-ic	ob	spect
ac	dict	il	oc	-ster
act	dif	im	or	sub
ad	dis	in	-ous	sus
-al	div	ing	pas	sym
-ance	-dle	-ise	pel	syn
ant	duct	ish	pend	sys
bi	-eer	ist	per	-tion
-ble	em	-ive	phon	-tive
cap	en	-ize	pic	-tle
cent	-ence	ject	-ple	trans
cir	ent	less	por	tri
circ	er	-ly	port	-tude
civ	est	mand	pre	-ture
co	ex	med	pro	ult
col	fac	mem	prob	un
com	fore-	ment	quad	-vade
con	frac	mid	quent	vent
cred	-ful	min	re	ves
crim	-gle	mis	scan	vict
de	graph	mod	-scope	vid
dem	grat	nect	script	vill
dent	-hood	ness	-ship	vis
-dge	hos	non	-sion	

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Week 3 OVERVIEW

Writing Focus

- Students review their fiction drafts and select one to finish, proofread, and publish.
- Students explore descriptive language.
- Students reread their drafts to make sure they make sense.
- Students proofread in preparation for publication.
- Students check their spelling using their word banks.

Social Development Focus

- Students work in a responsible way.
- Students express interest in and appreciation for one another's writing.
- Students help one another improve their writing.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA6–WA7

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "Conference Notes: Focus 2" record sheet (CN2)

Professional Development Media

- "Building a Community of Writers" (AV1)
- "Using Web-based Teaching Resources" tutorial (AV75)

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DO AHEAD

- ✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA3) on page 34 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a class set of the "Conference Notes: Focus 2" record sheet (CN2) on page 38 of the *Assessment Resource Book*.

TEACHER AS WRITER

"Writing is a craft, not an art."
— William Zinsser

Review your writing from the past two weeks and select the piece that you think is most compelling. Read it over and think about what you could add to make it more interesting for someone else to read. Have a friend or a colleague read the draft and give you feedback about what more he or she wants to know. Write a revised draft, keeping that feedback in mind.

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Day 1

Selecting Drafts and Conferring in Pairs

Materials

- "Class Assessment Record" sheet (CA3)

In this lesson, the students:

- Review their recent fiction drafts
- Select one to complete and publish
- Add to their selected drafts
- Confer in pairs about what more they want to know

ABOUT TEACHING THE WRITING PROCESS

In Weeks 3 and 4, the students informally explore the writing process, including publishing. They select one of their fiction stories to publish as a book, add details and descriptive words, check for sense and correctness, and rewrite and illustrate the selection. They explore read-aloud books to get a sense of how published writing looks. They confer with their partners throughout the process.

This informal exploration of the writing process continues in each of the genre units in this program. The students explore a particular genre, write drafts in that genre, and select one piece to develop, proofread, and publish (although they may not always publish their writing as a book). This work prepares the students for a more formal introduction to the writing process in grade 3.

GETTING READY TO WRITE

1 Gather and Briefly Review

Have the students get their notebooks and pencils and sit at desks with partners together. Review that over the past two weeks, the students have heard and written fiction stories. Explain that today they will reread all of the fiction stories they have written or begun so far, and they will each select one to work on and publish as a book for the class library.

2 Review and Select Fiction Drafts to Publish

Point out that most professional authors spend a long time working on pieces of writing before they are ready to be *published*, or made into books to be read by others. They reread the pieces to see if they make sense, they add or take out words and information, and they make their pieces more interesting. Explain that in the coming week each student will select and work on a piece of writing to get it ready for publishing.

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Have the students open their notebooks, carefully reread the fiction stories they have written, and select one to work on and publish. Explain that the piece they select does not need to be finished yet. Encourage them to select a story that interests them and that they think will be interesting for other students to read.

As the students review their stories, walk around the room and observe. Support individual students by asking them questions such as:

Q *Of these pieces of writing, which is your favorite? What do you like about it?*

Q *What might you add to this story to finish it?*

After a few minutes, call for the students' attention.

3 Confer in Pairs About Fiction Drafts

Have the students quietly read their selected pieces to themselves and look up when they are finished. When most students have finished, ask and briefly discuss:

Q *What more would you like to add to your story? Turn to your partner.*

Write the question *What more do I want to know?* where everyone can see it. Explain that the students should ask themselves this question as they listen to their partners read their stories. Then ask and briefly discuss:

Q *Why will it be helpful to have your partner tell you what more he or she wants to know about your story?*

Q *What is a helpful way you can tell your partner what more you want to know?*

Have partners take turns reading their stories to each other and telling each other what more they want to know.

After several minutes, signal for the students' attention. Ask:

Q *What is one thing your partner wanted to know that you might add to your story?*

Have a few volunteers share with the class. Explain that during Writing Time today the students will add to their selected fiction stories. Remind them to think about what more their partners wanted to know. If they finish, they may set their stories aside until tomorrow and work on another piece of writing.

TEKS 11.C.i
Student/Teacher Narrative
Step 3

Teacher Note

Walk around the room and observe as partners work. If many pairs are having difficulty telling each other what more they want to know, call for the students' attention and practice giving feedback as a class using a volunteer's story.

WRITING TIME

4 Work on Fiction Stories

Have the students work quietly for 20–25 minutes. As they work, walk around the room and observe, assisting students as needed.

TEKS 11.C.i
Student/Teacher Activity
Step 4

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students adding to their writing?
- Do they seem to know when their pieces are finished?

If the students are having difficulty, support them by having them tell you about what they plan to add. Ask questions such as:

Q *Who are the characters in your story? What happens to them?*

Q *What happens next? How can you write about that?*

Q *What did your partner want to know about your story? Where might you add that?*

Q *What more can you tell about [how they escape from the haunted house]?*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 34 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Writing and Reflect

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Ask and briefly discuss:

Q *What words did you spell by listening to their syllables today? Choose one of those words and tell us what you did to spell that word.*

Have each student review his writing and underline one sentence he added to his story today. Give the students a moment to choose their sentences. Then go around the room and have each student read his sentence aloud, without comment.

After the students have shared their sentences, help them respond to one another by asking questions such as:

Q *What did you hear that got you interested in someone else's writing?*

Q *What do you want to ask [Matthew] about his sentence?*

Remind the students that tomorrow they will continue getting their stories ready to publish.

Facilitation Tip

Continue to focus on **pacing class discussions** so they are neither too short nor too long. Observe the whole class (not just the students who are responding) and use techniques such as the following:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak; then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

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TECHNOLOGY EXTENSION

Collaborate to Create a Digital Storybook

There are many online applications that allow students to collaborate with classmates to create a digital story. The students work together to choose a setting and characters from those available in the application, and then they develop a plot for their story. The students then take turns recording their portion of the story. The stories can be shared online, emailed to parents, or stored for others to view on the computer, tablet, or other device the students are using. Use the keywords "group storytelling apps" to search for and learn about collaborative storytelling applications that are available for various devices.

Technology Tip

To learn more about Internet resources you can use with students, view the "Using Web-based Teaching Resources" tutorial (AV75).

Rereading and Telling More

Day 2

In this lesson, the students:

- Reread their writing
- Visualize colors in fiction passages
- Add colors and other descriptive words to their writing
- Express interest in and appreciation for one another's writing

Materials

- *Ducky* from Week 2
- Class set of "Conference Notes: Focus 2" record sheets (CN2)

GETTING READY TO WRITE

1 Gather and Briefly Review

Have the students get their notebooks and pencils and sit at desks with partners together. Review that yesterday they each selected a piece of fiction to work on and publish as a book for the class library. Ask and briefly discuss:

Q *What piece did you select to publish? Why did you select that piece?*

Point out that because their stories will be read by their classmates, the students will want to make their stories as interesting as possible. Explain that today you will help them think about words they can add to their stories to make them come to life and be more interesting.

2 Visualize Colors in *Ducky*

Show the cover of *Ducky* and remind the students that they heard this story last week. Point out that the author of *Ducky* uses colors to help

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readers imagine what things look like. Tell the students that you will reread a few passages from the story. Ask them to close their eyes and try to imagine the colors in their minds as they listen.

Read pages 2–6 aloud twice, slowly and clearly, without showing the illustrations. Then ask:

Q *What did you imagine in your mind? What colors are those things?*

As the students respond, flip to the page in the book they are referring to, show the illustration, and reread the color descriptions that the author writes in the story (for example, "yellow ducks, green frogs, blue turtles, and red beavers" and "we bobbed like colored bubbles to the surface" on page 4 and "the sea is pink" on page 6).

Repeat this procedure with pages 16–17.

Skill Practice Note

You might point out that the words *yellow*, *green*, *blue*, *red*, and *pink* are adjectives. Explain that an *adjective* is a "word that describes a noun (or a person, place, animal, or thing)." For more practice with recognizing adjectives, see Lesson 21 in the *Skill Practice Teaching Guide*.

3 Add Colors and Other Descriptive Words

Have the students open their notebooks to their selected stories and quietly reread them. Ask the students to look up when they are finished. Use "Think, Pair, Share" to discuss:

Q *What colors could you add to your story to help your readers imagine what things look like?* [pause] *Turn to your partner.*

If necessary, give the students time to reread their stories again before they discuss the question with their partners.

Without sharing as a class, ask the students to add at least two color words to their stories, using the space on the blank lines between their written lines. If necessary, hold up a student's notebook and point to a blank line to show the class where to write.

After a moment, call for the students' attention and ask a few volunteers to read the parts in which they added color words to their stories. Use "Think, Pair, Share" to discuss:

Q *What other details can you add to your story to help your readers imagine what something looks like?* [pause] *Turn to your partner.*

Explain that today the students will continue to work on their stories, adding color words and other details where they can. If they finish, they may set their stories aside until tomorrow and work on another piece of writing.

WRITING TIME

4 Work on Fiction Stories

Have the students work quietly for 20–25 minutes. As they work, confer with individual students.

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TEACHER CONFERENCE NOTE

Today, begin conferring with individual students about the pieces they are developing for publication. For each student, ask yourself:

- Does this student's writing communicate clearly? If not, what's unclear?
- Does this student use proper sentence punctuation?
- Does this student capitalize *I* and all proper nouns?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing to you. Ask questions such as:

Q *What do you want to say in this part? Write that down.*

Q *Do you need to add punctuation somewhere? Where?*

Q *Do you need to capitalize any letters in this part? Which ones? Why?*

If necessary, show the student how to edit his story for punctuation and capitalization.

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Writing and Reflect

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Have them review their writing and consider the following question:

Q *What words did you spell by listening to their syllables today? Choose one of those words and tell us what you did to spell that word.*

Have each student underline one sentence to which she added a detail, such as a color or sound word. Give the students a moment to choose their sentences. Then go around the room and have each student read her sentence aloud to the class, without comment.

After the students have shared their sentences, help them respond to one another by asking questions such as:

Q *What did you hear that got you interested in someone else's writing?*

Q (Have a student reread her sentence aloud.) *What do you see in your mind when you hear [Angela's] sentence?*

Have the students reflect on their work today by asking:

Q *What did you do to take responsibility for your own work during Writing Time today? What might we need to work on as a class?*

Explain that tomorrow the students will begin proofreading their stories to get them ready to publish.

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Day 3 Informal Proofreading

Materials

- "Unpunctuated Fiction Samples" chart (WA6)
- "Writing Time" chart (WA7)

In this lesson, the students:

- Practice listening for ending punctuation
- Finish writing their stories
- Reflect on the writing community

GETTING READY TO WRITE

1 Proofread by Listening for Ending Punctuation

ELPS 4.C.iv
Steps 1 and 2

Have the students bring their notebooks and pencils and sit at desks with partners together. Remind them that their stories will be read by their classmates so they will want to make their stories as correct and easy to read as possible. Explain that today and tomorrow you will help them *proofread* their stories, or read their stories and correct any mistakes they find, before they rewrite them to make books next week.

Explain that one way writers can make their writing easy to read is by making sure they have begun all their sentences with capital letters and ended each sentence with a period, question mark, or exclamation point. Before checking their own writing, tell the students that they will practice together as a class.

Display the "Unpunctuated Fiction Samples" chart (WA6). Read Passage 1 aloud without pauses or expression. Ask:

Q *What's strange about the way I read this passage?*

Point out that right now the passage is one long sentence that does not sound right when read aloud. Ask the students to listen as you reread the passage, stopping at the natural pauses. Then have them read the passage aloud with you, stopping when it feels right to do so. At each stop (and as appropriate), model writing a period, question mark, or exclamation point and capitalizing the next letter to begin a new sentence. As you punctuate, follow up by asking questions such as:

Q *Why does it make sense to use [a question mark] here?*

Q *Why does [an exclamation point] make more sense than [a period] here?*

Ask:

Q *What other words do I need to capitalize, and why?*

Model capitalizing the word *I*. Point out that there are no names in these passages, but if there were, they would need to be capitalized as well.

Repeat this procedure with Passage 2 on the "Unpunctuated Fiction Samples" chart (WA6).

Skill Practice Note

For more practice with punctuating sentences, see Lesson 2 and Lesson 3 in the *Skill Practice Teaching Guide*.

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Explain that during Writing Time today the students will finish writing and proofreading their stories. Tell them that you would like them to read their stories aloud, just like they did together as a class, to make sure they end a sentence and begin a new sentence wherever their voices stop.

WRITING TIME

2 Complete Fiction Stories and Listen for Ending Punctuation

Display the "Writing Time" chart (WA7) and explain the following directions:

WA7

Writing Time

- Finish writing your story.
- Read your story aloud and make sure you have punctuation at the end of each sentence.
- Capitalize all letters that need it.

Have the students work independently for 20–25 minutes. As they work, confer with individual students.

TEACHER CONFERENCE NOTE

Continue conferring with individual students about the pieces they are developing for publication. For each student, ask yourself:

- Does this student's writing communicate clearly? If not, what's unclear?
- Does this student use proper sentence punctuation?
- Does this student capitalize *I* and all proper nouns?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing to you. Ask questions such as:

Q *What do you want to say in this part? Write that down.*

Q *Do you need to add punctuation somewhere? Where?*

Q *Do you need to capitalize any letters in this part? Which ones? Why?*

If necessary, show the student how to edit her story for punctuation and capitalization.

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

Teacher Note

Observe the students carefully during Writing Time to see if they are able to follow all three directions on the "Writing Time" chart. If necessary, stop the students after 10–15 minutes of silent writing to have them read their writing aloud and listen for where their voices stop. Have them check that they have capitalized and punctuated all sentences appropriately. Then have them resume silent writing for 5–10 more minutes.

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SHARING AND REFLECTING

3 Reflect on Being Helpful and Taking Responsibility

Gather the class with partners sitting together, facing you. Remind the students that they are members of the class writing community and that they are expected to act in a responsible way and help one another become better writers. Ask and briefly discuss questions such as:

Q *How do you think we have been doing in our writing community?*

Q *What do we do to take responsibility for ourselves?*

Q *What do we do to help one another become better writers?*

Q *What do you think we could work on to be a better writing community?*

Point out both successes and problems you have noticed, and invite the students to think of ways to avoid or solve problems in the future. Encourage them to keep these ideas in mind, and explain that you will check in with them periodically to see how they are doing.

Day 4

Informal Proofreading and Conferring in Pairs

Materials

- *Student Writing Handbooks*

In this lesson, the students:

- Proofread their stories for spelling
- Become familiar with their word banks and learn how to add words to them
- Confer to make sure everything makes sense in their stories
- Work responsibly during Writing Time

GETTING READY TO WRITE

1 Briefly Discuss Taking Responsibility

Have the students bring their notebooks, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Ask and briefly discuss:

Q *What will you do to work responsibly during the writing lesson today?*

Remind the students of any problems and solutions they discussed yesterday. Tell them that you will check in with them at the end of the lesson to see how they did.

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2 Discuss Proofreading for Spelling and Introduce the Word Bank in the *Student Writing Handbook*

Explain that published pieces of writing should have all words spelled correctly and be free of errors. Tell the students that today they will check their spelling and correct any mistakes they find.

Ask the students to reread the stories they have been working on and circle any words they are unsure how to spell. Stop the students after several minutes, and ask:

Q *What words have you circled so far?*

Have a few volunteers share some of the words they circled. Ask the students to open their *Student Writing Handbooks* to the section called Word Bank. Explain that this section contains an alphabetical list of correctly spelled words that students their age might use in their writing.

Ask the students to find the first word they circled and look it up in their word banks. If the word is there, they should check the spelling in their drafts and make corrections, if needed.

If the students struggle to look up words in their word bank, take time to model how to look up the spelling of words in word banks and dictionaries by writing a word on the board and then looking it up together as a class.

> **You might say:**
>
> "[Jasmine] says she is unsure how to spell the word [*first*]. What sound do we hear at the beginning of [*first*]? What letter is that? Turn to the [F] page in your word bank. Let's read the words on the [F] page: . . . *few, find, first.* We found the correct spelling of [*first*] in our word bank. Now [Jasmine] can check her draft and make sure that [*first*] is spelled correctly."

Explain that the first place the students should go to check the spelling of a word is their word banks. Ask:

Q *If the word does not appear in your word bank, what else might you do to check the correct spelling?*

> **Students might say:**
>
> "I could ask someone at my table how to spell it."
>
> "I could ask my partner."
>
> "I could ask you for help."
>
> "If I know where I read that word in a book, I can go look it up."
>
> "I could look it up in a dictionary."

Teacher Note

When helping students spell unfamiliar words, rather than simply spelling the words for them, consider other ways in which you can help them with their spelling, such as helping them segment words into individual sounds or syllables, connecting unknown words (or parts of unknown words) to known words (or parts of known words), and reminding them of other resources in the classroom that they can use to help them spell words.

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Point out that each page of the Word Bank has blank lines on which the students can add new words they learn to spell that are not already there. After correcting the spelling of such a word in their drafts, the students can turn to the page with the appropriate letter in their word banks and write that word on a blank line (see the diagram below).



Explain that during Writing Time today the students will check and correct the spelling in their stories. After they make sure that all of their spelling is correct, they may set their stories aside and work on another fiction story.

WRITING TIME

3 Check Spelling

Have the students work on checking their spelling for 15–20 minutes. As they work, confer with individual students.

Teacher Note

Today's Writing Time is shortened to give partners time to confer in Step 4.

TEACHER CONFERENCE NOTE

Continue conferring with individual students about the pieces they are developing for publication. For each student, ask yourself:

- Does this student's writing communicate clearly? If not, what's unclear?
- Does this student use proper sentence punctuation?
- Does this student capitalize *I* and all proper nouns?
- Does this student recognize misspelled words and correct them?

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TEACHER CONFERENCE NOTE *(continued)*

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing to you. Ask questions such as:

Q *What do you want to say in this part? Write that down.*

Q *Do you need to add punctuation somewhere? Where?*

Q *Do you need to capitalize any letters in this part? Which ones? Why?*

If necessary, show the student how to edit his story for punctuation and capitalization.

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 38 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Confer in Pairs

Have the students bring their notebooks and gather with partners sitting together, facing you. Explain that partners will read their stories to each other and help each other make sure that everything makes sense. Write the question *Does it make sense?* where everyone can see. Explain that the students should ask themselves this question as they listen to their partners read their stories. Then ask and briefly discuss:

Q *If something is confusing or doesn't make sense in your partner's story, how can you tell him or her in a helpful way?*

> **Students might say:**
>
> "I could say, 'I didn't understand that part. Could you please read it again?'"
>
> "I could tell my partner why I'm confused."
>
> "I can help my partner figure out what to write so it makes sense."
>
> "I can use a friendly voice."

Have partners read their stories to each other and check if everything makes sense. After several minutes, signal for the students' attention.

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Teacher Note

During this unit, the students have been expressing interest in and appreciation for one another's writing and providing helpful feedback to their partners. When students feel connected to others, they are able to relax and take the risks necessary to grow academically, socially, and ethically. For more information, view "Building a Community of Writers" (AV1).

5 Reflect on Writing and Partner Work

Have the students review their own writing. Then ask and briefly discuss:

Q *What words did you check how to spell today?*

Q *What words did you find in your word bank? How did you check on words that were not in your word bank?*

Have the students reflect on working with their partners by asking:

Q *What is one thing your partner said that helped you? Why was that helpful?*

Give the students a few moments to make any changes to their stories, based on what their partners said. Explain that they will make their stories into books next week and share them with the class from the Author's Chair.

Technology Tip

To learn more about Internet resources you can use with students, view the "Using Web-based Teaching Resources" tutorial (AV75).

TECHNOLOGY EXTENSION

Publishing Student Writing Online

Next week the students will publish their fiction pieces for the class library. There are a number of websites where students can publish their writing online. Search for them using the keywords "publishing student writing online." Publishing online allows family members and friends to easily access and enjoy the students' writing.

Open Day

Writing Throughout the Week

Write Endings to More Stories

Have the students write alternate endings to other fiction stories. They may write endings that could happen in real life or that could only happen in their imaginations. Alternatively, the students may wish to expand on the endings they wrote to *Beardream* (see Week 2, Day 1 on page 235).

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Write Stories About Toys from Home

Have the students each bring a toy from home to write about. Ask the students to place their toys in front of them and quietly think about the following questions:

Q *Imagine that your toy comes to life. What does it do?*

Q *What kind of adventure might your toy have?*

Have the students write stories about their toys.

Write Freely

Provide an opportunity for the students to write freely. They might use the "Ways to Get Writing Ideas" chart from Unit 2 to get ideas for writing, or they might write about anything else they choose.

Teacher Note

You might want to have a few toys available for students who do not bring their own.

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Week 4 OVERVIEW

Writing Focus

- Students publish their writing as books.
- Students explore features of published books.
- Students present their published books to the class from the Author's Chair.

Social Development Focus

- Students work in a responsible way.
- Students act in fair and caring ways.
- Students express interest in and appreciation for one another's writing.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA8

Assessment Forms

- "Class Assessment Record" sheet (CA4)
- "Conference Notes: Focus 2" record sheet (CN2)
- "Individual Writing Assessment" record sheet (IA1)
- "Student Self-assessment" record sheet (SA1)

Reproducible

- Unit 3 family letter (BLM1)

Professional Development Media

- "Turning and Looking at the Speaker" (AV15)
- "Assessing Student Writing" (AV36)

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DO AHEAD

- ✓ Prior to Day 1, create a sample handmade book by stapling several blank book pages together with front and back covers made of construction paper.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA4) on page 35 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student's published piece.

TEACHER AS WRITER

"I believe more in the scissors than I do in the pencil."

— Truman Capote

Carefully reread the draft you added to in Week 3. Consider:

- Are there words or sentences in this draft that seem extraneous—like they don't really belong?
- Are there ideas you can express in fewer words?

Think about what you can delete from your draft or rewrite for conciseness and make these revisions, either by marking on your existing draft or by writing a new draft.

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Day 1 Writing Final Versions

Materials

- Sample handmade book, prepared ahead
- Supply of lined paper for final versions
- Supply of unlined paper for illustrations
- Construction paper for book covers
- Markers, colored pencils, and other supplies for making illustrations
- Stapler
- Writing folders

In this lesson, the students:

- Begin writing the final version of their stories
- Handle materials responsibly
- Share materials fairly

ABOUT PUBLISHING FOR THE CLASS LIBRARY

In this lesson, the students learn a simple procedure for turning their final drafts into books. After rewriting their stories neatly onto lined paper, they will staple the pages together, along with any illustrations, with a construction paper cover. The goal, at this point, is to provide a way for students to publish their writing quickly without investing a great deal of time in a bookmaking project. However, there are a number of methods for creating beautiful handmade books that you might want to teach your students this year. Search for information on the Internet using the keywords "bookmaking with children."

Technology Tip

Some students might be interested in typing their stories on a computer and binding the printed pages into a book. You might consider recruiting parent volunteers to help the students type their drafts. Alternatively, you might allow the students to publish their writing online. See the technology extension "Publishing Student Writing Online" on page 264.

GETTING READY TO WRITE

1 Gather and Briefly Review

Gather the class with partners sitting together, facing you. Explain that students who have finished writing and proofreading their stories may begin creating their books today. Show the lined paper and explain that the students will rewrite their stories in their best handwriting on this paper.

Show the sample book you made and pass it around for the students to see. Explain that they may draw illustrations on unlined paper to add to their books, if they wish. When they have all the pages completed, they will assemble the pages in the proper order and staple them together inside a construction paper cover that includes the book title and their name.

2 Discuss Handling and Sharing Materials Responsibly

Make sure all the necessary bookmaking materials are in a central location. Explain the procedure you would like the students to follow for getting and returning the materials. Ask and briefly discuss:

Q *How will you handle the bookmaking materials in a responsible way?*

Q *You may need to share supplies, such as markers or the stapler. If someone is using something that you need, what can you do?*

Q *If you're using something that someone else needs, what can you do to be helpful?*

Encourage the students to keep these things in mind as they work today, and tell them that you will check in with them later to see how they did.

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WRITING TIME

3 Write Final Versions of Stories

Have the students return to their seats. Distribute the lined paper and have them work on the final versions of their stories for 20–25 minutes. As they work, confer with individual students.

Teacher Note

If any students finish their books early, have them write freely in their notebooks.

TEACHER CONFERENCE NOTE

Continue conferring with individual students about the pieces they are developing for publication. For each student, ask yourself:

- Does this student's writing communicate clearly? If not, what's unclear?
- Does this student use proper sentence punctuation?
- Does this student capitalize *I* and all proper nouns?
- Does this student recognize misspelled words and correct them?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing to you. Ask questions such as:

Q *What do you want to say in this part? Write that down.*

Q *Do you need to add punctuation somewhere? Where?*

Q *Do you need to capitalize any letters in this part? Which ones? Why?*

If necessary, show the student how to edit her story for punctuation and capitalization.

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Tell the students that they will have time tomorrow to continue creating their books. Have them put their loose pages in their writing folders and return the classroom materials to their proper places.

Teacher Note

Writing folders were provided to the students in Unit 1, Week 1.

SHARING AND REFLECTING

4 Reflect on Writing and Sharing Materials

Ask and briefly discuss:

Q *How did we do with handling our class materials in a responsible way?*

Q *What problems did we have with the materials today? What will we do to avoid those problems tomorrow?*

Q *What other problems were you able to avoid or solve during Writing Time today?*

Encourage the students to continue to think of ways to be responsible during Writing Time.

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Day 2 Writing Final Versions

Materials

- Read-aloud books from Weeks 1 and 2
- Sample handmade book from Day 1
- Bookmaking materials (see Day 1)
- "Class Assessment Record" sheet (CA4)

In this lesson, the students:

- Explore features of published books
- Write and illustrate the final version of their stories
- Handle materials responsibly
- Share materials fairly

GETTING READY TO WRITE

1 Explore Features of Published Books

Gather the class with partners sitting together, facing you. Explain that the students will continue to work on turning their stories into books today. They will finish rewriting their stories on lined paper in their best handwriting, adding illustrations on unlined paper if they wish, making a cover with a title and their name, and stapling their pages into a book.

Point out that the students may wish to include additional features that professional authors sometimes include in their books. Use the read-aloud books from Weeks 1 and 2 to remind the students of features such as the title page, dedication, author notes, and back cover text. Tell the students that these books will be available during Writing Time so that they can look at these features more closely and include them in their own books, if they wish.

2 Discuss Acting Responsibly and Fairly During Writing Time

Make sure all of the necessary bookmaking materials are in a central location, and remind the students of the procedure for getting and returning materials. Ask and briefly discuss:

Q *What will you do to act in a responsible way during Writing Time today?*

Q *What will you do to share the materials fairly?*

WRITING TIME

3 Write Final Versions of Stories

Have the students return to their seats. Distribute lined paper and have them work on the final versions of their stories for 20–25 minutes. As they work, walk around and observe, assisting students as needed. If the students finish their books early, have them write freely in their notebooks.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students engaged and excited about making their fiction books?
- Do they handle the materials responsibly and share them fairly?
- If they have disputes about the materials or supplies, are they able to resolve them in a fair way?
- Will most of the students be finished making their books by the end of Writing Time today?

Make note of any problems you notice the students having, and be prepared to discuss them during Reflecting.

Record your observations on the "Class Assessment Record" sheet (CA4); see page 35 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Tell the students that they will have time tomorrow to continue creating their books. Have them put their loose papers in their folders and return the classroom materials to their proper places.

SHARING AND REFLECTING

4 Reflect on Writing and Sharing Materials

Ask and briefly discuss:

Q *How did we do with handling our class materials in a responsible way?*

Q *What problems did we have with the materials today? What will we do to avoid those problems tomorrow?*

Q *What other problems were you able to avoid or solve during Writing Time today?*

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Day 3 Publishing

Materials

- Bookmaking materials (see Day 1)
- Author's Chair

In this lesson, the students:

- Finish the final version of their stories and make them into books
- Present their books to the class from the Author's Chair
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing

GETTING READY TO WRITE

1 Gather and Briefly Review

Gather the class with partners sitting together, facing you. Remind the students that over the past four weeks they wrote many fiction stories, learned how to add to and proofread their writing, and made a story into a book. First in pairs, and then as a class, discuss:

Q *What have you enjoyed about writing fiction? Turn to your partner.*

Q *What do you enjoy about making books to be read by others? Turn to your partner.*

Explain that the students will finish creating their books today and will begin sharing them from the Author's Chair.

WRITING TIME

2 Finish Final Versions and Make Books

Have the students return to their seats. Distribute paper and have the students work on their final versions for 20–25 minutes. Tell them that if they finish early, they may write freely in their notebooks. As the students work, confer with individual students.

TEACHER CONFERENCE NOTE

Continue conferring with individual students about the pieces they are developing for publication. For each student, ask yourself:

- Does this student's writing communicate clearly? If not, what's unclear?
- Does this student use proper sentence punctuation?
- Does this student capitalize *I* and all proper nouns?
- Does this student recognize misspelled words and correct them?

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TEACHER CONFERENCE NOTE *(continued)*

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing to you. Ask questions such as:

Q *What do you want to say in this part? Write that down.*

Q *Do you need to add punctuation somewhere? Where?*

Q *Do you need to capitalize any letters in this part? Which ones? Why?*

If necessary, show the student how to edit his story for punctuation and capitalization.

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 38 of the *Assessment Resource Book*.

Beginning in Unit 4, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before beginning the next unit.

Signal to let the students know when Writing Time is over. As the students return the classroom materials to their proper places, place the chair you have designated as the Author's Chair at the front of the area where the class gathers.

SHARING AND REFLECTING

3 Review the Procedures for Author's Chair Sharing

Gather the class with partners sitting together, facing you. Review the procedures you have established for Author's Chair sharing (see Unit 1, Week 7, Day 3 on page 120). Explain any new procedures you would like the students to follow when they are ready to present their published books from the Author's Chair.

4 Discuss Speaking Clearly and Expressing Interest in and Appreciation for One Another's Writing

Before asking a volunteer to share from the Author's Chair today, have a discussion about how the students will act, both as presenting authors and as members of the audience. Ask and discuss:

Q *Why is it important to speak in a loud, clear voice when you're sharing your book with the class?*

Q *If you're in the audience and you can't hear the author, how can you politely let him or her know?*

Q *How will you let the author know that you're interested in his or her writing? Why is it important that we express interest in one another's writing?*

TEKS 1.C.iii
TEKS 11.E.ii
TEKS 13.G.i
Student/Teacher Narrative
Step 4

Teacher Note

Establish procedures you would like your students to follow when they are ready to present a published book from the Author's Chair. For example, you might have them place their books in a basket on your desk. Then, during Sharing Time, you can select a book from the basket and have the author read it aloud to the class. Designate a place in the class library for published books to reside after they have been shared from the Author's Chair and students have had an opportunity to bring them home and share them with their families.

Teacher Note

If necessary, remind the students to turn and look at the person who is about to speak and ask speakers to wait until they have the class's attention before starting to speak. For more information, view "Turning and Looking at the Speaker" (AV15).

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Encourage the students to be responsible audience members. Tell them that you will check in with them later to see how they did.

5 Share Published Books from the Author's Chair

TEKS 1.C.iii
TEKS 11.E.ii
TEKS 13.G.i
Student/Teacher Activity
Step 5

Ask for a volunteer who has finished publishing her book to read it aloud from the Author's Chair. Encourage the author to show any illustrations and any additional features she included. At the end of the reading, facilitate a discussion using questions such as those below, and give the author opportunities to respond to the class's comments and questions. Ask:

- Q *What was interesting to you about [Valerie's] book?*
- Q *What parts of [Valerie's] story could happen in real life? What parts could not happen?*
- Q *What questions can we ask [Valerie] about her book?*
- Q *What words did you hear that helped you imagine [Valerie's] story?*

As time permits, repeat this procedure and have other students share from the Author's Chair. Assure the students that they will all have a chance to share their books from the Author's Chair in the coming days.

6 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

- Q *How did we do today as an audience during Author's Chair sharing? What might we want to work on doing better tomorrow?*
- Q *If you shared a book today, how did you feel? What did the audience do that made you feel that way?*

Explain that the students who have shared their books from the Author's Chair may take them home to share with their families. Then the students will bring their books back to class to be kept in the class library. Show the students the place in the class library that you have designated for their published books. Explain that these books will be available for them to read during independent reading time. Emphasize that the students must handle their classmates' handmade books carefully and return them to the class library when they are done.

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In this lesson, the students:

- Present their books from the Author's Chair
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing
- Use the prompts "I found out . . ." and "I like your story because . . ."
- Write freely

Materials

- Author's Chair
- "Discussion Prompts" chart (WA8)
- "Ways to Get Writing Ideas" chart from Unit 2
- Copy of this unit's family letter (BLM1) for each student

GETTING READY TO SHARE

1 Review Sharing Writing from the Author's Chair

Gather the students with partners sitting together, facing the Author's Chair. Explain that today they will continue to read their published stories aloud and hear and enjoy one another's writing.

If necessary, remind the students of the procedures you have established for presenting books from the Author's Chair.

2 Discuss Expressing Interest in and Appreciation for One Another's Writing

Briefly discuss how the students will act, both as presenting authors and as members of the audience, during Author's Chair sharing. Ask and discuss:

Q *What will you do today to make sure that those sitting around you can hear and enjoy the stories?*

Q *When someone is finished reading a story, what can you say or do to show that you appreciate his or her story?*

Display the "Discussion Prompts" chart (WA8). Remind the students that they learned the prompts "I found out . . ." and "I like your story because . . ." and encourage the students to use the prompts today as they comment on one another's stories. Also encourage them to be responsible audience members. Tell them that you will check in with them afterward to see how they did.

SHARING TIME

3 Share Published Books from the Author's Chair

Ask a student who has published his story to read it aloud from the Author's Chair. At the end of the reading, facilitate a discussion using

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questions like those that follow, and give the author an opportunity to respond to the class's comments and questions. Ask:

- Q *What did you like about [Jacob's] story?*
- Q *What did you find out from [Jacob's] story?*
- Q *What parts of [Jacob's] story could happen in real life? What parts could not happen in real life?*
- Q *What questions can we ask [Jacob] about his book?*

Repeat this procedure to have other students share from the Author's Chair.

REFLECTING

4 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

- Q *What did we do well as an audience today? What might we want to work on the next time authors share their work?*
- Q *If you shared a book today, how did the audience make you feel? What did your classmates do that made you feel that way?*

Assure the students that everyone will get to share their published stories from the Author's Chair in the coming days. Remind the students that after they have taken their books home to share with their families, their books will be available in the class library for their classmates to read during independent reading time.

5 Reflect on Partner Work

Explain that this is the end of the fiction writing unit and that the students will be assigned new partners before beginning the next unit. Ask and briefly discuss:

- Q *What did you enjoy about working with your partner during this unit? Turn to your partner.*
- Q *How did you and your partner help each other learn to write fiction?*

Ask partners to thank each other for their help over the past few weeks, and then have them return to their seats.

FREE WRITING TIME

6 Write Freely

Explain that the students will now have time to write freely about anything they choose. Tell them that they may continue pieces they have already started or start new pieces. If they need help thinking of

Facilitation Tip

Reflect on your experience over the past four weeks with **pacing class discussions**. Do the pacing techniques feel comfortable and natural for you? Do you find yourself using them throughout the school day? What effect has your focus on pacing had on your students' participation in discussions? We encourage you to continue to think about how to pace class discussions throughout the year.

Teacher Note

If necessary, repeat today's lesson for a few more days to give everyone a chance to share their published fiction stories from the Author's Chair.

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an idea to write about, they can look in the writing ideas section of their notebooks or the "Ways to Get Writing Ideas" chart. Ask and briefly discuss:

Q *What might you write about today?*

Have a few volunteers share their ideas, and then have the students begin to write.

At the end of Free Writing Time, signal for the students' attention. Have them each read their writing quietly to themselves, pick a sentence that they think has interesting words, and underline it. Go around the room and have the students read their sentences, without comment. Ask:

Q *What did you imagine as you listened to the sentences?*

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 279.

EXTENSION

Introduce "Student Self-assessment"

Teacher Note

Prior to doing this activity, you will need to make a class set of copies of the "Student Self-assessment" record sheet (SA1) on page 39 of the *Assessment Resource Book*.

Have the students bring their published writing and pencils and sit at desks with partners together. Tell the students that when writers complete a piece of writing, they often reread it and think about what they did well and what they might do better in their next piece. Distribute a "Student Self-assessment" record sheet (SA1) to each student. Explain that the sheet lists characteristics of good writing and that today the students will read their published pieces to see which of the characteristics they included in their writing and which characteristics they need to work on including next time.

Direct the students' attention to the "Student Self-assessment" record sheet. Ask the students to follow along as you read the characteristics in the left column aloud. After reading, explain that the students will read their stories and look for the characteristics in their own writing. Point out that if they see the characteristic in their writing a lot, they will put a check in the box under the words "I did it!" If they see the characteristic some of the time, they will put a check in the box under the words "I did it some of the time." If they still need to work on including a characteristic in their writing, they will put a check in the box under the words "I'm still working on it."

Read the reflection questions at the bottom of the record sheet aloud. Ask the students to think about the questions and write their responses in the space provided.

Teacher Note

If necessary, you might model filling out the "Student Self-assessment" record sheet using one of the shared stories from earlier in the unit.

Give the students enough time to analyze their writing and fill out the record sheet. When most students have finished, have partners share with one another what they did well and what they want to continue to work on. Then ask and briefly discuss:

Q *What did you do to make your writing fun and interesting to read?*

Q *What is something you want to continue to work on as you write this year?*

Collect the record sheets to put in the students' individual assessment folders. At the end of the next unit, you might have each student complete another self-assessment record sheet and compare his responses.

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Open Day Writing Throughout the Week

Write Letters Home About Fiction

Have the students write letters home about what they learned about fiction writing. Stimulate their thinking by discussing questions such as:

- Q *What's special about fiction writing?*
- Q *What steps did you go through to develop and publish your own fiction story?*
- Q *What is one thing in your published fiction story that makes you proud?*

Be aware that the students will learn the five parts of a friendly letter (date, greeting, body, closing, and signature) in Unit 5, so it is not crucial that you teach them these elements now. Have the students write and proofread their letters for capitalization, punctuation, and spelling. Send the letters home along with the students' published stories and this unit's family letter.

Share Published Books from the Author's Chair and Write Freely

Repeat the procedure in Day 4 to provide another opportunity for the students to share their published books from the Author's Chair and then write freely about anything they choose.

At the end of each reading, facilitate a discussion using questions like those that follow, and give the author an opportunity to respond to the class's comments and questions. Ask:

- Q *What was interesting to you about [Zania's] book?*
- Q *What parts of [Zania's] story could happen in real life? What parts could not happen?*
- Q *What questions can we ask [Zania] about her book?*
- Q *What words did you hear that helped you imagine [Zania's] story?*

Review Notebook Writing

Have the students reread the writing in their notebooks, and give them an opportunity to work on pieces they started earlier.

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End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 3. You will need to reassign partners before you start the next unit.
- Send home with each student the student's published book and a copy of this unit's family letter (BLM1). Encourage the students to share their books with their families. Remind the students to bring their books back to class after their families have read them so they can be placed in the class library.

Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 40 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze her writing using the "Student Self-assessment" record sheet (SA1) on page 39 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment' " on page 277.

Teacher Note

For more information, view "Assessing Student Writing" (AV36).

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Being a Writer™

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—Eve Cheung, principal, K–6 elementary school

Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
800.666.7270
collaborativeclassroom.org

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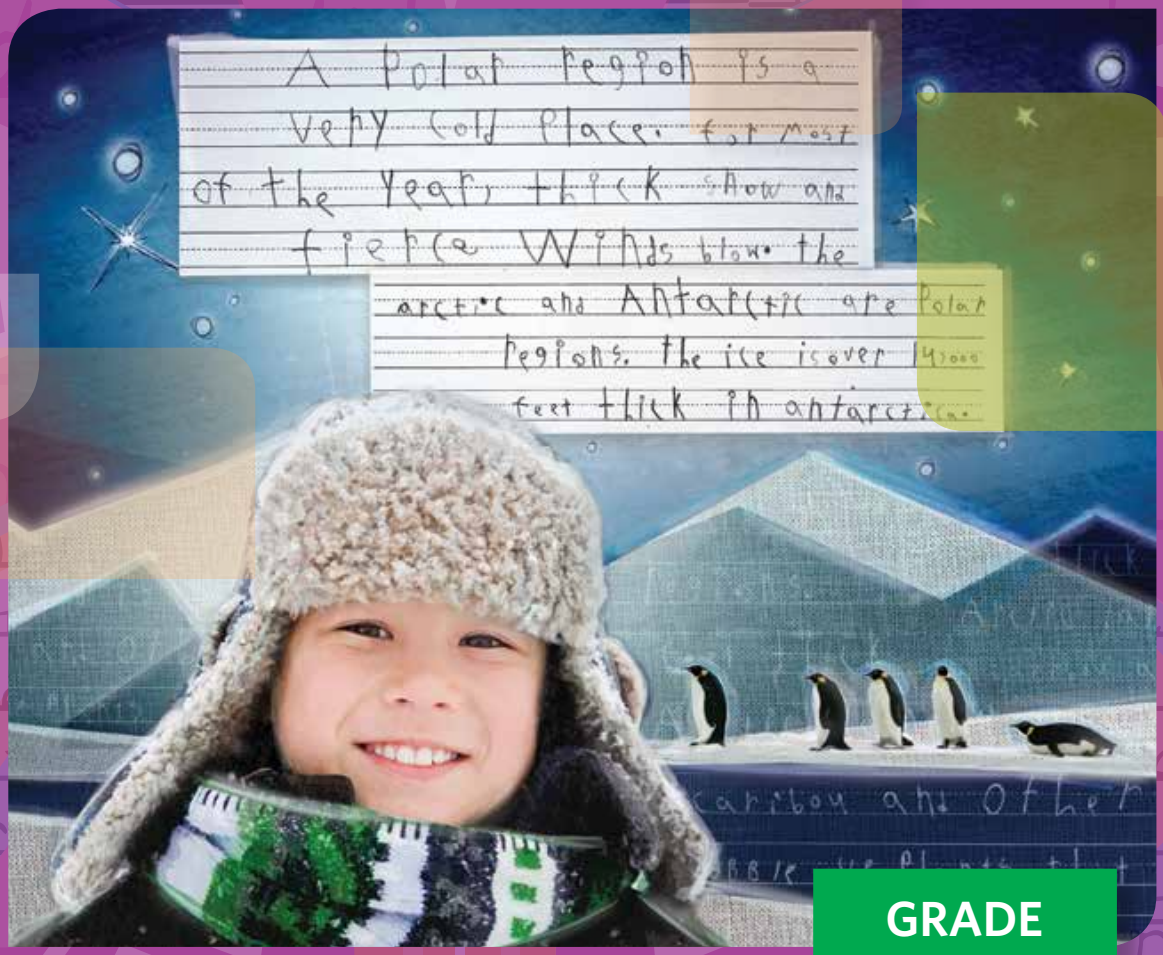

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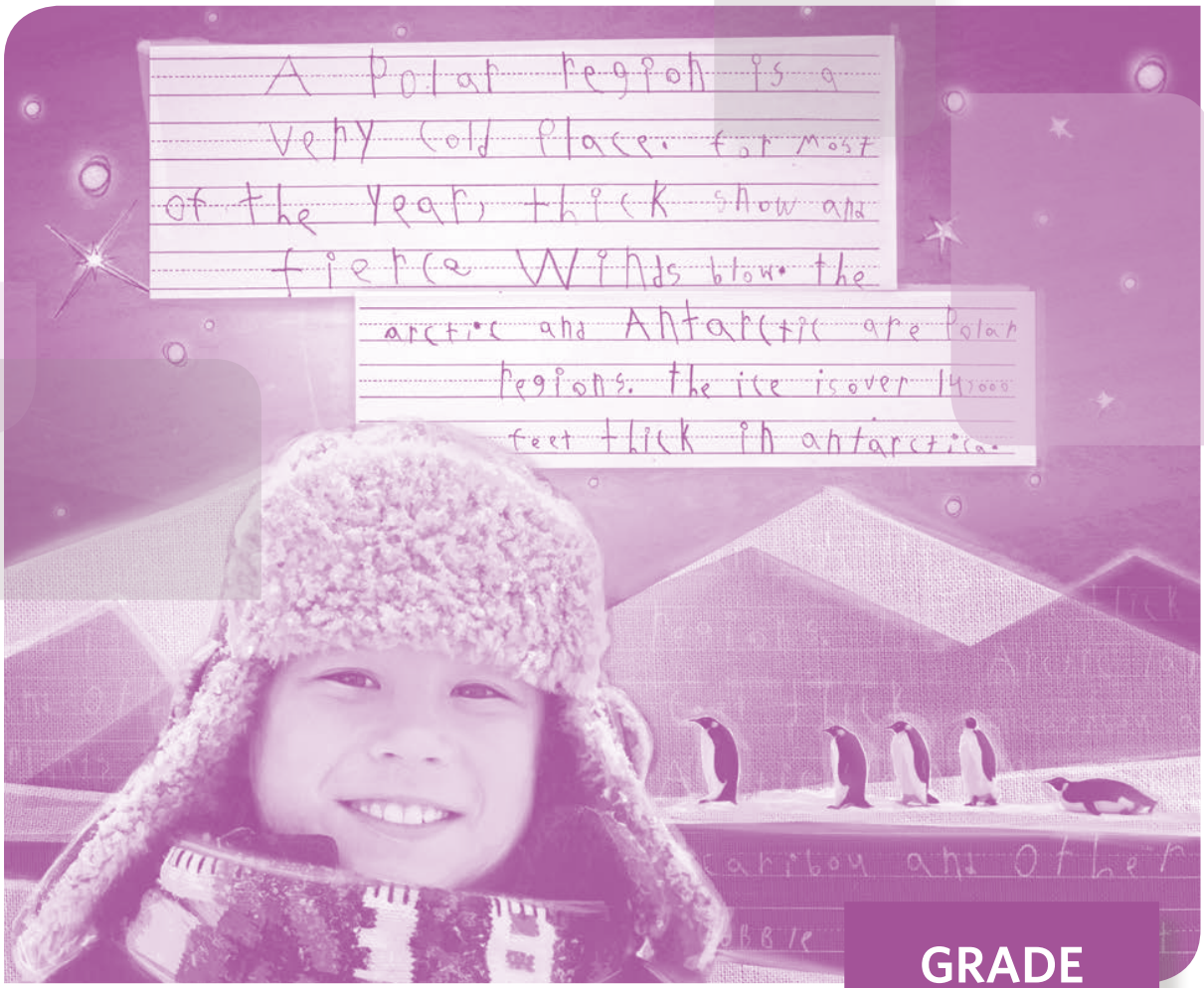

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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270; fax: (510) 464-3670
collaborativeclassroom.org

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Unit 4

Nonfiction

During this five-week unit, the students explore and write nonfiction. They learn that nonfiction authors write about subjects that interest them, and that they ask and answer questions and make careful observations. The students write questions, facts, functional nonfiction, and expository nonfiction. They read and write about polar regions, and they each select a piece of writing and take it through the writing process. Socially, the students learn discussion prompts to help them respond to and build on one another's thinking. They ask for and give help and feedback respectfully.



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Unit 4 Nonfiction

RESOURCES

Read-alouds

- *Kate & Pippin: An Unlikely Love Story*
- "Q&A with Isobel Springett: The Photographer of *Kate & Pippin*"
- *How to Be a Friend: A Guide to Making Friends and Keeping Them*
- *Paper*
- "Which Is Stronger?" experiment
- "Suck It Up!" experiment
- *Polar Lands*
- *Polar Regions*
- *Polar Animals*

Writing About Reading Activities

- "Write Opinions About *Kate & Pippin*"
- "Write Opinions About Polar Animals"

Technology Extensions

- "Learn More About Kate and Pippin"
- "Digital Interviews"
- "Learn More About the Polar Lands"
- "Learn More About Polar Animals"
- "Learn More About the People Who Live in the Polar Lands"
- "Publishing Student Writing Online"

Extensions

- "Make a Class 'How to Be a Friend' Book"
- "Read More Parts of *Paper* Aloud"
- "Explore and Write About Recycling"
- "Explore Activities in *Polar Lands*"
- "Read More About the Polar Lands"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA6)
- "Conference Notes" record sheet (CN1)
- "Social Skills Assessment Record" sheet (SS1)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)
- "Student Self-assessment" record sheet (SA1)

Reproducible

- Unit 4 family letter (BLM1)

Professional Development Media

- "Predictable Structure of the Writing Lessons" (AV2)
- "Managing Pair Conferences" (AV8)
- "Cooperative Structures Overview" (AV9)
- "Social Reflection" (AV14)
- "Turning and Looking at the Speaker" (AV15)
- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Asking Facilitative Questions" (AV21)
- "Introducing Vocabulary During a Read-aloud" (AV29)
- "Conferring About Nonfiction" (AV59)
- "Exploring Nonfiction" (AV60)
- "Using Web-based Teaching Resources" tutorial (AV75)

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RESOURCES *(continued)*

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 2, "Declarative and Interrogative Sentences"
- Lesson 10, "Common and Proper Nouns"
- Lesson 28, "Apostrophes in Possessives"

Assessment Resource Book

- Unit 4 assessments

Student Writing Handbook

- "Q&A with Isobel Springett: The Photographer of *Kate & Pippin*"
- "Which Is Stronger?" experiment
- "Suck It Up!" experiment
- "Excerpt from *Polar Animals*"
- "Excerpt from *Polar Lands*"
- "Excerpt from *Polar Lands*"
- Word Bank

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Unit 4 Nonfiction

DEVELOPMENT ACROSS THE GRADES

	Elements of Nonfiction	Writing Craft	Language Skills and Conventions
Grade K	▪ Writing observations and facts about a topic ▪ Exploring text features (e.g., tables of contents, labels)	▪ Generating questions ▪ Conducting interviews to gather information about both a person in the school and a partner ▪ Examining objects to determine facts about them	▪ Exploring writing and punctuating sentences ▪ Using question words ▪ Approximating spelling ▪ Using the word wall
Grade 1	▪ Exploring characteristics and features of nonfiction text (e.g., table of contents, chapters) ▪ Writing facts, questions, and other true information ▪ Writing about themselves, the class, a place in the school, partners, and favorite objects	▪ Generating questions ▪ Conducting interviews to gather information about partners ▪ Examining objects to determine facts about them ▪ Writing opening and closing sentences	▪ Capitalizing the beginnings of sentences and using ending punctuation ▪ Using question marks ▪ Proofreading for spelling, punctuation, and capitalization
Grade 2	▪ Writing questions, observations, notes, facts, and other true information ▪ Exploring text features (e.g., tables of contents, glossaries, illustrations, and diagrams) ▪ Participating in shared research about ***polar regions*** and selecting a topic to write about	▪ Generating questions ▪ Listening to short passages of text and reporting what was learned ▪ Guided writing of brief notes about what was learned ▪ Using temporal words ▪ Writing opening and closing sentences	▪ Capitalizing the beginnings of sentences and using ending punctuation ▪ Using question marks ▪ Proofreading for spelling, punctuation, and capitalization
Grade 3	▪ Exploring Q&A, ABC, and other nonfiction formats ▪ Selecting an *animal* to research and write about ▪ Exploring text features (e.g., tables of contents, illustrations, and captions)	▪ Doing pre-research writing and generating questions ▪ Identifying effective keywords for an Internet search ▪ Taking notes and organizing information by subtopic ▪ Employing facts, details, and definitions related to the topic ▪ Using transitional words and phrases ▪ Writing interesting introductions and endings ▪ Writing tables of contents	▪ Recognizing and correcting run-on sentences ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar

(continues on page 286)

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GRADE 2 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Exploring Nonfiction:** *Kate & Pippin: An Unlikely Love Story* **Focus:** ▪ Introducing nonfiction ▪ Writing questions	**Exploring Nonfiction:** *Kate & Pippin: An Unlikely Love Story* **Focus:** ▪ Writing about Kate and Pippin ▪ Writing freely	**Exploring Nonfiction:** "Q&A with Isobel Springett: The Photographer of *Kate & Pippin*" **Focus:** ▪ Writing about a partner	**Exploring Nonfiction:** *How to Be a Friend: A Guide to Making Friends and Keeping Them* **Focus:** ▪ Writing about how to be a friend ▪ Drawing illustrations to add to text	**Writing Throughout the Week** **Writing Ideas:** ▪ Interviewing and writing about another person ▪ Writing opinions about *Kate & Pippin* ▪ Writing more about being a friend
Week 2	**Exploring Nonfiction** **Focus:** ▪ Writing observations about paper ▪ Using written observations to play a game	**Exploring Nonfiction:** *Paper* **Focus:** ▪ Writing facts and questions about paper ▪ Writing about how paper is used in the classroom	**Exploring Nonfiction:** *Paper* and "Which Is Stronger?" experiment **Focus:** ▪ Learning discussion prompts ▪ Writing about an experiment and how paper is used at home	**Exploring Nonfiction:** *Paper* and "Suck It Up!" experiment **Focus:** ▪ Writing about an experiment ▪ Using temporal words ▪ Sharing writing in groups of four	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing about a science experiment or activity ▪ Writing more descriptions for "Name That Paper" ▪ Reviewing notebook writing
Week 3	**Exploring Nonfiction:** *Polar Lands* **Focus:** ▪ Writing information and questions about the polar lands	**Exploring Nonfiction:** *Polar Lands, Polar Regions,* and *Polar Animals* **Focus:** ▪ Writing about the polar lands ▪ Writing an opening and closing sentence	**Exploring Nonfiction:** *Polar Lands* **Focus:** ▪ Writing information and questions about polar animals	**Exploring Nonfiction:** *Polar Animals* and *Polar Lands* **Focus:** ▪ Writing about polar animals ▪ Writing an opening and closing sentence	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing opinions about polar animals ▪ Reading and listing information ▪ Exploring and writing captions
Week 4	**Exploring Nonfiction:** *Polar Regions* and *Polar Lands* **Focus:** ▪ Writing information and questions about the people in the Arctic	**Exploring Nonfiction:** *Polar Lands* **Focus:** ▪ Writing about the people in the Arctic ▪ Writing an opening and closing sentence	**Selecting Drafts and Conferring in Pairs** **Focus:** ▪ Selecting drafts ▪ Giving feedback about what more they want to know ▪ Adding to and finishing drafts	**Revising and Conferring in Pairs:** *Polar Lands* **Focus:** ▪ Adding descriptions ▪ Giving feedback about what more they want to know	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing questions ▪ Reading and listing information ▪ Conducting and writing about an experiment with ice
Week 5	**Informal Proofreading and Conferring in Pairs** **Focus:** ▪ Proofreading for spelling, punctuation, and capitalization ▪ Giving feedback	**Writing Final Versions** *Polar Lands* and *How to Be a Friend: A Guide to Making Friends and Keeping Them* **Focus:** ▪ Exploring illustrations and diagrams ▪ Writing final versions	**Publishing** **Focus:** ▪ Completing final versions ▪ Making books	**Publishing** **Focus:** ▪ Sharing from the Author's Chair ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing letters home about nonfiction ▪ Sharing published books from the Author's Chair ▪ Writing freely

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DEVELOPMENT ACROSS THE GRADES *(continued from page 284)*

	Elements of Nonfiction	Writing Craft	Language Skills and Conventions
Grade 4	▪ Exploring Q&A and other nonfiction formats ▪ Selecting a *country* to research and write about ▪ Exploring text features (e.g., maps and diagrams)	▪ Doing pre-research writing and narrowing research focus ▪ Identifying effective keywords for an Internet search ▪ Taking notes and organizing information by subtopic ▪ Employing facts and examples related to the topic ▪ Using transitional words and phrases ▪ Writing interesting introductions and endings ▪ Writing author biography sections and tables of contents	▪ Capitalizing languages, religions, and holidays ▪ Recognizing and correcting run-on sentences ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar
Grade 5	▪ Exploring different ways to communicate information ▪ Selecting *any nonfiction topic* to research and write about ▪ Exploring text features (e.g., sidebars and glossaries)	▪ Doing pre-research writing and narrowing research focus ▪ Identifying effective keywords for an Internet search ▪ Taking notes and organizing information by subtopic ▪ Employing facts and examples related to the topic ▪ Using transitional words and phrases ▪ Creating text features ▪ Writing interesting introductions ▪ Writing author biography sections and bibliographies	▪ Citing resources ▪ Recognizing and correcting run-on sentences ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar
Grade 6	▪ Exploring different ways to communicate information ▪ Selecting *any nonfiction topic* to research and write about ▪ Exploring text features (such as labeled diagrams, photos, illustrations, captions, graphs, and tables) and various ways of organizing expository nonfiction	▪ Doing pre-research writing and narrowing research focus ▪ Evaluating the credibility of sources ▪ Taking notes and organizing information by subtopic ▪ Employing facts, examples, precise language, and quotations related to the topic ▪ Quoting or paraphrasing information while avoiding plagiarism ▪ Using transitional words and phrases ▪ Establishing and maintaining a formal style ▪ Creating text features ▪ Writing interesting introductions ▪ Writing conclusions that follow from the information presented	▪ Citing sources correctly in a bibliography ▪ Recognizing and correcting run-on sentences ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar

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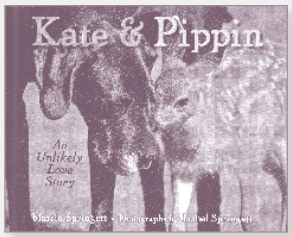
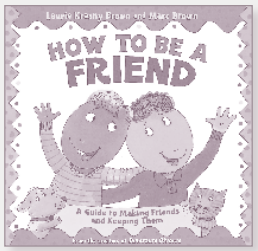
Week 1 OVERVIEW



Kate & Pippin: An Unlikely Love Story

by Martin Springett, photographs by Isobel Springett

An unlikely friendship develops between Pippin, a fawn abandoned by her mother, and Kate, a Great Dane that never had puppies of her own.



How to Be a Friend: A Guide to Making Friends and Keeping Them

by Laurie Krasny Brown and Marc Brown

This guide helps children learn ways to be a friend.



"Q&A with Isobel Springett: The Photographer of *Kate & Pippin*"

(see page 308)

Learn interesting facts about Kate and Pippin from answers Isobel Springett wrote in response to questions.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA2)
- "Conference Notes" record sheet (CN1)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Asking Facilitative Questions" (AV21)
- "Conferring About Nonfiction" (AV59)
- "Exploring Nonfiction" (AV60)

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Writing Focus

- Students hear and discuss nonfiction.
- Students explore features of nonfiction books.
- Students write questions, facts, expository nonfiction, and functional nonfiction.
- Students draw illustrations that correspond or add to their writing.

Social Development Focus

- Students act in fair and caring ways.
- Students build the writing community.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing" on page xxix and "Considerations for Pairing ELLs" on page l. For more information, view "Cooperative Structures Overview" (AV9).

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Kate & Pippin*, with your English Language Learners before you read it to the whole class. You might read it aloud while showing and discussing the photographs, or have the students flip through it on their own.

✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA1) on page 52 of the *Assessment Resource Book*.

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2) on page 53 of the *Assessment Resource Book*.

✓ Prior to Day 4, make a class set of the "Conference Notes" record sheet (CN1) on page 58 of the *Assessment Resource Book*.

TEACHER AS WRITER

"I like to come away from reading a book with the feeling that I've learned something. That's why I like nonfiction."

— Gail Gibbons

In your notebook, jot down a list of facts that best define who you are and what interests you or facts about any topic you know something about. Then use the facts to write an autobiographical sketch or a nonfiction piece about the subject you have chosen.

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Day 1 Exploring Nonfiction

Materials

- *Kate & Pippin: An Unlikely Love Story*
- Chart paper and a marker
- "Class Assessment Record" sheet (CA1)

ELPS 4.G.iv
About Nonfiction Writing at Grade 2

Teacher Note

For more information about nonfiction, view "Exploring Nonfiction" (AV60).

Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

Teacher Note

If necessary, tell the students that the photographer is the person who took the pictures for the book.

In this lesson, the students:

- Work with new partners
- Hear and discuss nonfiction
- Generate questions about a nonfiction topic
- Ask for and give help respectfully

ABOUT NONFICTION WRITING AT GRADE 2

The first four weeks of this unit immerse the students in the nonfiction genre. The students hear, read, and discuss a diverse range of nonfiction topics including an unlikely friendship between two animals, the characteristics of paper, and the polar regions of the world. As they hear and discuss short nonfiction passages and participate in science experiments, they are introduced to research skills and are guided in asking questions about a topic and taking notes about what they have observed or learned. This informal introduction to research and taking notes lays the foundation for more formal instruction in later grades.

During Weeks 3 and 4 of this unit, the students write three nonfiction pieces about the lands, animals, and peoples of the polar regions. They choose interesting facts to include in their pieces and write opening and closing sentences. At the end of Week 4, the students review their pieces and pick one to publish as a book. In Week 5, the students informally revise, proofread, and publish their books.

GETTING READY TO WRITE

1 Pair Students and Introduce Nonfiction

Randomly assign partners (see "Do Ahead" on page 289). Gather the class with partners sitting together, facing you.

Remind the students that during the past few weeks they heard and wrote *fiction*, or stories that are made up or imaginary. Explain that in the coming weeks partners will work together to explore a different kind of writing, called *nonfiction*. Explain that nonfiction is not made-up or imaginary, but gives true information about something.

2 Read Part of *Kate & Pippin* Aloud

Show the cover of *Kate & Pippin* and read the title and the names of the author and the photographer aloud. Explain that you will read the first half of this book today and you will finish the book tomorrow. Ask the students to think, as they listen, about what makes this a nonfiction book.

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Read pages 2–19 of the book aloud, showing the photographs and stopping as indicated below. Clarify vocabulary as you read.

Suggested Vocabulary

unlikely: not likely or surprising (p. 1)
fawn: young deer (p. 2)
Great Dane: type of dog that is very big (p. 6)
presence: thing next to her (p. 6)
came naturally: was easy for her (p. 8)
suited: fit (p. 10)
feeding contentedly: eating happily (p. 13)
bond: friendship (p. 14)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

protect it: keep it safe (p. 2)
certain: sure (p. 8)
disappointed: sad (p. 13)
challenge: difficult thing to do (p. 15)
disappeared: gone away (p. 18)

Stop after:

p. 6 "Kate gave the young deer a nuzzle and a lick."

Ask and briefly discuss:

Q *What did you learn about Pippin?*

> **Students might say:**
> "Pippin is a baby deer."
> "She was all alone in the forest until someone brought her to a house."
> "She was placed on a comfy bed right next to a really big dog named Kate."

Q *Now that you've learned a little bit about Kate and Pippin, what are you wondering about? Turn to your partner.*

Signal for the students' attention and explain that you will read more of *Kate & Pippin*. Invite them to listen for information about their questions. Reread page 6 and continue reading.

Stop after:

p. 18 "Kate and Isobel worried they might never see Pippin again."

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3 Discuss the Reading and List Questions

Ask and briefly discuss:

Q *What else have you learned about Kate and Pippin?*



Q *What new questions do you have about Kate and Pippin? Turn to your partner.*

Write the title "Questions About Kate and Pippin" on a sheet of chart paper. Call on a few volunteers to share their questions, and record them as they respond. Point out that you are using a question mark to punctuate the end of each question.

Teacher Note

If the students have difficulty generating questions, stimulate their thinking by asking and listing questions like those in the diagram below; then ask, "What other questions do you have?"

> Questions About Kate and Pippin
>
> Do Kate and Isobel go into the forest to look for Pippin?
>
> How did Pippin learn to drink out of a bottle?
>
> Will Pippin ever come back?

After recording a few questions on the chart, explain that during Writing Time partners will continue to quietly discuss their questions about Kate and Pippin. As partners talk, each student will write a list of questions in her notebook. Encourage the students to help each other write these lists.

WRITING TIME

4 Write Questions

Have the students bring their notebooks and pencils and sit at desks with partners together. Have them discuss and write lists of questions for 10–15 minutes. Join the students in writing for a few minutes; then walk around and observe them, assisting students as needed.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to generate and write questions about Kate and Pippin?
- Do they write a question mark at the end of each question?
- Do the students help each other when needed?
- Are they talking respectfully to one another?

Support struggling pairs by asking questions such as:

Q *What would you like to know about Pippin?*

Q *What would you like to know about Kate?*

Q *What would you like to know about Pippin and Kate's friendship?*

Record your observations on the "Class Assessment Record" sheet (CA1); see page 52 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Have them review the questions they wrote and check to make sure they used a question mark at the end of each question.

Skill Practice Note

For more practice with punctuating questions, see Lesson 2 in the *Skill Practice Teaching Guide*.

SHARING AND REFLECTING

5 Reflect on Helping Each Other and Share Questions

Ask and briefly discuss:

Q *What is one way your partner helped you today?*

Then ask:

Q *What is something you wonder about Kate and Pippin?*

Have a few volunteers share a question with the class, and list them on the "Questions About Kate and Pippin" chart. Explain that the students will learn more about Kate and Pippin over the next few days.

Teacher Note

Save the "Questions About Kate and Pippin" chart to use on Day 2.

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Day 2 Exploring Nonfiction

Materials

- *Kate & Pippin: An Unlikely Love Story* from Day 1
- "Questions About Kate and Pippin" chart from Day 1
- Lined writing chart (WA1) for modeling

In this lesson, the students:

- Hear and discuss nonfiction
- Write about a nonfiction topic as a class
- Generate more questions about the topic
- Write freely

GETTING READY TO WRITE

1 Review *Kate & Pippin*

Have the students bring their notebooks and gather with partners sitting together, facing you.

Review that yesterday the students heard part of *Kate & Pippin*, a nonfiction book. Ask and briefly discuss:

Q *What do you remember about the first part of* Kate & Pippin*?*

Q *What makes* Kate & Pippin *a nonfiction book?*

Remind the students that yesterday they wrote questions about Kate and Pippin. Direct their attention to the "Questions About Kate and Pippin" chart and briefly review their questions. Then have the students quietly review the questions they wrote in their notebooks.

2 Read the Rest of *Kate & Pippin* Aloud

Explain that today you will read the rest of *Kate & Pippin* aloud. Invite the students to listen for information about their questions as you read. Reread page 18 and continue reading, stopping as described on the next page. Show the photographs and clarify vocabulary as you read.

Suggested Vocabulary

came into view: moved to a place where she could be seen (p. 20)
gradually: slowly (p. 26)
independent deer: deer that is able to take care of itself (p. 26)
foraged on: searched for and ate (p. 26)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

trotted: ran (p. 20)

Facilitation Tip

During this unit, practice **asking facilitative questions** during class discussions to help the students build on one another's thinking and respond directly to one another, not just to you. After a student comments, ask the class questions such as:

Q *Do you agree or disagree with [Deborah]? Why?*

Q *What questions can we ask [Deborah] about what she said?*

Q *What can you add to what [Deborah] said?*

To see this Facilitation Tip in action, view "Asking Facilitative Questions" (AV21).

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Stop after:

p. 22 " . . . like bananas and bread."

Point out that the author writes that Pippin loved "playing with her mom." Remind the students that yesterday they learned that Pippin's mother left her alone in the forest and did not come back for her. Ask:

Q *What do you think the author means when he writes that Pippin loved "playing with her mom"?*

Reread the last sentence on page 22 and continue reading to the end of the story.

Ask and briefly discuss:

Q *What did you learn about Kate and Pippin from today's reading?*

Q *What feelings did you have as you listened?*

Q (Point to the "Questions About Kate and Pippin" chart.) *What questions on our list did we learn answers to?*

WRITING TIME

3 Write a Shared Nonfiction Piece About Kate and Pippin

Display the lined writing chart (WA1). Write the title "Kate and Pippin" on the chart and explain that you will lead the class in writing a short nonfiction piece about what they have learned about Kate and Pippin. Use "Think, Pair, Share" to discuss:

Q *What are some things we have learned about Kate and Pippin that we can include in our nonfiction piece?* [pause] *Turn to your partner.*

Ask the students to watch as you write the first one or two sentences of the piece on the chart (see the diagram on the next page for ideas). Then use the students' suggestions to add a few more sentences. Be ready to restate the students' ideas as complete sentences, if necessary. Prompt the students with questions such as:

Q *What sentence shall I write next?*

Q *What else can we write about [Pippin's friendship with Kate]?*

Q *What sentence might make sense after this one?*

As you write, model using the word wall, approximating spelling, and using appropriate punctuation. When you finish writing, reread the piece together as a class.

Teacher Note

You may need to remind the students that they are writing nonfiction, or true information, they have learned about Kate and Pippin, rather than things they imagine.

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WA1

Kate and Pippin

Pippin is a special deer. She was alone in the forest. Someone found her and brought her to a house. That's where she met Kate.

Kate is a big Great Dane. She never had any puppies of her own. She started acting like Pippin's mom. They liked to play on the lawn together.

One night, Pippin went into the forest. Kate waited and waited for her to come back. Pippin came back early the next morning. From then on, Pippin slept in the forest at night and came to the house to play with Kate almost every morning.

SHARING AND REFLECTING

4 Reflect on Questioning as Part of Writing Nonfiction

Review that the students have asked questions and learned about Kate and Pippin, and that they have written about Kate and Pippin as a class. Ask:

Q *Now that you have begun to learn and write about Kate and Pippin, what other questions do you have about them?*

Use the students' suggestions to add any new questions to the "Questions About Kate and Pippin" chart. Point out that, after they start learning about a topic, nonfiction authors often end up with many more questions about the topic than they had when they began.

Explain that tomorrow the students will find out more about Kate and Pippin and will continue to explore nonfiction.

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FREE WRITING TIME

5 Write Freely

Explain that the students will now have some time to write freely. They may write more questions about Kate and Pippin, write lists of nonfiction topics they are interested in, or write about anything else they choose. Ask:

Q *What might you write about today? Turn to your partner.*

Have the students return to their seats and write freely for 10–15 minutes. Walk around and observe them, assisting students as needed.

Signal to let the students know when Free Writing Time is over.

TECHNOLOGY EXTENSION

Learn More About Kate and Pippin

Your students might be interested in learning more about Kate and Pippin. To find more information about these unlikely friends, search online using the keywords "Kate and Pippin." After the students find and investigate a few resources, have them discuss and write about what they learned.

WRITING ABOUT READING

Write Opinions About *Kate & Pippin*

Show the cover of *Kate & Pippin* and remind the students that they heard this nonfiction book earlier. Ask:

Q *What do you remember about this book?*

If necessary, remind the students that Pippin had been alone in the forest when Isobel found and brought Pippin to her house. Use "Think, Pair, Share" to discuss:

Q *Do you think Isobel did the right thing by taking Pippin to her house? Why?* [pause] *Turn to your partner.*

> **Students might say:**
>
> "I don't think Isobel did the right thing. Pippin was a wild animal. But now she comes to Kate's house almost every day to play. She's not really a wild animal anymore."
>
> "I think Isobel did the right thing. Pippin's mom was gone, and Pippin might have died if Isobel hadn't taken her home."
>
> "I think Isobel should have helped Pippin, but I think she should have called someone who knows about deer for help."

Teacher Note

Save the "Questions about Kate and Pippin" chart to use on Day 3.

Materials

- *Kate & Pippin: An Unlikely Love Story* from Day 2

TEKS 6.E.iii
TEKS 7.E.i
Student/Teacher Activity
Writing About Reading

Teacher Note

If no students suggest a reason why Isobel may not have done the right thing, you might stimulate the students' thinking by sharing an opinion like the first one in the "Students might say" note. Then ask:

Q *Why else might it not have been a good idea for Isobel to take Pippin to her house?*

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Explain that when the students tell what they think about a topic they are giving an *opinion*. Explain that people might have different opinions about something and that is fine. What is important is that they explain their thinking and give reasons for their opinions. Ask the students to watch as you think aloud and model writing an opinion about whether you think Isobel did the right thing by taking Pippin to her house.

> **You might say:**
>
> "I'll start by writing the title of the book and giving my opinion about whether I think the photographer did the right thing. I'll write: *In the book Kate & Pippin, I think Isobel did the right thing by taking Pippin to her house*. Next, I'll give reasons for my opinion, using the word *because*. I'll write: *I think she did the right thing because Pippin was young and all alone in the forest. She was hungry and had no way to protect herself. Pippin might have died if Isobel had not taken her home*. Now I need a closing sentence. I'll write: *That's why I think Isobel did the right thing*."

Explain that the students will now write their own opinions about whether they think Isobel did the right thing by taking Pippin to her house. If time permits, invite the students to share their opinions with the class.

Day 3 Exploring Nonfiction

Materials

- "Questions About Kate and Pippin" chart from Day 2
- "Q&A with Isobel Springett: The Photographer of *Kate & Pippin*" (see page 308)
- *Student Writing Handbook* pages 4–7
- Unlined chart (WA2) for modeling
- "Class Assessment Record" sheet (CA2)

In this lesson, the students:

- Hear, read, and discuss nonfiction
- Write interview questions
- Interview and write about their partners
- Get to know each other
- Ask for and give help respectfully

GETTING READY TO WRITE

1 Read "Q&A with Isobel Springett" Aloud

Have the students bring their notebooks and *Student Writing Handbooks* and gather with partners sitting together, facing you. Remind them that this week they heard *Kate & Pippin*, a true story about the friendship between a deer and a Great Dane. Direct the students' attention to the "Questions About Kate and Pippin" chart and review their questions. Ask and briefly discuss:

Q *Which questions were answered in* Kate & Pippin? *Which questions were not answered?*

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Have the students turn to the "Q&A with Isobel Springett" on *Student Writing Handbook* page 4. Explain that Isobel Springett, who took the photographs for *Kate & Pippin*, was asked questions about Kate and Pippin, and those questions and Isobel's answers are written here. Ask the students to follow along as you read the questions and answers aloud, and invite them to look for answers to any of the questions on the "Questions about Kate and Pippin" chart that have not been answered.

Read the questions and answers aloud, clarifying vocabulary as you read.

Suggested Vocabulary

intention: plan
deer's heaven: perfect place for a deer
romp: run around
herd: group of animals
respond: react
situations: things that happen
concept: idea
inspire people: make people feel good
agile: able to move quickly
obedient: well-behaved

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

relationship: friendship
nibble on: eat

Ask and briefly discuss:

Q *What is something you learned about Kate and Pippin from reading these questions and answers? Turn to your partner.*

Q (Point to the "Questions About Kate and Pippin" chart.) *What questions did the "Q&A with Isobel Springett" help us answer?*

2 Model Writing Questions and Interviewing a Partner

TEKS 13.A.i
TEKS 13.A.ii
Student/Teacher Narrative
Step 2

Point out that the students have learned many facts about Kate and Pippin by asking questions and reading for answers. Explain that today they will ask questions to learn facts about another interesting subject—their partners.

Display the unlined chart (WA2) and write the title "Questions About My Partner" on the chart. Ask the students to watch as you write three questions they might ask their partners. Then write three questions like those in the diagram on the next page, leaving space beneath each question to write an answer.

Teacher Note

You may wish to point out that "Q&A" stands for "Questions and Answers."

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WA2

Questions About My Partner

Where were you born?

How many brothers and sisters do you have?

What do you like to do on weekends?

Model the interview by selecting a volunteer to act as your partner. Then ask the first question. After listening to your partner's answer, explain that an answer to a question often leads to more questions, which are called *follow-up questions*. Ask one or two follow-up questions to get more information.

Ask and briefly discuss:

Q *What other follow-up questions might I ask my partner about [where she was born]?*

With your partner's help, write an answer to the first question on the chart, including information from the follow-up questions. Repeat this process with the two remaining questions.

Teacher Note

For example, if the first question you ask your partner is "Where were you born?" you might follow up with questions such as "When did you move here?" and "What do you remember about [China]?"

3 Think Before Writing

Explain that today the students will write at least three questions to ask their partners, and then they will interview their partners and write answers to their questions. At the end of Writing Time, they will share something interesting they wrote about their partners with the class. Ask:

Q *What question could you ask your partner to learn an interesting fact about him or her?*

Have a few volunteers suggest questions.

WRITING TIME

4 Write Interview Questions

Have the students sit at desks with partners together. Ask them to open their notebooks to the next blank page and spend 5–10 minutes silently writing questions to ask each other. Remind the students to leave

TEKS 13.A.i
Student/Teacher Activity
Steps 4 and 5

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space after each question to write the information they learn from the question. Walk around and observe them, assisting students as needed.

If you notice any students having difficulty writing questions, support them by asking questions such as:

- Q *What can you ask your partner about his or her family?*
- Q *What can you ask your partner about his or her likes and dislikes?*
- Q *What else can you ask your partner about what he or she likes to do in or out of school?*

When most students have written at least three questions, signal for their attention.

5 Interview and Write About Partners

Explain that partners will take turns interviewing each other and writing answers to their questions. Remind them to ask each other follow-up questions to get more information.

Have partners talk and write quietly for 15–20 minutes. Walk around and observe them, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to generate and write questions to ask their partners?
- Are they able to write answers that capture the information their partners tell them?
- Do they ask follow-up questions to get more information?
- Do they help each other write answers when needed?
- Are they talking respectfully to one another?

Support struggling pairs by having one partner ask the other a question, listening to the answer, and asking:

- Q *What can you write to capture what your partner just said?*
- Q *What else can you ask your partner about [what she likes to do on the weekend]?*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

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SHARING AND REFLECTING

6 Share Interesting Information About Partners

Ask the students to review their questions and answers and pick one question and answer to share with the class. Encourage them to pick a question and answer that gives interesting information about their partners.

After allowing a few moments for the students to select their questions and answers, go around the room and have each student read one question and answer aloud. When all of the students have shared, ask and briefly discuss:

Q *What is something you learned about another student that you didn't know before?*

Q *What question do you want to ask a classmate about what you heard?*

Point out that asking each other questions helps them get to know one another and builds the writing community. Explain that questioning is an important skill for any writer, especially a nonfiction writer, and that the students will have more opportunities to practice asking questions in the coming days.



TECHNOLOGY EXTENSION

Digital Interviews

TEKS 13.G.i
Student/Teacher Activity
Technology Extension

You might have the students select a family member who is older than they are to interview. Have them write a list of three to five interview questions and use a mobile recording device (such as a tape recorder or a smartphone) to record their interviews. Remind them that an answer to a question often leads to more questions, and encourage them to ask one or two follow-up questions to get more information. Have the students review the recording of their interviews and write pieces about their family members to share with their families and with the class.

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Day 4

In this lesson, the students:

- Hear and discuss nonfiction
- Discuss a table of contents
- Write about how to be a friend
- Draw illustrations that correspond or add to their writing
- Express interest in and appreciation for one another's writing

GETTING READY TO WRITE

1 Read *How to Be a Friend* Aloud

Gather the class with partners sitting together, facing you. Show the cover of *Kate & Pippin* and remind the students that they learned about a special friendship in this book. Ask and briefly discuss:

Q *What special friendships did you learn about in* Kate & Pippin*? What did you learn about those friendships?*

Explain that today the students will hear another nonfiction book about friendship. Show the cover of *How to Be a Friend: A Guide to Making Friends and Keeping Them* and read the title, subtitle, and authors' names aloud.

Show page 3, "Contents," and explain that nonfiction books often have a *table of contents*, a page that lists the topics in the book and the page number where the information about each topic begins. Read the table of contents aloud.

> **You might say:**
>
> "The chapter called 'Me, Myself, and I' starts on page 4, the chapter called 'Who Can Be Your Friend?' starts on page 6, and the chapter called 'Ways to Be a Friend' starts on page 12."

Explain that you will read about a few of these topics today, starting with the chapter "Ways to Be a Friend." Read pages 12–15 and 20–32 aloud, showing the illustrations and reading the thought and speech bubbles.

Suggested Vocabulary

keep your word: keep your promise (p. 15)
settle: find a solution to (p. 24)

Materials

- *How to Be a Friend: A Guide to Making Friends and Keeping Them*
- *Kate & Pippin* from Day 2
- Class set of "Conference Notes" record sheets (CN1)

Teacher Note

Several friendships are discussed in this book, including the ones between Pippin and Kate, Pippin and Isobel, and Pippin and Henry the cat.

Teacher Note

To provide more time for writing today, we suggest reading only parts of the book aloud. If you have the time and the students are interested, read more of the book. Otherwise, consider making the book available for the students to read on their own, after the lesson.

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

deaf: unable to hear (p. 13)

cooperate: work together and get along with others (p. 14)

compliment: say something nice to (p. 15)

are getting divorced: will no longer be married to each other (p. 15)

ignore: pay no attention to (p. 21)

making up: being friends again (p. 26)

please everyone: make everyone happy (p. 29)

Ask and briefly discuss:

Q *What is something you learned from this nonfiction book?*

Q *How is this nonfiction book the same as or different from* Kate & Pippin?

> **Students might say:**
>
> "*Kate & Pippin* tells a true story, but *How to Be a Friend* doesn't tell a story."
>
> "Both books give information."
>
> "*How to Be a Friend* tells how to do something. *Kate & Pippin* doesn't. It tells *about* something."

2 Discuss the Use of Illustrations

Show pages 30–31 of the book and draw the students' attention to the illustrations. Explain that, although the illustrations make *How to Be a Friend* look like fiction, this is a nonfiction book. Tell the students that, as you reread these pages aloud, you want them to look closely at the illustrations and think about how the illustrations help them better understand what the words are saying. Reread pages 30–31 aloud and then ask:

Q *How do the illustrations help the reader understand the writing?*

> **Students might say:**
>
> "They show how to do something the authors say to do."
>
> "They give words you can use when talking to a friend."

3 Think Before Writing

Explain that today the students will write their own nonfiction pieces about how to be a friend. Before they begin writing, ask them to close their eyes and think about the questions that follow. Ask the questions one at a time (without discussing them), pausing after each question to give the students time to think. Ask:

Q *Imagine that a new student came to our class today. What could you do to make him or her feel welcome?*

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Q *How could you be a friend to the new student on the playground?*

Q *How could you be a friend at lunch?*

Have the students open their eyes and discuss with their partners how to be a friend to a new student. After a few moments, signal for their attention.

WRITING TIME

4 Write About Being a Friend

Explain that today the students will each write about how to be a friend to someone who is new to the class; then they will add illustrations to their writing. Remind them to use the word wall to help them spell high-frequency words and to sound out other unfamiliar words.

Have the students return to their seats and begin writing. Give them about 5 minutes to settle into their writing, and then have them begin writing silently for 20–25 minutes. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Over the next four weeks, confer with individual students to get an idea of their thinking as they write nonfiction pieces. Ask each student to show you a piece of writing and read some of it aloud to you. As you listen, ask yourself:

- Can I tell what the topic is?
- Is this student writing factual information about the topic?
- Is the writing clear? Does it make sense?
- Is this student able to add to his writing to give more information?
- Does this student use proper sentence punctuation?
- Does this student capitalize *I* and all proper nouns?
- Does this student recognize misspelled words and correct them?

Support students by asking questions such as:

Q *Does your writing make sense? What do you need to change or add so it makes sense?*

Q *What more can you tell about this topic?*

Q *Do you need to add punctuation somewhere? Where?*

Q *Do you need to capitalize any letters? Which ones? Why?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 58 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

ELL Note

English Language Learners may benefit from drawing their ideas before they write. If necessary, write key words and phrases for them to copy.

TEKS 12.B.i
Student/Teacher Activity
Step 4

Teacher Note

Allow each student to choose any piece of nonfiction writing to share during the individual conferences in Weeks 1 and 2.

To see an example of a teacher conferring with individual students, view "Conferring About Nonfiction" (AV59).

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SHARING AND REFLECTING

5 Share with Partners

Have the students bring their notebooks and gather with partners sitting together, facing you. Have partners take turns reading their nonfiction pieces and showing their illustrations to each other.

Ask:

Q *How do your partner's illustrations help you understand his or her writing? Turn to your partner.*

6 Discuss Friendship

Point out that the students have thought of a number of ways to be a friend to a new student. Ask and briefly discuss:

Q *Why is it important that we treat everyone in our class as a friend?*

Explain that next week the students will hear and write about a new nonfiction topic.

EXTENSION

Make a Class "How to Be a Friend" Book

You might make copies of the students' nonfiction pieces about how to be a friend and compile them into a class book to place in the classroom library. Periodically revisit the book as a class to remind the students of the different ways to be a friend.

Open Day Writing Throughout the Week

Interview and Write About Another Person

Have the students write interview questions for their partners from the last unit. Give them an opportunity to interview this classmate and write answers to their questions. You might also consider having the students digitally record their interviews (see the technology extension "Digital Interviews" on page 302).

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Write Opinions About *Kate & Pippin*

Have the students write opinions about whether they think the photographer for the book *Kate & Pippin* did the right thing by bringing the deer to her house (see Writing About Reading on page 297).

Write More About Being a Friend

Have each student write another piece about how to be friends with someone who is new to the class, or have the students continue working on their pieces from earlier in the week. Alternatively, the students might write about how to make up with or apologize to a friend after an argument.

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Q&A with Isobel Springett: The Photographer of *Kate & Pippin*

Q: Were you surprised that Kate and Pippin became such good friends?

A: I was quite surprised when Kate and Pippin became friends. It wasn't my intention when I started caring for Pippin. I had only hoped to keep the fawn warm until I decided what to do next.

Q: Where do Kate and Pippin live?

A: Kate and Pippin live on a large acreage (amount of land) on Vancouver Island, Canada. There are lots of fields and streams, with forests too. There is a big mountain nearby with lots of snow in the winter. It is a deer's heaven!

Q: How often does Pippin visit Kate?

A: Pippin visits almost every day. She comes by more often in the summer and loves to nap with Kate in the shade of our cherry tree. In the winter, she stays in the woods with the other deer and visits in the evenings for treats.

Q: What kinds of things do Kate and Pippin like to do together?

A: Kate and Pippin sometimes go for walks. Other times, they just like to hang out together on the lawn. Now and then, they play and romp but not as much as when Pippin was young. They enjoy each other's company even if they're just sleeping.

Q: Was there ever a time when Kate and Pippin didn't get along? What happened?

A: Kate and Pippin have never had a fight. They always get along.

Q: Did Pippin ever have any fawns of her own?

A: Pippin has given birth to five fawns of her own. The first one didn't survive, but the next four were all healthy and happy.

Q: How do you make sure that Pippin doesn't start thinking of herself as a pet?

A: Pippin knows that she's a deer. She was raised by Kate, but she has spent most of her life with her wild herd. Even if we moved away, she would be just fine. It might be a bit sad for her at first, but she would adjust. Kate would probably miss her though.

(continues)

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Q&A with Isobel Springett: The Photographer of *Kate & Pippin*

(continued)

Q: Now that Pippin is grown, do you think she thinks of Kate as her mother or her friend? Why?

A: Animals don't really think about parents and friends like humans do. Animals only respond to situations as they occur. That is why Pippin and Kate have no trouble with their relationship. Even though Pippin knows where she belongs, she still accepts Kate as her friend. Humans sometimes have trouble with this concept. I think this is why Kate and Pippin inspire people the way they do. It doesn't matter where you're from, or what you look like—you can become friends with anyone.

Q: What else would you like to share with us about Kate and Pippin?

A: Kate is almost 11 years old. That's pretty old for a Great Dane. She only eats raw food and gets lots of exercise. She weighs 112 pounds and is almost three feet tall. Kate was five months old when I got her. She was so scared then, but now she is very friendly and loves kids. Kate is very agile, obedient, and loves to go for rides in the car. Her favorite thing to do is eat.

Pippin is a Coastal Black-tailed deer. She was so tiny when we found her that our cat, Henry, weighed more than her. Pippin is almost five years old. She was born in June 2008. Pippin loves to nibble on corn and fruit. Her favorite things to eat are cherry leaves.

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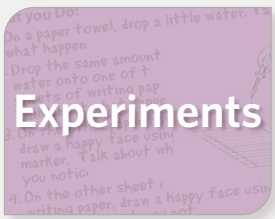
Week 2 OVERVIEW



Paper

by Chris Oxlade

This book takes a close look at paper—its characteristics, how it is made, and how it is used.



"Which Is Stronger?"

(see page 329)

Try this experiment to find out if a flat piece of paper or a folded piece of paper is stronger.

"Suck It Up!"

(see page 330)

Try this experiment to find out which is more absorbent: a sheet of paper or a paper towel.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA3–WA4

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "Conference Notes" record sheet (CN1)

Professional Development Media

- "Predictable Structure of the Writing Lessons" (AV2)
- "Turning and Looking at the Speaker" (AV15)

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Writing Focus

- Students hear, read, and discuss nonfiction.
- Students explore features of a nonfiction book.
- Students write observations, facts, and questions.
- Students explore temporal words.

Social Development Focus

- Students make decisions and solve problems respectfully.
- Students build on one another's thinking.

DO AHEAD

✓ Prior to Day 1, collect one sheet of lined writing paper and one sheet of construction paper for each pair of students. Also collect multiple sheets of various types of paper (for example, tissue paper, newspaper, cardstock, wrapping paper, and wax paper). Collect enough sheets so each pair can have samples of two or three types of paper (a 4" × 5" sheet is a sufficient size).

✓ Prior to Day 3, write the title "Discussion Prompts" on a piece of chart paper. Write three discussion prompts (*I agree with* _____ *because . . .* , *I disagree with* _____ *because . . .* , and *In addition to what* _____ *said, I think . . .*) on the chart paper (see the diagram in Step 1 on page 320).

✓ Prior to Day 3, try the experiment "Which Is Stronger?" (see page 329) to see how it works.

✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA3) on page 54 of the *Assessment Resource Book*.

✓ Prior to Day 4, try the experiment "Suck It Up!" (see page 330) to see how it works.

TEACHER AS WRITER

"The importance of a writer . . . is that he is here to describe things which other people are too busy to describe."

— James Baldwin

Select an object in the classroom, look at it closely, and write a factual description of it. Provide as much detail as you can about the object's size, shape, color, and other physical attributes.

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Day 1 Exploring Nonfiction

Materials

- *Kate & Pippin: An Unlikely Love Story* from Week 1
- Sheet of lined writing paper for each pair
- Lined writing chart (WA3) for modeling
- Sheet of construction paper for each pair
- Multiple sheets of various types of paper

In this lesson, the students:

- Explore paper using their senses
- Write observations about paper in pairs
- Play a game using their written observations
- Handle materials responsibly
- Share materials fairly
- Reach agreement before making decisions

GETTING READY TO WRITE

1 Discuss the Role of Observation in Nonfiction

Have the students get their pencils and sit at desks with partners together. Show the cover of *Kate & Pippin* and remind the students that last week they heard and wrote about Kate and Pippin. Tell them that the author, Martin Springett, and the photographer, Isobel Springett, observed Kate and Pippin for many years in order to learn and write about them.

Point out that nonfiction authors often do research about topics and *observe*, or look closely at, things in order to learn and write about them. Tell the students that this week they will practice observing things closely and writing nonfiction pieces about them.

2 Model Writing Descriptions of Paper

Distribute a sheet of lined writing paper to each pair of students. Explain that before they write about the paper today, the students will look at it very carefully and think about how to describe it. Use "Think, Pair, Share" to discuss:

Q *What are some ways to describe your sheet of paper?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention. Display the lined writing chart (WA3) and write the title "Descriptions of Paper" on the chart. Underneath the title, write the subheading *Lined writing paper* and underline it (see the diagram on the next page).

Have a few volunteers share their observations with the class and record their ideas as simple sentences. As you write, point out that you are indenting the first line of the paragraph.

Teacher Note

You may want to tell the students that the underlined words are called a *subheading* and that a subheading helps the reader know what the paragraph below it is about.

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WA3

Descriptions of Paper

Lined writing paper

It is smooth. It is white. It is a flat rectangle. There are three holes on one side. It has blue lines on the front and on the back. It is very thin.

Distribute one sheet of construction paper to each pair, and encourage the students to use different senses to explore their papers, including sight, touch, sound (they might crumple their papers), and smell.

Use "Think, Pair, Share" to discuss:

Q *What are some ways to describe your sheet of paper?* [pause] *Turn to your partner.*

After pairs have explored their sheets of construction paper, signal for their attention. Write the subheading *Construction paper* on the chart and underline it.

Have a few volunteers share their observations and record their ideas as simple sentences. Point out that you are indenting the first line of the paragraph because you are now writing about a different type of paper.

WA3

Descriptions of Paper

Lined writing paper

It is smooth. It is white. It is a flat rectangle. There are three holes on one side. It has blue lines on the front and on the back. It is very thin.

Construction paper

It is rough. It is colored. It is a flat rectangle. It is bigger than the sheet of writing paper. It has a special smell. It goes "crunch" when you crumple it.

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Reread the two descriptions written on the chart. Point out that these are nonfiction descriptions of two different types of paper.

Explain that partners will now repeat the process on their own with other types of paper. Show and name each type of paper you have collected (such as tissue paper, newspaper, cardstock, wrapping paper, and wax paper), and write the names of the types of paper where everyone can see them.

Teacher Note

You may wish to tape a sample of each type of paper next to its name.

Explain that each pair will receive samples of two or three types of paper. Partners will use their senses to explore their samples, talk about their observations, and write a description together of each sample on the sheet of lined paper. Explain that partners will agree on what to write and will share the work.

WRITING TIME

3 Explore and Write Descriptions of Paper



Distribute two or three paper samples to each pair. Have partners explore their samples and write descriptions for 15–20 minutes. Walk around the room and observe the pairs, without intervening, for the first 5 minutes. If after 5 minutes you notice some pairs having difficulty writing descriptions, ask the partners questions such as:

Teacher Note

If after 5 minutes you notice that most pairs are having difficulty, call for the class's attention and have a pair share some observations for one type of paper. Ask other pairs with that same type of paper to suggest additional observations. Then have pairs resume their work of observing and writing descriptions. Note that it is not a problem if pairs do not finish writing descriptions for all of their samples, as they will only need one description for the "Name That Paper" activity in Step 5.

- Q *Look at this paper. What color is it? Is it shiny or dull? Is it thin or thick?*
- Q *What other words describe what it looks like? How can you write that as a sentence?*
- Q *What words describe how this paper feels? How can you write that as a sentence?*

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Reflect on Working Responsibly

Ask and briefly discuss questions such as:

- Q *What did you do to make sure you and your partner agreed on what to write?*
- Q *What did you and your partner do today to handle the paper responsibly? What did you do to share the paper fairly?*
- Q *If you had problems handling or sharing the paper, what will you do next time to make the work go more smoothly? Why is that important?*

5 Play "Name That Paper"

Teacher Note

To make it easier for the students to identify the different types of paper, you might number or letter each of the displayed pieces.

Collect the paper samples and display one sheet of each type where everyone can see it (for example, tack the sheets to a bulletin board).

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Explain that the students will now play a game using their descriptions as clues. Model the game by asking a pair to choose one of their paper descriptions and read the first two or three sentences aloud.

Ask the class:

Q *Which type of paper is this pair describing? Why do you think that? Turn to your partner.*

After partners have talked for a moment, signal for their attention. Have a volunteer name the type of paper that he thinks the pair described. If the student's response is incorrect, call on another volunteer. If necessary, have the pair who wrote the description read additional sentences aloud until the correct answer is given.

Give pairs a moment to decide which description they will read aloud, and then repeat the above process with other pairs. If necessary, point out that multiple pairs might describe the same type of paper, but that each pair will describe the paper in different ways. Continue playing until all of the pairs have read their descriptions (or, if necessary, plan another time to finish playing the game).

Have partners put the lined paper with their descriptions into one of their writing folders.

Exploring Nonfiction Day 2

In this lesson, the students:

- Discuss a table of contents and a glossary
- Hear and discuss nonfiction
- Write facts and questions about paper as a class
- Write about how paper is used in the classroom
- Get ideas by listening to one another

Materials

- *Paper*
- Paper towel for each pair of students
- Two sheets of chart paper and a marker

GETTING READY TO WRITE

1 Explore Book Features and Read *Paper* Aloud

Have the students bring their notebooks and gather with partners sitting together, facing you. Review that the students began to explore paper by using their senses and writing descriptions of different kinds of paper. Ask and briefly discuss:

Q *What are some things you've found out about paper so far?*

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Show the cover and title page of *Paper* and read the title and the author's name aloud. Explain that today the students will learn more about paper by listening to a nonfiction book about it.

Show the "Contents" page in *Paper* and review that nonfiction books often have a table of contents that lists the topics in the book and the page number where the information about each topic begins. Read a few of the chapter headings aloud.

Point to the chapter heading for "Glossary." Tell the students that this book has a glossary, and turn to the "Glossary" on page 30. Explain that a glossary gives definitions for some of the words in the text and that you will use it as you read today. Show page 4 and point out the bold words. Explain that when a word is in bold type, the meaning of the word can usually be found in the glossary.

Read pages 4–8 aloud, showing the photographs and stopping to read the definitions in the glossary for the bold words, as necessary.

Stop after:

p. 8 "Other types of paper feel rough when you touch them."

Distribute a paper towel to each pair. Have the students feel the surface of the paper towel and then feel the surface of a page in their notebooks. Then have partners discuss how the two pieces of paper are the same and how they are different.

After a moment, signal for the students' attention and briefly discuss:

Q *What words could you use to describe how the paper towel feels?*

Q *What words could you use to describe how a page in your notebook feels?*

Ask the students to put their paper towels and notebooks aside. Reread page 8 aloud and continue reading to page 12. Stop after:

p. 12 "The wood comes from trees."

Have partners carefully tear off a corner of their paper towels, and examine and discuss the tear. After a moment, signal for their attention and briefly discuss:

Q *What do you notice about the paper towel where you tore it?*

Students might say:

"It looks fuzzy."

"You can see the fibers."

"The fibers are soft."

Ask the students to put their paper towels aside. Reread page 12 aloud and continue reading to the end of page 27.

Teacher Note

The purpose of referring to the glossary is to help the students understand its use. To avoid interrupting the flow when reading, refer to the glossary only for words in bold type that you think the students will need help understanding.

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2 Write Facts About Paper as a Class

Ask:

Q *What did you learn about paper from this nonfiction book? Turn to your partner.*

Signal for the students' attention. Write the title "Facts About Paper" on a sheet of chart paper. Have a few volunteers share their thinking with the class, and record their ideas as they respond.

Facts About Paper

Paper is used to make lots of things.

It is easy to tear, but it is hard to pull apart.

Some paper feels smooth and some feels rough.

Some paper is absorbent and soaks up water.

Paper is made from tiny fibers.

Millions of trees are cut down to make paper.

Explain that you will continue to add to the "Facts About Paper" chart as the students learn more about paper in the coming days.

3 Discuss How Paper Is Used in the Classroom

Show and reread page 5 of *Paper*. Ask and briefly discuss:

Q *Look around the room. What are some ways we use paper in our classroom?*

> **Students might say:**
>
> "We use paper to draw and write on."
>
> "Paper is used to make the box for our reading folders."
>
> "The tissues we use to blow our noses are a kind of paper."

Explain that today the students will observe their classroom closely to notice different ways paper is used, and then they will each write what they observe in their notebooks. Explain that partners may talk quietly with each other to share ideas.

Teacher Note

If the students have difficulty generating facts they learned about paper, suggest one or two ideas like those in the diagram at left and then ask the students to generate more ideas.

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Teacher Note

By this point, you have likely noticed that *Being a Writer* lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. For more information, view "Predictable Structure of the Writing Lessons" (AV2).

WRITING TIME

4 Write About Paper in the Classroom

Have partners sit together at desks and begin talking and writing about their observations. Have them work together for 15–20 minutes. Walk around the room and observe the pairs, without intervening, for the first 5 minutes. If you notice some pairs still having difficulty writing about their observations after 5 minutes, ask the partners questions such as:

Q *Look at this corner of the room. What do you see that is made of paper? What type of paper is it? What do we use it for?*

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Getting Ideas from Others

Ask and briefly discuss:

Q *How did talking about your observations help you with your writing today?*

6 Discuss and List Questions

Remind the students that reading nonfiction often leads readers to have questions about the topic. Ask:

Q *What questions do you have now about paper? Turn to your partner.*

After a moment, signal for the students' attention. Write the title "Questions About Paper" on a sheet of chart paper. Have a few volunteers share their questions with the class, and record their ideas as they respond.

Teacher Note

Save the "Facts About Paper" and "Questions About Paper" charts to use on Day 3.

Questions About Paper

Is paper made from anything else besides wood?

What happens to paper after you throw it away?

Why does paper burn?

Why can you see through some paper?

Do we recycle paper at our school?

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Explain that the students will learn more about paper in the coming days.

EXTENSION

Read More Parts of *Paper* Aloud

Show and read the "Fact File" on page 28 of *Paper*. Direct the students' attention to the "Facts About Paper" chart and ask:

Q *What fact did you hear that isn't on our chart?*

Use the students' suggestions to add any new facts to the chart.

Show and read "Can You Believe It?" on page 29. Ask the following math problems and have pairs work together to figure them out:

Q *If one newspaper roll is about nine miles long, how many miles long are two newspaper rolls? Three newspaper rolls?*

Q *If it takes an adult three hours to walk nine miles, how many miles does the adult walk in one hour?*

Exploring Nonfiction Day 3

In this lesson, the students:

- Learn discussion prompts to build on one another's thinking
- Read nonfiction pieces that describe how to do something
- Observe an experiment and contribute to shared writing about it
- Explore temporal words
- Write about how paper is used at home

Materials

- "Which Is Stronger?" experiment (see page 329) and one set of materials for the experiment
- *Paper* from Day 2
- *Student Writing Handbook* pages 8–9
- "Discussion Prompts" chart, prepared ahead
- "Facts About Paper" and "Questions About Paper" charts from Day 2
- "The 'Which Is Stronger?' Experiment" chart (WA4) for modeling

GETTING READY TO WRITE

1 Teach Discussion Prompts

Have the students bring their pencils, notebooks, and *Student Writing Handbooks* and sit at desks with partners together. Point out that in a writing community it is important to listen carefully and contribute

TEKS 1.A.i
Student/Teacher Narrative
Step 1

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Teacher Note

This lesson may require an extended class period.

ideas during discussions. Direct the students' attention to the "Discussion Prompts" chart and read the prompts aloud:

Discussion Prompts

- I agree with _____ because . . .
- I disagree with _____ because . . .
- In addition to what _____ said, I think . . .

Say the prompts aloud together, and explain that you would like the students to use the prompts during discussions to help them build on one another's thinking.

Review that the students have been hearing and writing nonfiction. Ask and discuss the following question, encouraging the students to use the discussion prompts as they respond:

Q *What have you found out so far about nonfiction?*

> **Students might say:**
>
> "Nonfiction is not made-up or imaginary."
>
> "I agree with [Jenna] because nonfiction tells about real things."
>
> "In addition to what [Scott] said, I think nonfiction helps the reader learn something."
>
> "I agree with [Jamal] because some nonfiction helps you learn about something and some nonfiction tells you how to do something."

Encourage the students to continue using the prompts when they talk as a whole class today.

2 Introduce the "Which Is Stronger?" Experiment

Show the book *Paper* and explain that you will reread two pages from it, and then the students will observe and write about an experiment with paper. Reread "Strong and Weak" on pages 6–7 aloud.

Direct the students' attention to the "Facts About Paper" and "Questions About Paper" charts. Ask and briefly discuss:

Q *What facts or questions do we have on our charts about how strong paper is?*

Explain that the students will watch as you do an experiment to find out how strong paper is. Have the students open their *Student Writing Handbooks* to page 8 where the "Which Is Stronger?" experiment is reproduced. Explain that this is an experiment and that an experiment is a "piece of nonfiction writing that tells how to do something."

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3 Conduct and Write About the "Which Is Stronger?" Experiment

Have the students follow along as you read the steps of the experiment aloud. Ask them to watch as you follow the steps. During Steps 3 and 4 of the experiment, have partners discuss what they think will happen, and then discuss what did happen. At the end of the experiment, ask:

Q *What happened in this experiment? Turn to your partner.*

After a moment, signal for the students' attention and explain that you would like the class's help in writing about the experiment. Display "The 'Which Is Stronger?' Experiment" chart (WA4) and read the title aloud.

Think aloud about why you did the experiment and about what you did during the first few steps of the experiment. Ask the students to watch as you write the first few sentences on the chart. As you write, look for opportunities to model using temporal words.

> **You might say:**
>
> "I'll start by telling why we did this experiment and what we wanted to find out. I'll write: *We did an experiment to find out whether paper is stronger when it is flat or when it is folded.* Now I'll describe the first step, so I'll start this sentence with the word *first*. Words like this help our readers know the order in which we did our experiment. I'll write: *First we put the flat paper across two cans to make a bridge.*"

Ask the students for further suggestions, prompting them with questions such as:

Q *What happened next in our experiment? What sentence could I write to describe that?*

Q *What sentence might make sense after this one?*

Q *What did we find out?*

As you write, model using the word wall, approximating spelling, and using appropriate punctuation.

TEKS 12.B.i
Student/Teacher Activity
Step 3

Teacher Note

Model writing a nonfiction narrative about what you wanted to find out, the steps you took, what happened, and what you did find out during the experiment, rather than writing the steps of the experiment (see the diagram on the next page for an example).

Temporal words and phrases that you might use in your writing include *first, next, after that, then, last,* and *finally*.

Facilitation Tip

Continue to **ask facilitative questions** to build accountability and participation during class discussions. Redirect students' comments to the class by asking:

Q *Do you agree or disagree with what [Ricki] just said? Why?*

Q *What can you add to what [Ricki] said?*

Much of the learning in this program relies on creating a dynamic discourse among the students. Facilitative questions teach them that their comments contribute to a class discussion and that they are responsible for listening to one another and responding.

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WA4

The "Which Is Stronger?" Experiment

We did an experiment to find out whether paper is stronger when it is flat or when it is folded. First we put the flat paper across two cans to make a bridge. Then we put an eraser on the bridge, and the bridge fell. Next we put the folded paper across the cans. When we put the eraser on this bridge, it didn't fall! We found out that paper is stronger when it is folded than when it is flat.

Teacher Note

Save "The 'Which Is Stronger?' Experiment" chart (WA4), the "Facts About Paper" chart, and the "Questions About Paper" chart to use on Day 4. Post the "Discussion Prompts" chart used in today's lesson throughout the unit and until the students use these prompts naturally.

Teacher Note

If you started a "Words That Tell When Something Happens" chart in Unit 2, you may wish to continue adding temporal words to it. Encourage the students to listen and look for other examples of temporal words during read-alouds and independent reading and add them to the chart.

TEKS 1.A.i
Student/Teacher Activity
Step 4

Reread the writing together as a class. Point out that you wrote what you wanted to find out, the steps you took, what happened, and what you did find out. Tell the students that they will observe and write about another experiment tomorrow.

4 Discuss How Paper Is Used at Home

Remind the students that yesterday they wrote about different ways paper is used in the classroom. Explain that today they will write about different ways paper is used at home. Show and reread "Paper in Homes" on pages 24–25 of *Paper*.

Ask the students to close their eyes and each make a picture in their minds as they listen to the following questions:

Q *In your mind, look around your kitchen. What do you see that is made of paper? What do you use it for?*

Q *In your mind, look around your bedroom. What do you see that is made of paper? What do you use it for?*

Have the students open their eyes and have a few volunteers share their thinking with the class. Remind them to use the discussion prompts as they respond.

> **Students might say:**
>
> "In the kitchen, we use paper napkins to wipe our hands when we eat."
>
> "In addition to what [Maria] said, cereal boxes are made of paper."
>
> "I have wallpaper in my bedroom."
>
> "In addition to what [Bruce] said, I have books to read in my bedroom and the pages of books are made of paper."

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WRITING TIME

5 Write About Paper at Home

Have the students open their notebooks to the next blank page and work silently for 10–15 minutes to describe different ways they use paper at home. As they work, confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students to get an idea of their thinking as they write nonfiction pieces. Ask each student to show you a piece of writing and read some of it aloud to you. As you listen, ask yourself:

- Can I tell what the topic is?
- Is this student writing factual information about the topic?
- Is the writing clear? Does it make sense?
- Is this student able to add to her writing to give more information?
- Does this student use proper sentence punctuation?
- Does this student capitalize *I* and all proper nouns?
- Does this student recognize misspelled words and correct them?

Support the student by asking questions such as:

Q *Does your writing make sense? What do you need to change or add so it makes sense?*

Q *What more can you tell about this topic?*

Q *Do you need to add punctuation somewhere? Where?*

Q *Do you need to capitalize any letters? Which ones? Why?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 58 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

Teacher Note

Allow each student to choose any piece of nonfiction writing to share during the individual conferences in Week 2.

SHARING AND REFLECTING

6 Share Writing and Reflect on Learning

Explain that partners will read their writing to each other and talk about things made of paper that they both have in their homes.

After a few minutes, signal for the students' attention. Ask and briefly discuss:

Q *What are some things made of paper that you and your partner both have at home?*

Q (Point to the "Facts About Paper" chart.) *What new facts can we add to our "Facts About Paper" chart?*

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Q (Point to the "Questions About Paper" chart.) *What new questions can we add to our "Questions About Paper" chart?*

Record the students' suggestions on the charts.

7 Reflect on Using the Discussion Prompts

Ask and briefly discuss:

Q *How did we do with using the discussion prompts during our class discussion today?*

Q *How do the discussion prompts help us talk as a class?*

Encourage the students to continue using the discussion prompts whenever they can in class discussions to help them build on one another's thinking.

Day 4 Exploring Nonfiction

Materials

- "Suck It Up!" experiment (see page 330) and one set of materials for the experiment
- *Paper* from Day 2
- *Student Writing Handbook* pages 10–11
- "Discussion Prompts" chart from Day 3
- "The 'Which Is Stronger?' Experiment" chart (WA4) from Day 3
- "Facts About Paper" and "Questions About Paper" charts from Day 3
- Loose, lined paper
- "Class Assessment Record" sheet (CA3)

In this lesson, the students:

- Read nonfiction that describes how to do something
- Observe an experiment and write about it in pairs
- Explore temporal words
- Use discussion prompts to build on one another's thinking
- Reach agreement before making decisions
- Contribute to and include one another in group work

GETTING READY TO WRITE

1 Briefly Review Discussion Prompts

Have the students bring their pencils and *Student Writing Handbooks* and sit at desks with partners together. Remind the students that they learned three discussion prompts yesterday to help them connect their ideas with the ideas of others during class discussions. Direct the

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students' attention to the "Discussion Prompts" chart and read the prompts aloud together. Remind the students to use the prompts when they participate in the discussion today.

2 Introduce the "Suck It Up!" Experiment

Review that yesterday the students observed an experiment about paper and contributed to a shared writing piece about it. Display the "The 'Which Is Stronger?' Experiment" chart (WA4) and briefly review it.

Explain that today the students will observe another experiment, and then partners will write about it. Ask the students to listen as you reread a few pages from *Paper*. Read pages 10–11 and pages 16–17 aloud.

Direct the students' attention to the "Facts About Paper" and "Questions About Paper" charts. Ask and briefly discuss:

Q *What facts or questions about paper's absorbency (how easily it soaks up liquids, such as water) do we have on our charts?*

ELPS 4.G.iv
Steps 2–4

3 Conduct the "Suck It Up!" Experiment

Have the students open their *Student Writing Handbooks* to page 10 where the "Suck It Up!" experiment is reproduced. Ask the students to follow along as you read the steps of the experiment aloud and then watch as you follow the steps. Stop before each step to have partners discuss what they think will happen, and stop after each step to have them discuss what did happen. At the end of the experiment, use "Think, Pair, Share" to discuss:

TEKS 12.B.i
Student/Teacher Narrative
Step 3

Q *What happened in this experiment?* [pause] *Turn to your partner.*

Q *What did you find out about paper from this experiment?* [pause] *Turn to your partner.*

After partners have discussed the experiment, signal for their attention. Explain that partners will work together to write about the experiment, just as the class did yesterday. Tell the students to write what they wanted to find out (why they did the experiment), what steps they took, and what they found out. They may look at yesterday's shared writing chart, "The 'Which Is Stronger?' Experiment" chart (WA4), to help them as they write. Remind partners to agree on what to write and to share the work.

WRITING TIME

4 Write About the "Suck It Up!" Experiment

Distribute a sheet of lined writing paper to each pair, and have partners talk and write about the experiment for 10–15 minutes. Encourage the students to use words that show order (such as *first*, *then*, and *next*) in their writing. As they work, walk around and observe them, assisting students as needed.

TEKS 7.D.ii
TEKS 7.D.iv
TEKS 12.B.i
Student/Teacher Activity
Step 4

Teacher Note

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

Teacher Note

If you notice students simply copying the steps of the experiment out of their *Student Writing Handbooks*, have them put their handbooks away before continuing.

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CLASS ASSESSMENT NOTE

Observe pairs, without intervening, for 5 minutes and ask yourself:

- Are pairs able to discuss the experiment and agree on sentences to write?
- If they disagree, do they keep talking until they agree?
- Do they write sentences that make sense and describe what happened?
- Do they use temporal words or phrases to indicate order?

After 5 minutes, if you notice some pairs having difficulty writing about the experiment, support them by asking them questions such as:

Q *What did we want to find out by doing this experiment?*

Q *What did we do? What word or phrase could you use to show that this was the [next] thing we did?*

Q *What did you find out about paper by doing the experiment? How can you write that as a sentence?*

If you notice most pairs in the class having difficulty after 5 minutes, call for the students' attention and write the first two or three sentences together as a class, following the procedure you used in Day 3 (see Step 3 on page 321). Then have pairs resume writing on their own.

Record your observations on the "Class Assessment Record" sheet (CA3); see page 54 of the *Assessment Resource Book*.

Call for the students' attention. Have partners reread their writing to make sure they have told what they found out from the experiment and to see what more they might tell. Give them about 5 more minutes to write.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Writing in Groups of Four

Explain that pairs will now combine to form groups of four to share their writing. One partner in each pair will read the pair's writing aloud as the other pair listens. Give pairs a moment to decide which partner will read the writing aloud to the group. Have pairs combine to form groups of four and begin sharing. Walk around and observe.

After the students have had time to share their writing, signal for their attention. Ask and have the groups of four discuss:

Q *What was the same about what both pairs wrote? What was different?*

Signal for the students' attention and have a few volunteers share their thinking with the class.

Teacher Note

Working in groups of four can be more challenging for students than working in pairs. If you notice many students having difficulty either participating or including one another in the group discussion, call for the class's attention and discuss questions such as:

Q *Why is it important for everyone in the group to participate in the discussion?*

Q *What can you do to make sure you are contributing your ideas to the group?*

Q *What can you do to help if you notice others in the group are not participating?*

Encourage the students to take responsibility by both contributing to and including one another in the group work. Have groups resume their work together for a few more minutes.

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6 Reflect on Sharing in Groups of Four

Ask:

Q *How is talking in a group of four easier or harder than talking with a partner? Talk to the others in your group.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class. If necessary, remind the students to use the discussion prompts.

Point out that the students learned about paper this week by exploring, observing, reading, and writing about it. Explain that next week the students will explore a different topic as they continue to learn about and write nonfiction.

EXTENSION

Explore and Write About Recycling

Find out more about recycling efforts, particularly for paper, in your classroom or at your school. Conduct a student walk around the classroom or school to observe these efforts, and then discuss how they might be improved. Develop a recycling plan or a set of recommendations for improving your school's recycling efforts. Write letters to potential participants such as the principal, teachers, students, and parents.

The following books provide recycling information, activities, and resources for students: *Recycle! A Handbook for Kids* by Gail Gibbons, *Recycling* by Rhonda Lucas Donald, *Garbage and Recycling* by Rosie Harlow and Sally Morgan, *Recycle That!* by Fay Robinson, *Earth Book for Kids: Activities to Help Heal the Environment* by Linda Schwartz, *Where Does the Garbage Go?* by Paul Showers, and *The New 50 Simple Things Kids Can Do to Save the Earth* by Sophie Javna.

Teacher Note

If necessary, remind the students to turn and look at the person who is about to speak, and remind the speakers to wait until they have their group's attention before starting. For more information, view "Turning and Looking at the Speaker" (AV15).

Technology Tip

Alternatively, you might search online using the keywords "kids recycle." Many websites provide lesson plans about recycling for teachers as well as activities and information for students.

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Open Day

Writing Throughout the Week

Write About a Science Experiment or Activity

Have the students each select and then write about a science experiment or activity they completed at school. Ask the students to explain why they did the experiment or activity (what they wanted to find out), what steps they took, and what they found out. Remind them to use words such as *first*, *then*, and *next* to explain the order in which they completed the steps of the experiment or activity.

Alternatively, you may wish to have the students list the steps in the experiment or activity using the format of the "Which Is Stronger?" and "Suck It Up!" experiments in their *Student Writing Handbooks*, including a "What You Need" section and a "What You Do" section.

Write More Descriptions for "Name That Paper"

Have the students write descriptions for types of paper they did not explore or write about on Day 1. Tell them to each closely examine the sample of paper and write a description in their notebooks. Following the same procedure you used on Day 1 (see Step 5 on page 314), allow the students to play several more rounds of "Name That Paper" using their new descriptions as clues.

Review Notebook Writing

Have the students reread the writing in their notebooks and give them an opportunity to work on pieces they started earlier.

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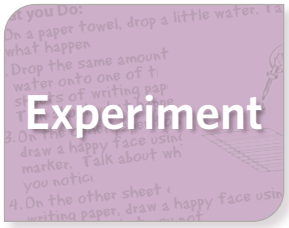


Which Is Stronger?

Which is stronger: a flat piece of paper or a folded piece of paper? Try this experiment to find out.

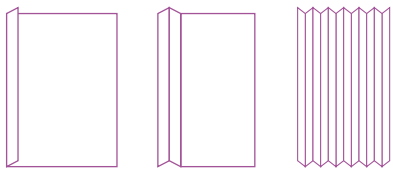
What You Need:

2 sheets of paper

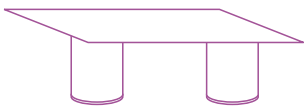
2 cans that are the same size

Small object that won't break, such as an eraser or a marker

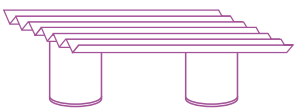
What You Do:



1. Fold one sheet of paper "accordion" style by making a ½" fold along the long edge of the paper, turning the sheet over and making another fold the same width as the first fold, and continuing to fold back and forth until the entire sheet is folded. Set this folded piece of paper aside.



2. Put the two cans in front of you, about 5" apart. Place the unfolded sheet of paper on top to make a bridge.
3. Predict, or guess, what will happen when you put your object on the bridge. Will the object cause the bridge to fall?



4. After you make your prediction, place your object on the bridge to see what happens.
5. Do the same experiment with the folded piece of paper. Remember, predict what you think will happen when you put your object on the folded paper, and then try it.
6. What did you find out? Write about your thinking.

"Which Is Stronger?" adapted from "Corrugated Paper" from *Super Science Experiments* by Muriel Mandell. Copyright © 2005. Published by Sterling Publishing Co., Inc.

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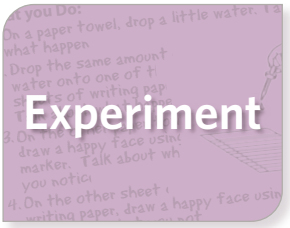


Suck It Up!

Which is more absorbent: a sheet of paper or a paper towel? Try this experiment to find out.

What You Need:

2 paper towels

2 sheets of writing paper

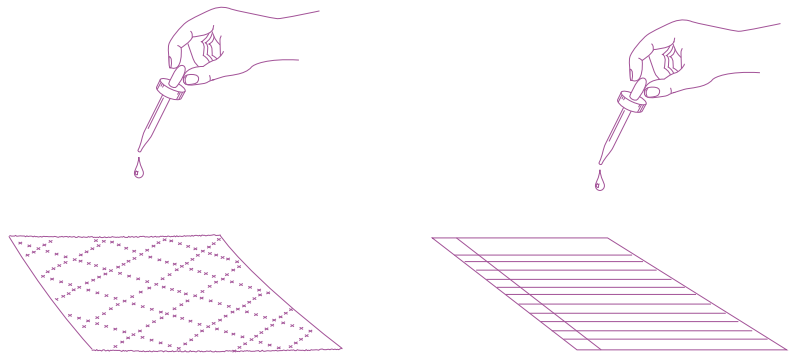
Marker

Squeeze bottle or jar with a dropper

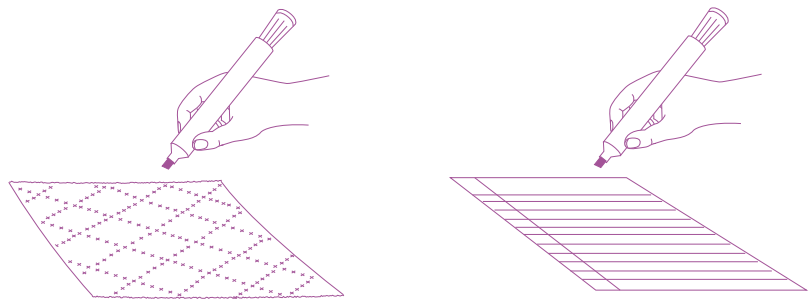
Water

What You Do:

1. On a paper towel, drop a little water. Talk about what happens.
2. Drop the same amount of water onto one of the sheets of writing paper. Talk about what happens.



3. On the other paper towel, draw a happy face using a marker. Talk about what you notice.
4. On the other sheet of writing paper, draw a happy face using a marker. Talk about what you notice.



5. What did you find out? Write about your thinking.

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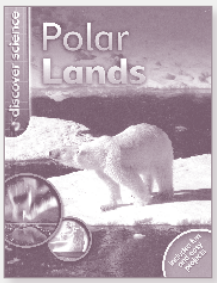
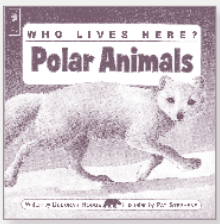
Week 3 OVERVIEW



Polar Lands

by Margaret Hynes

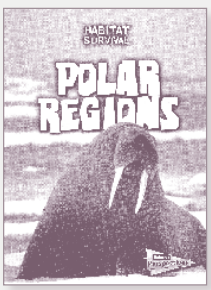
This book explores the Arctic and Antarctic—including their natural features and the people and animals that live there.



Polar Animals

by Deborah Hodge, illustrated by Pat Stephens

This book tells about polar animals: what they eat, how they stay warm, and how they care for their young.



Polar Regions

by Melanie Waldron

This book describes the world's polar regions and tells about the animals and plants that live there.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA5

Assessment Form

- "Class Assessment Record" sheet (CA4)

Professional Development Media

- "Social Reflection" (AV14)
- "Introducing Vocabulary During a Read-aloud" (AV29)

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Writing Focus

- Students hear, read, and discuss nonfiction.
- Students write questions and information about the polar lands.
- Students write questions and information about polar animals.
- Students write about the polar lands and polar animals.
- Students write opening and closing sentences.

Social Development Focus

- Students build on one another's thinking.
- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, consider previewing this week's read-aloud selections with your English Language Learners before you read them to the whole class.

✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA4) on page 55 of the *Assessment Resource Book*.

✓ Prior to Day 2, prepare to model writing a shared nonfiction piece about the polar lands (see Day 2, Step 5 on page 340).

TEACHER AS WRITER

"Curiosity urges you on—the driving force."

— John Dos Passos

Nonfiction writers are not necessarily experts on the topics they set out to write about, but they are curious about them. Nonfiction writers communicate what they learn about a topic in ways that make their readers curious, too. List some topics you are curious about. Consider:

- What part of the world do you wish you knew more about?
- What in the natural world have you always wanted to understand?
- What is something you take for granted that you wish you knew more about?
- What current event do you wish you knew more about?

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Day 1 Exploring Nonfiction

Materials

- *Polar Lands*
- "Discussion Prompts" chart from Week 2
- Chart paper and a marker
- "Class Assessment Record" sheet (CA4)

In this lesson, the students:

- Hear and discuss nonfiction
- List information they hear in the reading
- Write questions about the polar lands
- Use discussion prompts to build on one another's thinking
- Get ideas by listening to one another
- Ask for and give help respectfully

GETTING READY TO WRITE

1 Briefly Review the Discussion Prompts

Gather the class with partners sitting together, facing you. Remind the students that they learned three discussion prompts to help them connect their ideas with the ideas of others during class discussions. Direct the students' attention to the "Discussion Prompts" chart and read it aloud together. Remind the students to use the prompts when they participate in the class discussions today.

Teacher Note

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

2 Read Parts of *Polar Lands* Aloud

Remind the students that last week they wrote observations, facts, and questions about paper, and then they wrote about two experiments with paper. Explain that this week they will hear and write about other nonfiction topics.

Show the cover and title page of *Polar Lands* and read the title and the author's name aloud. Explain that this nonfiction book tells about the coldest places on Earth. Tell the students that they will hear parts of *Polar Lands* over the next several days. Today you will read several pages that tell about where the polar lands are located and what they are like. Ask the students to listen for information about the polar lands.

Read pages 6–7 and 10–11 aloud, showing the photographs, discussing the maps, and clarifying vocabulary as you read. Point out that nonfiction texts often have features like illustrations, maps, and diagrams that give the reader more information about the topic.

Suggested Vocabulary

regions: areas or lands (p. 6)
hibernating: staying inside its home (p. 11)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

surrounds: is all around (p. 7)

does not set: is in the sky (p. 10)

glorious: beautiful (p. 11)

constant daylight: sun always being out, even at night (p. 11)

3 Reread and List Information

Explain that you will reread the pages and ask the students to listen for information about the polar lands that they might have missed during the first reading. Reread pages 6–7 and 10–11 aloud.

Briefly discuss the question that follows. Refer to the "Discussion Prompts" chart and remind the students to use the prompts as they respond. Ask:

Q *What are some interesting things you learned about the polar lands?*

> **Students might say:**
>
> "I learned that the polar lands are at the North and South Poles."
>
> "I agree with [Leigh]. The Arctic is at the North Pole, and Antarctica is at the South Pole."
>
> "In addition to what [Jonathan] said, I learned that the polar lands are the coldest places on Earth."
>
> "I agree with [Rodolpho]. Everything is almost always frozen in the polar lands."

Write the title "Interesting Facts About the Polar Lands" on a sheet of chart paper. Have a few volunteers share their thinking and record their ideas as brief sentences. If there is disagreement or confusion about a particular fact or detail, turn to the page where the information is located in the book and reread the section aloud. Tell the students that going back to the text and rereading it can help them better understand the information and clear up any confusion.

Teacher Note

If you notice the students repeating information verbatim from the text, you may wish to reread a section of the text aloud and model restating the information in your own words. Alternatively, you might reread a section of the text and ask:

Q *How can you retell that information using your own words?*

Teacher Note

The goal of this activity is for the students to begin identifying information in nonfiction texts, rather than providing a complete list of facts. Throughout the week, move the charting activities along quickly to maintain student interest.

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Interesting Facts About the Polar Lands

The polar lands are at the North and South Poles.

The Arctic is at the North Pole, and the Antarctic is at the South Pole.

They are the coldest places on Earth.

It is dark most of the day in the winter.

The sun stays out for weeks in the summer.

Explain that you will continue to add information to this chart as the students learn more about the polar lands tomorrow.

4 Think Before Writing

TEKS 1.D.ii
Student/Teacher Activity
Step 4

Remind the students that reading nonfiction often leads readers to have more questions about the topic. Use "Think, Pair, Share" to discuss:

Q *What questions do you have about the polar lands?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their questions with the class. If necessary, stop to remind them to use the discussion prompts.

WRITING TIME

5 Discuss and Write Questions About the Polar Lands

Tell the students that today they will write questions they have about the polar lands, and that they may talk quietly with their partners to share ideas and help each other write. Explain that each student will write her own questions in her notebook.

Have the students get their notebooks and pencils and sit at desks with partners together. Ask the students to open to the next blank page in

TEKS 13.A.i
Student/Teacher Activity
Step 5

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their notebooks and write "Questions About the Polar Lands" at the top. Have the pairs discuss and write their questions for 15–20 minutes.

Join the students in writing for a few minutes, and then walk around and observe them, assisting as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to generate and write questions about the polar lands?
- Do they write a question mark at the end of each question?
- Do the students help each other when needed?
- Are they talking respectfully to one another?

Support struggling pairs by asking questions to stimulate their thinking, such as:

Q *What questions do you have about the polar lands?*

Q *What would you like to know about the animals that live there?*

Record your observations on the "Class Assessment Record" sheet (CA4); see page 55 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Reflect on Working with a Partner

Ask and briefly discuss:

Q *During Writing Time today, what did your partner do or say that was helpful to you?*

Q *What is an idea that you and your partner talked about?*

Explain that tomorrow the students will share the questions they wrote and learn more about the polar lands.

Teacher Note

Save the "Interesting Facts About the Polar Lands" chart to use on Day 2.

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Day 2 Exploring Nonfiction

Materials

- *Polar Regions*
- *Polar Animals*
- *Polar Lands* from Day 1
- *Student Writing Handbook* pages 12–13
- "Interesting Facts About the Polar Lands" chart from Day 1
- Lined writing chart (WA5) for modeling

Teacher Note

This lesson may require an extended class period.

Teacher Note

Words in bold type are defined in the "Glossary" on page 30 of *Polar Regions*. These words do not appear in the Suggested Vocabulary or ELL Vocabulary lists. If necessary, refer to the book's glossary for definitions.

In this lesson, the students:

- Share their questions about the polar lands
- Hear and read more about the polar lands
- List information they hear in the reading
- Write pieces about the polar lands, including an opening and closing sentence
- Get ideas by listening to one another
- Ask for and give help respectfully

GETTING READY TO WRITE

1 Share Questions About the Polar Lands

Have the students bring their notebooks and *Student Writing Handbooks* and gather with partners sitting together, facing you.

Show the cover of the book *Polar Lands* and review that yesterday the students learned about the polar lands, listed information they learned, and wrote questions that they had. Direct the students' attention to the "Interesting Facts About the Polar Lands" chart and briefly review it. Then have the students silently review the questions they wrote in their notebooks and each pick one to share with the class.

Go around the class and have each student read a question aloud. Encourage the students to listen during the read-aloud today to see if any of their questions are answered.

2 Read More About the Polar Lands from *Polar Regions*

Show the cover and title page of *Polar Regions* and read the title and the author's name aloud. Tell the students that *regions* is another word for "areas or lands." Explain that today the students will learn more about the polar lands from this book.

Read pages 6–9 of *Polar Regions* aloud, showing the photographs, discussing the maps, and clarifying vocabulary as you read.

Suggested Vocabulary

unlike: not like (p. 8)

gravel: small rocks and pebbles (p. 9)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

soil: dirt (p. 9)

3 Reread and List More Information

Explain that you will reread the pages and ask the students to listen for information about the polar lands that they might have missed during the first reading. Reread pages 6–9 aloud. Then ask:

Q *What are some other interesting things you learned about the polar lands?*

Direct the students' attention to the "Interesting Facts About the Polar Lands" chart. Have a few volunteers share their thinking, and add their ideas to the chart as brief sentences. If there is disagreement or confusion about a particular fact or detail, turn to the page where that information is located in the book and reread the section aloud. Remind the students that going back to the text and rereading it can help them better understand the information and clear up any confusion.

Teacher Note

Continue to encourage the students to express the information they learned in their own words. If necessary, ask:

Q *How can you retell that information using your own words?*

4 Read More About the Polar Lands from *Polar Animals*

Show the cover of *Polar Animals* and read the title and the names of the author and the illustrator aloud. Tell the students that they will learn more about the polar lands by reading a chapter from *Polar Animals*.

Have the students open their *Student Writing Handbooks* to pages 12–13, where the chapter "What Is a Polar Region?" from *Polar Animals* is reproduced. Invite them to follow along as you read this section aloud. Read pages 4–5 in *Polar Animals* aloud, clarifying vocabulary as you read.

Suggested Vocabulary

fierce: wild and violent (p. 4)
caribou: reindeer (p. 5)
gobble: eat (p. 5)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

built for: perfect for or meant for (p. 4)

Ask and briefly discuss:

Q *What are some other interesting things you learned about the polar lands?*

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TEKS 12.B.ii
TEKS 13.E.i
Student/Teacher Narrative Step 5

5 Model Writing About the Polar Lands

Remind the students that they have learned interesting things about the polar lands, and explain that today they will write about what they have learned.

Display the lined writing chart (WA5) and write the title "Polar Lands." Ask the students to watch as you think aloud and model writing an opening sentence that introduces the topic of your piece and then writing several more sentences.

> **You might say:**
>
> "I'll start by writing an opening sentence that introduces the topic, or tells what this piece will be about. My topic is the polar lands so I'll write: *The polar lands are the coldest places on Earth.* Now I can write facts I learned about the polar lands from our readings this week."

Ask the students for suggestions as you continue to write the piece (see the diagram on the next page), prompting them with questions such as:

- Q *What sentence shall I write next?*
- Q *What else can we write about the polar lands?*
- Q *What other information on our chart could we write about?*
- Q *What sentence might make sense after this one?*

> **You might say:**
>
> "One student said that the polar lands are at the North and South Poles, with the Arctic at the North Pole and the Antarctic at the South Pole. That was a fact we learned from *Polar Lands*. I'll write: *There are two polar lands. The Arctic is at the North Pole, and the Antarctic is at the South Pole.* Another student said that some plants and animals live in the Arctic, but that the soil in Antarctica is so rocky that no plants and plant-eating animals can live there. I remember reading that in the book *Polar Regions*. I'll write: *Some animals and plants live in the Arctic, but almost no plants can grow in Antarctica. This means that no plant-eating animals can live there.* Someone else said that the animals that live in the polar lands don't get cold. We read that information in our *Student Writing Handbooks*. I'll write: *Animals that live in the polar lands have bodies that are meant for living in the cold.* Now I'll write a closing sentence to end this piece: *These are just some of the interesting things we learned about the polar lands.*"

As you write, model using the word wall, approximating spelling, and using appropriate punctuation.

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WA5

Polar Lands

The polar lands are the coldest places on Earth. There are two polar lands. The Arctic is at the North Pole, and the Antarctic is at the South Pole. Some animals and plants live in the Arctic, but almost no plants can grow in Antarctica. This means that no plant-eating animals can live there. Animals that live in the polar lands have bodies that are meant for living in the cold.

These are just some of the interesting things we learned about the polar lands.

Reread the piece together as a class. Point out that you included an opening sentence that introduces the topic, the facts that you learned, and a closing sentence to end the piece. Tell the students that they will have the opportunity to write about the polar lands during Writing Time today.

Teacher Note

Save the shared nonfiction piece on the lined writing chart (WA5) to use later in the unit.

WRITING TIME

6 Write About the Polar Lands

Explain that today each student will write about the polar lands in his notebook. Tell the students that, as they write, they may refer back to the reading from *Polar Animals* in their *Student Writing Handbooks* on pages 12–13, as well as the "Interesting Facts About Polar Lands" chart. Explain that partners may talk quietly to each other to share ideas and to help each other write.

TEKS 12.B.ii
TEKS 13.E.i
Student/Teacher Activity Step 6

Have the students sit at desks with partners together. Ask the students to open to the next blank page in their notebooks and write "Polar Lands" at the top of the page. Have the students discuss and write information they learned about the polar lands for 15–20 minutes. If necessary, remind them that each student will do his own writing.

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Join the students in writing for a few minutes, and then walk around and observe them. If you notice a student having difficulty writing, support the student by asking questions such as:

- Q *What opening sentence might you write to let your reader know that the polar lands is your topic?*
- Q *What information might you tell about the polar lands? How might you say that in your own words?*
- Q *How might you write this information in a way that makes it interesting for others to read?*
- Q *What closing sentence might you write to end your piece?*

Signal to let the students know when Writing Time is over. Tell them that they will have more time next week to continue writing their nonfiction pieces about the polar lands.

SHARING AND REFLECTING

7 Reflect on Working with a Partner

Ask and briefly discuss:

- Q *How does talking with your partner help you as a writer?*
- Q *What is something you and your partner talked about today that you added to your writing?*

Explain that tomorrow the students will learn about the animals that live in the polar lands.

Teacher Note

The end-of-lesson reflection is important for the students' growth as writers and their social development. We encourage you to allow at least 5 minutes at the end of each writing lesson to help the students reflect on their work and interactions. For more information, view "Social Reflection" (AV14).

TECHNOLOGY EXTENSION

Learn More About the Polar Lands

Your students might be interested in learning more about the polar lands. To find more information, search online using the keywords "polar lands facts for kids." After the students investigate a few of the resources they find, have them discuss and write about what they learned.

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Exploring Nonfiction

Day 3

In this lesson, the students:

- Hear and discuss nonfiction
- List information they hear in the reading
- Write questions about polar animals
- Use discussion prompts to build on one another's thinking
- Get ideas by listening to one another
- Ask for and give help respectfully

GETTING READY TO WRITE

1 Read More of *Polar Lands* Aloud

Gather the class with partners sitting together, facing you. Remind the students that earlier in the week they learned interesting facts about the polar lands. Show the cover of *Polar Lands* and explain that today they will hear several pages that tell about the animals that live there. Ask the students to listen for information about polar animals as you read.

Read pages 18–19 and 28–29 aloud, showing the photographs and clarifying vocabulary as you read.

Suggested Vocabulary

ice floes: large chunks of sea ice floating in the ocean (p. 18)
blubber: thick fat (p. 18)
stray: wander (p. 19)
coastal areas: land along the ocean (p. 28)
glide: move smoothly (p. 28)
huddling: crowding (p. 28)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

snuggle: get close and comfortable (p. 29)

2 Reread and List Information

Without discussing the reading, explain that you will reread the pages. Ask the students to listen for information about polar animals that they

Materials

- *Polar Lands* from Day 2
- Chart paper and a marker

Teacher Note

To maintain the flow of the read-aloud, the Suggested Vocabulary and ELL Vocabulary should be defined during the reading but not discussed. For more information, view "Introducing Vocabulary During a Read-aloud" (AV29).

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might have missed during the first reading. Reread pages 18–19 and 28–29 aloud. Then ask:

Q *What are some interesting things you learned about polar animals?*

Write the title "Interesting Facts About Polar Animals" on a sheet of chart paper. Have a few volunteers share their thinking, and record their ideas as brief sentences. If necessary, remind the students to use the discussion prompts.

Skill Practice Note

As you write, you might consider modeling how apostrophes are used to show possession. For example, in the sentence *Baby polar bears drink their mothers' milk*, the apostrophe shows that the milk belongs to the mothers.

For more practice using apostrophes to show possession, see Lesson 28 in the *Skill Practice Teaching Guide*.

Interesting Facts About Polar Animals

Polar bears are the largest animals in the Arctic.

Polar bears have oily fur and blubber to keep them warm.

Baby polar bears drink their mothers' milk.

Polar bears usually eat seals and fish, but sometimes they eat at garbage dumps.

Penguins slide across the snow on their bellies.

Baby penguins stay warm by standing on their moms' or dads' feet.

Penguins huddle together to stay warm.

Explain that you will add to this chart as the students learn more about polar animals tomorrow.

3 Think Before Writing

Remind the students that reading nonfiction often causes readers to have more questions about the topic. Use "Think, Pair, Share" to discuss:

Q *What questions do you have about polar animals?* [pause] *Turn to your partner.*

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WRITING TIME

4 Discuss and Write Questions About Polar Animals

Tell the students that today they will write questions they have about polar animals and that they may talk quietly with their partners to share ideas and to help each other write. Explain that each student will write his own questions in his notebook.

Have the students get their notebooks and pencils and sit at desks with partners together. Ask the students to open to the next blank page in their notebooks and write "Questions About Polar Animals" at the top. Have the students discuss and write their questions for 15–20 minutes.

Join the students in writing for a few minutes, and then walk around and observe them, assisting students as needed. If you notice any students having difficulty, support them by asking questions such as:

- Q *What questions do you still have about polar bears?*
- Q *What more would you like to know about penguins?*
- Q *What else are you wondering about animals that live in the polar lands?*

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Working with a Partner

Ask and briefly discuss:

- Q *During Writing Time, what is something your partner did or said that was helpful?*
- Q *What is an idea that you and your partner talked about today?*

Explain that tomorrow the students will share the questions they wrote and learn more about polar animals.

Teacher Note

Save the "Interesting Facts About Polar Animals" chart to use on Day 4.

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Day 4 Exploring Nonfiction

Materials

- *Polar Lands* from Day 3
- *Polar Animals* from Day 2
- *Student Writing Handbook* pages 14–15
- "Interesting Facts About Polar Animals" chart from Day 3

In this lesson, the students:

- Share their questions about polar animals
- Hear and read more about polar animals
- List information they hear in the reading
- Write pieces about polar animals, including an opening and closing sentence
- Get ideas by listening to one another
- Ask for and give help respectfully

GETTING READY TO WRITE

1 Share Questions About Polar Animals

Have the students bring their notebooks and *Student Writing Handbooks* and gather with partners sitting together, facing you.

Show the cover of *Polar Lands* and review that yesterday the students learned about polar animals, listed information they learned, and wrote questions that they had. Direct the students' attention to the "Interesting Facts About Polar Animals" chart and briefly review it. Then have the students silently review the questions they wrote in their notebooks and each pick one to share with the class.

Go around the class and have each student read a question aloud. Encourage the students to listen during the read-aloud today to see if any of their questions are answered.

2 Read More of *Polar Animals* Aloud

Show the cover of *Polar Animals* and remind the students that they heard a chapter from this book earlier. Explain that today you will read chapters about two other polar animals: seals and walruses. Read pages 10–11 and 20–21 aloud, showing the pictures and clarifying vocabulary as you read.

Suggested Vocabulary

pup: baby seal (p. 10)
shores: land along the ocean (p. 20)
jabs: pokes (p. 21)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

den: home (p. 11)

3 Reread and List More Information

Without discussing the reading, explain that you will reread the pages. Ask the students to listen for information about polar animals that they might have missed during the first reading. Reread pages 10–11 and 20–21 aloud. Then ask:

Q *What are some other interesting things you learned about polar animals?*

Direct the students' attention to the "Interesting Facts About Polar Animals" chart, and record their ideas on the chart as brief sentences as they respond.

4 Read More About Polar Animals from *Polar Lands*

Show the cover of *Polar Lands* and tell the students that they will learn more about polar animals by reading a chapter from this book. Have the students open their *Student Writing Handbooks* to pages 14–15 where the chapter "Sea mammals" from *Polar Lands* is reproduced. Invite them to follow along as you read this section aloud. Read pages 24–25 in *Polar Lands* aloud, clarifying vocabulary as you read.

Suggested Vocabulary

mammals: warm-blooded animals that feed milk to their young (p. 24)

streamlined: smooth (p. 24)

levers: small things that can be pushed down to lift up something heavy (p. 25)

dislodge: move (p. 25)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

drag: pull (p. 25)

Ask and briefly discuss:

Q *What are some other interesting things you learned about polar animals?*

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WRITING TIME

TEKS 13.E.i
Student/Teacher Activity
Step 5

5 Write About Polar Animals

TEKS 12.B.ii
Student/Teacher Narrative
Step 5
(first paragraph)

Explain that today each student will write about polar animals in her notebook, and that the students may choose to write about one polar animal or several polar animals. Tell the students that, as they write, they may refer back to the reading from *Polar Lands* in their *Student Writing Handbooks* on pages 14–15, as well as to the "Interesting Facts About Polar Animals" chart. Encourage them to include an opening sentence that introduces the topic, interesting facts they learned about polar animals, and a closing sentence to end their pieces. Explain that partners may talk quietly to each other to share ideas and to help each other write.

Teacher Note

You might also display the shared nonfiction piece on the lined writing chart (WA5) from Day 2 for the students to refer to as they write.

TEKS 12.B.ii
Student/Teacher Activity
Step 5
(second paragraph on)



Have the students sit at desks with partners together. Ask the students to open to the next blank page in their notebooks and write "Polar Animals" at the top of the page. Have the students discuss and write information they learned about polar animals for 20–25 minutes.

Join them in writing for a few minutes, and then walk around and observe. If you notice a student having difficulty writing, support the student by asking questions such as:

- Q *What opening sentence might you write to let your reader know that [polar animals/penguins] is your topic?*
- Q *What information might you tell? How might you say that in your own words?*
- Q *How might you write this information in a way that makes it interesting for others to read?*
- Q *What closing sentence might you write to end your piece?*

Signal to let the students know when Writing Time is over. Tell them that they will have more time next week to continue working on their nonfiction pieces about polar animals.

SHARING AND REFLECTING

6 Share Interesting Sentences

Ask the students to read their nonfiction pieces quietly to themselves and choose one interesting sentence to share with the class. After a few moments, call for the students' attention. Go around the room and, without comment, have each student share his sentence. When all of the students have shared, ask and briefly discuss:

- Q *What sentence did you hear that you found interesting? Why did that sentence grab your attention?*
- Q *What question do you want to ask [Dylan] about the sentence he wrote?*

Explain that next week the students will continue to hear and write nonfiction.

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WRITING ABOUT READING

Write Opinions About Polar Animals

Show the covers of *Polar Lands* and *Polar Animals* and remind the students that they heard parts of these nonfiction books earlier. Ask:

Q *What do you remember about these books?*

If necessary, remind the students that these books gave true information about the animals that live in the polar lands, including polar bears, penguins, seals, and walrus. Use "Think, Pair, Share" to discuss:

Q *Which animal did you find most interesting? Why?* [pause] *Turn to your partner.*

> **Students might say:**
>
> "I thought the polar bear was the most interesting polar animal. I think they're interesting because they have a layer of blubber that keeps them warm even when they go swimming in freezing cold water."
>
> "I think that seals were the most interesting. I think seals are interesting animals because baby seals are born in snow dens that keep them hidden away from hungry polar bears!"

As the students respond, flip to the page in the book they are referring to, show the photograph or illustration, and read the relevant passage aloud.

Explain that when the students tell what they think about a topic they are giving an *opinion*. Explain that people might have different opinions about something and that is fine. What is important is that they explain their thinking and give reasons for their opinions. Ask the students to watch as you think aloud and model writing an opinion about which polar animal you find most interesting and why.

> **You might say:**
>
> "I'll start by telling which polar animal is the most interesting to me. I'll write: *I think penguins are the most interesting polar animals*. Next, I'll give reasons for my opinion and I'll use the linking word *because*. I'll write: *I think penguins are interesting because penguins huddle to stay warm. They take turns being in the middle of the huddle where it's warmest. I think that's a fair way to make sure each penguin stays warm*. Now I need a closing sentence. I'll write: *That's why I think penguins are interesting animals*."

Explain that the students will write their own opinions about which polar animal they find interesting and why. If time permits, invite the students to share their opinions with the class.

Materials

- *Polar Lands* from Day 3
- *Polar Animals* from Day 2

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EXTENSION

Explore Activities in *Polar Lands*

Have the students do one or more of the activities on pages 42–47 in *Polar Lands*. Point out that the written activities are examples of *functional writing*, a kind of nonfiction that tells how to do something. Ask:

Q *What do you notice about how this "how to" nonfiction is written?*

> **Students might say:**
>
> "It tells you what to do."
>
> "I agree with [Nani] because it gives you steps for the project."
>
> "In addition to what [Billy] said, it tells you what materials you need."



TECHNOLOGY EXTENSION

Learn More About Polar Animals

Your students might be interested in learning more about polar animals. To find more information, search online using the keywords "polar animal facts for kids." After the students investigate a few of the resources they find, have them discuss and write about what they learned.

Open Day — Writing Throughout the Week

Write Opinions About Polar Animals

Have the students respond to literature by writing their opinions about which polar animal they find interesting and why (see Writing About Reading on page 349).

Read and List Information

Have the students look through the nonfiction books in the class library and choose topics that interest them. Have them read about their chosen topics and then write interesting facts they learned. Encourage them to write the information in their own words.

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Explore and Write Captions

Collect pictures from old calendars, magazines, or books that show images of different places or objects. Tell the students that nonfiction authors often include *captions* that give information about the photographs or illustrations in a book. Show the photographs on pages 12 and 20–21 in *Polar Regions* and point to and read the captions aloud. Then show the photograph on page 13. Use "Think, Pair, Share" to discuss:

Q *What might you write as a caption for this photograph?* [pause] *Turn to your partner.*

Show the students a few of the pictures you collected, and explain that they will write captions for the pictures. Distribute a few pictures to each student and have them write several captions for each picture. If time permits, invite the students to select a picture they were given and share one of the captions they wrote with the class.

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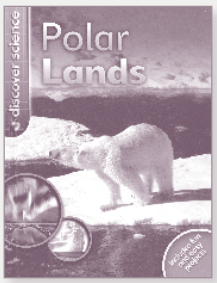
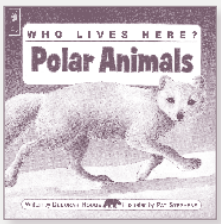
Week 4 OVERVIEW



Polar Lands

by Margaret Hynes

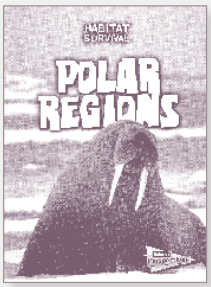
This book explores the Arctic and Antarctic—including their natural features and the people and animals that live there.



Polar Animals

by Deborah Hodge, illustrated by Pat Stephens

This book tells about polar animals: what they eat, how they stay warm, and how they care for their young.



Polar Regions

by Melanie Waldron

This book describes the world's polar regions and tells about the animals and plants that live there.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA5

Assessment Forms

- "Class Assessment Record" sheet (CA5)
- "Conference Notes" record sheet (CN1)

Professional Development Media

- "Managing Pair Conferences" (AV8)
- "Asking Open-ended Questions and Using Wait-time" (AV17)

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Writing Focus

- Students hear and discuss nonfiction.
- Students write questions and information about the people who live in the polar lands.
- Students select drafts to publish.
- Students reread and add descriptive language.
- Students confer with one another and the teacher.

Social Development Focus

- Students build on one another's thinking.
- Students act in fair and caring ways.
- Students help one another improve their writing.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, consider previewing this week's read-aloud selections with your English Language Learners before you read them to the whole class.

✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA5) on page 56 of the *Assessment Resource Book*.

TEACHER AS WRITER

"We write about what we don't know about what we know."

— Grace Paley

Choose one of the topics you listed last week and write that topic at the top of a blank page in your notebook. Write five questions you have about that topic. Choose one question to research and write about.

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Day 1 Exploring Nonfiction

Materials

- *Polar Regions* from Week 3
- *Polar Lands* from Week 3
- "Discussion Prompts" chart from Week 3
- Chart paper and a marker
- "Class Assessment Record" sheet (CA5)

In this lesson, the students:

- Hear and discuss nonfiction
- List information they hear in the readings
- Write questions about the people who live in the polar lands
- Use discussion prompts to build on one another's thinking
- Get ideas by listening to one another
- Ask for and give help respectfully

GETTING READY TO WRITE

1 Briefly Review the Discussion Prompts

Gather the class with partners sitting together, facing you. Remind the students that they learned three discussion prompts to help them connect their ideas with the ideas of others during class discussions. Direct the students' attention to the "Discussion Prompts" chart and read the prompts aloud together. Ask and briefly discuss:

Q *How does using the discussion prompts help us during discussions?*

> **Students might say:**
>
> "The prompts help us listen to what people say."
>
> "I agree with [Zoe] because you have to listen if you are going to agree or disagree with someone."
>
> "In addition to what [Russell] said, hearing different people's ideas helps us learn."

Encourage the students to use the prompts when they participate in the discussions today.

2 Read More of *Polar Regions* and *Polar Lands* Aloud

Review that last week the students learned interesting facts about the polar lands and polar animals. Show the covers of *Polar Regions* and *Polar Lands* and explain that today they will hear several pages from these books, this time to learn about the people who live in the polar lands. Ask the students to listen for information about the people who live in the polar lands as you read.

Read pages 20–21 of *Polar Regions* aloud, showing the photographs and clarifying vocabulary as you read.

Teacher Note

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

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Suggested Vocabulary

apart from: other than (p. 20)

tourists: visitors (p. 20)

climate and weather patterns: weather and how the weather changes (p. 20)

in modern houses, in modern towns: in houses and towns that look like the houses and towns we know (p. 21)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

humans: people (p. 20)

Show the cover of *Polar Lands* and tell the students that they are now going to hear about a group of people who live in the Arctic called the Inuit.

Read pages 30–31 aloud, showing the photographs and clarifying vocabulary as you read.

Suggested Vocabulary

traditionally: for many, many years (p. 30)

watertight: closed up, so no water gets through (p. 31)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

expert: very, very good (p. 31)

3 Reread and List Information

Without discussing the reading, explain that you will reread the pages and ask the students to listen for information that they might have missed. Reread pages 20–21 of *Polar Regions* and pages 30–31 of *Polar Lands* aloud and ask:

Q *What are some interesting things you learned about the people who live in the polar lands?*

Write the title "Interesting Facts About the People Who Live in the Polar Lands" on a sheet of chart paper. Have a few volunteers share their thinking, and record the students' ideas as brief sentences as they respond. If necessary, remind the students to use the discussion prompts.

Teacher Note

As the students respond, encourage them to express the information they learned in their own words. You might also model finding and rereading a section of text to verify that the information has been understood and remembered correctly.

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Interesting Facts About the People Who Live in the Polar Lands

People live in the land around the Arctic.

People can't live in Antarctica for too long because it's too cold.

People in the Arctic can't grow much food because the ground is frozen, so they hunt and fish instead.

The Inuit build igloos out of snow when they are on hunting trips.

The Inuit build boats so they can fish in the sea.

Explain that you will add to this chart as the students learn more about the people who live in the polar lands tomorrow.

4 Think Before Writing

Remind the students that reading nonfiction often causes readers to have more questions about the topic. Use "Think, Pair, Share" to discuss:

Q *What questions do you have about the people who live in the polar lands?* [pause] *Turn to your partner.*

WRITING TIME

5 Discuss and Write Questions About the People Who Live in the Polar Lands

Tell the students that today they will write questions they have about the people who live in the polar lands and that they may talk quietly with their partners to share ideas and to help each other write. Explain that each student will write her own questions in her notebook.

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Have the students bring their notebooks and pencils and sit at desks with partners together. Ask the students to open to the next blank page in their notebooks and write "Questions About the People Who Live in the Polar Lands" at the top of the page. Have the students discuss and write about their questions for 15–20 minutes.

Join the students in writing for a few minutes, and then walk around and observe, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to generate and write questions about the people who live in the polar lands?
- Do they write a question mark at the end of each question?
- Do the students help each other when needed?
- Are they talking respectfully to one another?

Support struggling pairs by asking questions such as:

Q *What questions do you have about the people who live in the polar lands?*

Q *What would you like to know about what it's like to live in such a cold place?*

Record your observations on the "Class Assessment Record" sheet (CA5); see page 56 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Reflect on Working with a Partner

Ask and briefly discuss:

Q *During Writing Time, what did your partner do or say that was helpful to you?*

Q *What is an idea that you and your partner talked about today?*

Explain that tomorrow the students will share the questions they wrote and learn more about the people who live in the polar lands.

Teacher Note

Save the "Interesting Facts About the People Who Live in the Polar Lands" chart to use on Day 2.

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Day 2 Exploring Nonfiction

Materials

- *Polar Lands* from Day 1
- *Student Writing Handbook* pages 16–17
- "Interesting Facts About the People Who Live in the Polar Lands" chart from Day 1

In this lesson, the students:

- Share their questions about the people who live in the polar lands
- Hear and read more about the people who live in the polar lands
- List information they hear in the reading
- Write pieces about the people who live in the polar lands, including an opening and closing sentence
- Get ideas by listening to one another
- Ask for and give help respectfully

GETTING READY TO WRITE

1 Share Questions About the People Who Live in the Polar Lands

Have the students bring their notebooks and *Student Writing Handbooks* and gather with partners sitting together, facing you.

Review that yesterday the students learned about the people who live in the polar lands, listed information they learned, and wrote questions that they had. Direct the students' attention to the "Interesting Facts About the People Who Live in the Polar Lands" chart and briefly review it. Then have the students silently review the questions they wrote in their notebooks and each pick one to share with the class.

Go around the room and have each student read a question aloud. Encourage the students to listen during the read-aloud today to see if any of their questions are answered.

2 Read More of *Polar Lands* Aloud

Show the cover of *Polar Lands* and tell the students that today they are going to learn more about the people who live in the polar lands. Read pages 32–33 aloud, showing the photographs and clarifying vocabulary as you read.

Suggested Vocabulary

herders: people who care for animals that wander from place to place (p. 32)

mobile homes: homes that can be easily moved (p. 33)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

settle: stay for a while (p. 32)

3 Reread and List More Information

Without discussing the reading, explain that you will reread the pages. Ask the students to listen for information about the people who live in the polar lands that they might have missed during the first reading. Reread pages 32–33 aloud. Then ask:

Q *What are some other interesting things you learned about the people who live in the polar lands?*

Direct the students' attention to the "Interesting Facts About the People Who Live in the Polar Lands" chart. Have a few volunteers share their thinking, and record their ideas as brief sentences as they respond.

4 Read More About the People Who Live in the Polar Lands

Have the students open their *Student Writing Handbooks* to pages 16–17, where the chapter "Modern life" from *Polar Lands* is reproduced. Invite them to follow along as you read this section aloud. Read pages 36–37 in *Polar Lands* aloud, showing the photographs and clarifying vocabulary as you read.

Suggested Vocabulary

improvements: changes that make things better (p. 36)

transportation: getting people and things from place to place (p. 36)

construction: building things (p. 36)

have brought a modern way of life to the Arctic: have made life in the Arctic more similar to the way we live (p. 36)

modern industries: jobs that are similar to the kinds of jobs we know (p. 36)

rely on: need (p. 36)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

provides: makes (p. 37)

harms: hurts (p. 37)

Ask and briefly discuss:

Q *What are some other interesting things you learned about the people who live in the polar lands?*

Teacher Note

Notice that the question you asked is open-ended, inviting many responses. Remember to use 10 seconds of wait-time before intervening. This gives everyone a chance to think before talking. For more information, view "Asking Open-ended Questions and Using Wait-time" (AV17).

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Teacher Note

You might also display the shared nonfiction piece on the lined writing chart (WA5) from Week 3 for the students to refer to as they write.

WRITING TIME

5 Write About the People Who Live in the Polar Lands

Explain that today each student will write about the people who live in the polar lands in her notebook. Tell the students that as they write, they may refer back to the reading from *Polar Lands* on pages 16–17 of their *Student Writing Handbooks*, as well as the "Interesting Facts About the People Who Live in the Polar Lands" chart. Encourage the students to include an opening sentence that introduces the topic, interesting facts they learned about the people who live in the polar lands, and a closing sentence to end their pieces. Explain that partners may talk quietly to each other to share ideas and to help each other write.



Have the students sit at desks with partners together. Ask the students to open to the next blank page in their notebooks and write "The People Who Live in the Polar Lands" at the top of the page. Have the students discuss and write information they learned about the people who live in the polar lands for 20–25 minutes.

Join them in writing for a few minutes, and then walk around and observe. If you notice a student having difficulty writing, support the student by asking questions such as:

- **Q** *What opening sentence might you write to let your reader know that the people who live in the polar lands is your topic?*
- **Q** *What information might you tell about the people who live in the polar lands? How might you say that in your own words?*
- **Q** *How might you write this information in a way that makes it interesting for others to read?*
- **Q** *What closing sentence might you write to end your piece?*

Signal to let the students know when Writing Time is over. Tell them that they will have more time later this week to continue writing their nonfiction pieces about the people who live in the polar lands.

SHARING AND REFLECTING

6 Share Sentences and Reflect

Ask the students to quietly read their writing and each underline a sentence to share with the class. After allowing time for them to choose their sentences, go around the room and have each student read his underlined sentence aloud, without comment.

Ask and briefly discuss:

- **Q** *What did you hear that got you interested in someone else's writing?*
- **Q** *What questions do you want to ask [Reggie] about what he wrote?*

Explain that tomorrow the students will reread the nonfiction pieces they have written about the polar lands, animals, and people. Then they will each select one piece to work on and publish as a book for the classroom library.

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EXTENSION

Read More About the Polar Lands

You might read aloud pages of *Polar Lands*, *Polar Regions*, and *Polar Animals* that you have not yet read to the class. You might also have the students use other sources of information to learn more about the polar lands and the people and animals that live there, including books such as: *Life in the Polar Lands* by Monica Byles, *Polar Lands* by Claire Watts, *Arctic Tundra* by Michael H. Forman, *Amazing Arctic Animals* by Jackie Glassman, and *This Place Is Cold* by Vicki Cobb.

TECHNOLOGY EXTENSION

Learn More About the People Who Live in the Polar Lands

Your students may be interested in learning more about the people who live in the polar lands. Find out more by searching online using the keywords "people of the polar regions facts for kids." You may also wish to use the names of the groups of people who live there as keywords, such as "Inuit," "Nenets," "Sami" (also spelled Saami), "Lapp," and "Chukchi." After the students investigate a few of the resources they find, have them discuss and write about what they learned.

Selecting Drafts and Conferring in Pairs

Day 3

In this lesson, the students:

- Review their nonfiction writing about the polar lands, animals, and people from Weeks 3 and 4
- Select pieces to complete and publish
- Add to their selected drafts
- Tell what more they want to know about one another's writing
- Give feedback in a helpful way
- Ask one another questions about their writing

Materials

- "Interesting Facts About the Polar Lands" chart from Week 3
- "Interesting Facts About Polar Animals" chart from Week 3
- "Interesting Facts About the People Who Live in the Polar Lands" chart from Day 2
- *Student Writing Handbook* pages 12–17

GETTING READY TO WRITE

1 Review and Select Drafts to Publish

Have the students bring their notebooks and pencils and sit at desks with partners together. Review that during the past four weeks they

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have heard and written nonfiction. Explain that today the students will review the nonfiction pieces they wrote about the polar lands, animals, and people, and they will each select one of these pieces to work on and publish as a book for the classroom library.

Tell the students that the piece they select does not need to be finished. Encourage them to select a piece that interests them and that they think will be interesting for others to read. Have the students open their notebooks, reread the three pieces they have written about the polar regions, and select one to work on and publish.

As the students review their work, circulate and observe. Support individual students by asking them questions such as:

- Q *Of the three pieces you wrote about the polar regions, which is your favorite? What do you like about it?*
- Q *What more might you add to this piece to finish it? What other information could you tell?*
- Q *How might you write that information to make it interesting for others to read?*

After a few minutes, call for the students' attention.

2 Confer in Pairs

Explain that partners will read the pieces they have chosen to one another and will help each other by telling what more they would like to know. Ask:

- Q *Why will it be helpful to have your partner tell you what more he or she wants to know about your piece?*
- Q *What is a helpful way you can tell your partner what more you want to know?*



Have partners read their pieces to one another and take turns telling each other what more they want to know. After several minutes, call for the students' attention and ask:

- Q *What is one thing your partner wants to know that you might add to your piece?*

Have a few volunteers share with the class. Explain that during Writing Time today, the students will add to their selected nonfiction pieces.

Remind the students to think about what more their partners want to know as they write today. Encourage them to refer to the readings in their *Student Writing Handbooks* on pages 12–17, as well as to the charts that list interesting facts about the polar regions.

If they finish their nonfiction pieces before Writing Time is over, they may work on other pieces of nonfiction writing.

Facilitation Tip

Continue to practice **asking facilitative questions** during class discussions to help the students respond directly to one another.

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WRITING TIME

3 Work on Nonfiction Pieces

Have the students work silently on their nonfiction pieces for 20–25 minutes. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students to get an idea of their thinking as they write nonfiction pieces. Ask each student to show you a piece of writing and read some of it aloud to you. As you listen, ask yourself:

- Can I tell what the topic is?
- Is this student writing factual information about the topic?
- Is the writing clear? Does it make sense?
- Is this student able to add to his writing to give more information?
- Does this student write an opening sentence to introduce the topic?
- Does this student include interesting facts and information about the topic?
- Does this student write a closing sentence to end the piece?
- Does this student use proper sentence punctuation?
- Does this student capitalize *I* and all proper nouns?
- Does this student recognize misspelled words and correct them?

Support the student by asking questions such as:

Q *Does your writing make sense? What do you need to change or add so it makes sense?*

Q *What opening sentence might you write to introduce your topic?*

Q *What information might you write about this topic? How might you write that in a way that makes it interesting for others to read?*

Q *What closing sentence might you write to end your piece?*

Q *What more can you tell about this topic?*

Q *Do you need to add punctuation somewhere? Where?*

Q *Do you need to capitalize any letters? Which ones? Why?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 58 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

Teacher Note

Have the students share the nonfiction pieces they are developing for publication during the individual conferences this week and next week.

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SHARING AND REFLECTING

4 Share Sentences and Reflect

Explain that the students will each choose a sentence to share with the class. Ask the students to quietly read their writing and underline a sentence they think will interest their readers. After allowing a moment for them to choose, go around the room and have each student read her underlined sentence aloud, without comment.

Ask and briefly discuss:

Q *What did you hear that got you interested in someone else's writing?*

Q *What questions do you want to ask [Ronah] about what she wrote?*

Teacher Note

If you have students who need more time to finish writing their nonfiction pieces, plan time for them to do so before proceeding with the Day 4 lesson.

Day 4 Revising and Conferring in Pairs

Materials

- *Polar Lands* from Day 2

In this lesson, the students:

- Reread their writing and add descriptive language
- Express interest in and appreciation for one another's writing
- Tell what more they want to know about one another's writing
- Give feedback in a helpful way
- Thank one another for their help

GETTING READY TO WRITE

1 Discuss Descriptive Language

TEKS 11.B.ii
TEKS 11.B.iii
Student/Teacher Narrative Step 1

Have the students get their notebooks and pencils and sit at desks with partners together. Show *Polar Lands* and remind the students that they heard parts of this book read aloud earlier. Tell the students that you will reread the chapter about penguins in this book. Ask the students to close their eyes and listen for words that help them imagine how penguins move and what they do to stay warm. Read pages 28–29 aloud twice.

Briefly discuss the questions that follow. As the students respond, reread the corresponding passage aloud. Ask:

Q *What did you see in your mind? What words helped you see this?*

Q *What words helped you imagine how the penguins move?*

Q *What words helped you imagine how the penguins stay warm?*

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Point out that the author uses a lot of descriptive words to help the reader imagine how the penguins move and what they do to stay warm such as "glide under the water," "huddling together," and "slide across the snow on their bellies."

2 Reread Writing and Add Descriptive Language

Ask the students to quietly reread the pieces they selected to publish and to look up when they are finished. When most students have finished reading, use "Think, Pair, Share" to discuss:

Q *What descriptive words can you add to help your reader imagine what your topic looks like?* [pause] *Turn to your partner.*

Q *What descriptive words can you add to help your reader imagine what it might feel like in the polar lands?* [pause] *Turn to your partner.*

Without discussing the questions as a class, explain that the students will add descriptive words to their nonfiction pieces during Writing Time today.

Teacher Note

Pause after each question to allow enough time for the students to review their writing.

WRITING TIME

TEKS 11.B.ii
TEKS 11.B.iii
Student/Teacher Activity
Steps 2 and 3

3 Add Descriptive Language

Have the students work quietly on their pieces for 20–25 minutes. If they finish before Writing Time is over, they may work on any other pieces of nonfiction in their notebooks. Join the students in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students to get an idea of their thinking as they write nonfiction pieces. Ask each student to show you a piece of writing and read some of it aloud to you. As you listen, ask yourself:

- Can I tell what the topic is?
- Is this student writing factual information about the topic?
- Is the writing clear? Does it make sense?
- Is this student able to add to her writing to give more information?
- Does this student write an opening sentence to introduce the topic?
- Does this student include interesting facts and information about the topic?
- Does this student write a closing sentence to end the piece?
- Does this student use proper sentence punctuation?
- Does this student capitalize *I* and all proper nouns?
- Does this student recognize misspelled words and correct them?

(continues)

Teacher Note

Continue to confer with individual students using the nonfiction pieces they are developing for publication.

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TEACHER CONFERENCE NOTE *(continued)*

Support the student by asking questions such as:

- Q *Does your writing make sense? What do you need to change or add so it makes sense?*
- Q *What opening sentence might you write to introduce your topic?*
- Q *What information might you write about this topic? How might you write that in a way that makes it interesting for others to read?*
- Q *What closing sentence might you write to end your piece?*
- Q *What more can you tell about this topic?*
- Q *Do you need to add punctuation somewhere? Where?*
- Q *Do you need to capitalize any letters? Which ones? Why?*

Document your observations for each student using a "Conference Notes" record sheet (CN1); see page 58 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Confer in Pairs

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Explain that partners will read their nonfiction pieces to one another and tell each other what they like about the other's writing and what more they would like to know.

Give partners several minutes to share and discuss their pieces. When most pairs have finished sharing, call for the students' attention. Ask and briefly discuss:

- Q *What did your partner like about your piece?*
- Q *What was one thing your partner wanted to know about your piece?*

Have the students take a few minutes to think about what more their partners wanted to know and add that information to their nonfiction pieces.

5 Reflect on Pair Conferences

Ask and briefly discuss:

- Q *What did your partner do during your conference that was helpful to you?*

Remind the students that the purpose of pair conferences is for partners to help each other improve their writing. Encourage partners to thank each other for their help.

Tell the students that next week they will make their pieces into books for the classroom library.

Teacher Note

Circulate and observe as the students confer. For more information, view "Managing Pair Conferences" (AV8).

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Write Questions

Have the students choose nonfiction topics that interest them and write questions they have about the topics.

Read and List Information

Have the students look through the nonfiction books in the class library and choose topics that interest them. Have them read about their chosen topics and then write interesting facts they learned. Encourage them to write the information in their own words.

Alternatively, you might have the students each write a paragraph about what they learned. Remind them to introduce the topic in the opening sentence, to tell facts they learned, and to include a closing sentence to end their paragraphs.

Conduct and Write About an Experiment with Ice

Have the students conduct the "Ice fun!" experiment on pages 44–45 of *Polar Lands* and then write about it. Encourage them to explain what steps they took and what they found out about icebergs. Remind them to use words such as *first*, *then*, and *next* to explain the order in which they completed the steps of the experiment.

Alternatively, you may wish to have the students conduct Steps 1–2 of the experiment and each write a prediction for what they think will happen when the ice is put into the salt water. The next day, have the students conduct the rest of the experiment and write about what happened to the ice.

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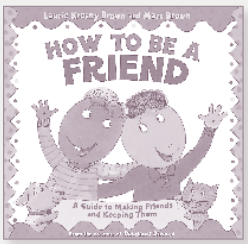
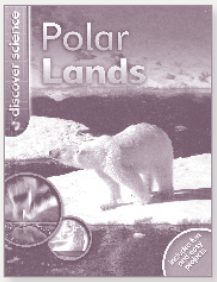
Week 5 OVERVIEW



How to Be a Friend: A Guide to Making Friends and Keeping Them

by Laurie Krasny Brown and Marc Brown

This guide helps children learn ways to be a friend.



Polar Lands

by Margaret Hynes

This book explores the Arctic and Antarctic—including their natural features and the people and animals that live there.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA6)
- "Conference Notes" record sheet (CN1)
- "Social Skills Assessment Record" sheet (SS1)
- "Individual Writing Assessment" record sheet (IA1)
- "Student Self-assessment" record sheet (SA1)

Reproducible

- Unit 4 family letter (BLM1)

Professional Development Media

- "Using Web-based Teaching Resources" tutorial (AV75)

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Writing Focus

- Students proofread for spelling, punctuation, and capitalization.
- Students explore expository text features.
- Students write and illustrate final versions.
- Students publish their nonfiction pieces as books.
- Students present their books from the Author's Chair.

Social Development Focus

- Students help one another improve their writing.
- Students act in fair and caring ways.
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 3, determine how the students will make their books and gather the necessary materials in a central location. (See "About Publishing for the Class Library" on page 268 for a simple procedure for making a final version into a book.) Decide on the procedure you would like the students to follow to access and return the materials.

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA6) on page 57 of the *Assessment Resource Book*.

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student's published piece.

TEACHER AS WRITER

"To me, writing a book is a great voyage of discovery; what attracts me to a subject in part is what I don't know about it, what I can learn from it."

— David McCullough

Think about the piece you wrote last week. What have you learned about the topic that surprised you? What are you curious about now? Jot down your reflections in your notebook, and continue researching and writing more about this topic.

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Day 1

Informal Proofreading and Conferring in Pairs

Materials

- *Student Writing Handbooks*

In this lesson, the students:

- Proofread their nonfiction pieces for spelling
- Proofread their nonfiction pieces for punctuation and capitalization
- Confer to make sure their writing makes sense
- Give feedback in a helpful way

GETTING READY TO WRITE

1 Discuss Proofreading for Spelling

Have the students get their notebooks, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Review that the students each selected a piece of nonfiction writing to publish as a book for the classroom library. Remind them that published writing must be as correct as possible, and explain that they will check their spelling, punctuation, and capitalization today and correct any mistakes they find.

Ask the students to open to their nonfiction pieces and reread them, circling any words they are unsure how to spell. After a few minutes, stop the students and ask:

Q *What words have you circled so far?*

Have a few volunteers share some of the words they circled. Ask the students to open their *Student Writing Handbooks* to the Word Bank, and remind them that this section contains an alphabetical list of correctly spelled words that students their age might use in their writing. Ask them to use their word banks to look up the first word they circled, and, if the word is there, to correct the spelling in their drafts, if needed. Ask:

Q *If the word does not appear in your word bank, what else might you do to check the correct spelling?*

> **Students might say:**
>
> "I could ask someone at my table if they know how to spell it."
>
> "I could ask my partner."
>
> "I could ask you for help."
>
> "If I know where I read that word in a book, I can go look it up."
>
> "I could look it up in a dictionary."

Remind the students that they will add any new words they learn how to spell to their word banks by writing them on the blank lines under the appropriate letter.

Teacher Note

If necessary, take time to review how to look up the spelling of words in word banks and dictionaries. Write a word where everyone can see it, and look it up together as a class. Repeat with other words, as needed.

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Explain that during Writing Time today the students will each check and correct the spelling in their pieces. If they are sure that all their spelling is correct, they may work on other pieces of nonfiction in their notebooks.

WRITING TIME

2 Check Spelling

Have the students work on checking their spelling for 10–15 minutes. As they work, confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students to get an idea of their thinking as they write nonfiction pieces. Ask each student to show you a piece of writing and read some of it aloud to you. As you listen, ask yourself:

- Can I tell what the topic is?
- Is this student writing factual information about the topic?
- Is the writing clear? Does it make sense?
- Is this student able to add to his writing to give more information?
- Does this student write an opening sentence to introduce the topic?
- Does this student include interesting facts and information about the topic?
- Does this student write a closing sentence to end the piece?
- Does this student use proper sentence punctuation?
- Does this student capitalize *I* and all proper nouns?
- Does this student recognize misspelled words and correct them?

Support students by asking questions such as:

Q *Does your writing make sense? What do you need to change or add so it makes sense?*

Q *What opening sentence might you write to introduce your topic?*

Q *What information might you write about this topic? How might you write that in a way that makes it interesting for others to read?*

Q *What closing sentence might you write to end your piece?*

Q *What more can you tell about this topic?*

Q *Do you need to add punctuation somewhere? Where?*

Q *Do you need to capitalize any letters? Which ones? Why?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 58 of the *Assessment Resource Book*.

Teacher Note

Continue to confer with individual students using the nonfiction pieces they are developing for publication.

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Skill Practice Note

For more practice with punctuating sentences and capitalizing proper nouns, see Lesson 2 and Lesson 10 in the *Skill Practice Teaching Guide*.

3 Read Aloud and Check Punctuation and Capitalization

Call for the students' attention and explain that you would like them to read their pieces aloud (using quiet voices) to make sure they have used punctuation at the end of each sentence and have capitalized the first letter of each sentence. Also remind them to capitalize the first letter of all names.

Have the students reread and check their pieces for punctuation and capitalization; then give them several more minutes to finish proofreading their drafts for spelling.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Briefly Reflect as a Class

Ask and briefly discuss questions such as:

- Q *What words did you check the spelling of today?*
- Q *What words did you find in your word bank? How did you check on words that were not in your word bank?*
- Q *What words did you capitalize? Why did you capitalize them?*

5 Confer in Pairs

Explain that partners will read their pieces to one another and help each other make sure that everything makes sense. Write the question *Does it make sense?* where everyone can see. Explain that the students should ask themselves this question as they listen to their partners read their pieces. Ask and briefly discuss:

- Q *If something is confusing or doesn't make sense in your partner's piece, how can you tell him or her in a helpful way?*

> **Students might say:**
>
> "I could say, 'I didn't understand that part. Could you please read it again?'"
>
> "I could tell my partner why I'm confused."
>
> "I can help my partner figure out what to write so it makes sense."



Have partners read their pieces to each other and check to make sure everything makes sense. After several minutes, call for the students' attention. Ask and briefly discuss:

- Q *What is one thing your partner did to help you? Why was that helpful?*

Give the students a few minutes to make any changes to their pieces based on what their partners said. Explain that tomorrow they will begin writing their final versions.

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SOCIAL SKILLS ASSESSMENT NOTE

During the final week of this unit, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1); see page 138 of the *Assessment Resource Book*. Compare your recent notes with those you took in the fall and evaluate how well each student is learning and applying the social skills taught in the program. You will reassess your students' social skill development again in Unit 8.

Writing Final Versions Day 2

In this lesson, the students:

- Explore illustrations and diagrams in nonfiction
- Determine where to add illustrations
- Write and illustrate final versions

Materials

- *Polar Lands* from Week 4
- *How to Be a Friend* from Week 1
- Loose, lined paper
- Unlined paper for illustrations
- Colored pencils, crayons, or markers

GETTING READY TO WRITE

1 Explore Illustrations and Diagrams in Nonfiction

Have the students bring their notebooks and pencils and sit at desks with partners together. Explain that they will start writing the final versions of their nonfiction pieces. Remind them that these pieces will be made into books for the classroom library.

Remind the students that illustrations and diagrams are common features of many nonfiction books. Show the cover of *How to Be a Friend* and remind the students that in addition to the written text, the author uses illustrations to help the reader learn about being a friend. Read a few pages of the text aloud and show the accompanying illustrations. Ask and briefly discuss:

Q *How do the illustrations help the reader?*

Show the cover of *Polar Lands* and explain that nonfiction authors sometimes use diagrams to present information. Turn to page 7 and read the text under the subheading "Arctic" aloud. Point to the diagram of the Arctic and read some of its labels aloud. Repeat this with the text under the subheading "Antarctic" and the accompanying diagram. Ask:

Q *What information do these diagrams give the reader?*

Q *How is the information in the diagrams the same as the information in the written text? How is it different?*

Facilitation Tip

Reflect on your experiences over the past few weeks with **asking facilitative questions**. Does this technique feel comfortable and natural to you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students' listening and participation in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

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Students might say:

"The diagrams show some of the animals and where they live."

"I agree with [Stephanie]. In addition, they show the oceans and the poles."

"The diagrams are like the text because they give information about what the Arctic and Antarctic are made up of."

"I agree with [Craig], but they are different, too. The diagrams give information that is not in the text, like showing the animals that live there."

Turn to page 17 and read the text under the subheading "Arctic food chain" aloud, clarifying vocabulary as you read.

Suggested Vocabulary

arctic food chain: what animals in the Arctic eat (p. 17)

top predators: animals that eat other animals but don't get eaten themselves (p. 17)

lichens: type of plant (p. 17)

Point to the accompanying diagram and read its labels aloud. Ask:

Q *How is the information in this diagram the same as the information in the written text? How is it different?*

Students might say:

"The diagram uses pictures to tell what the text says."

"Both the text and the pictures have the same information. One uses words and the other uses pictures and words."

2 Reread Nonfiction Pieces and Discuss Adding Illustrations or Diagrams

Have the students reread their pieces and think about what information they might include in an illustration or diagram that will help the reader understand the written text. Use "Think, Pair, Share" to discuss:

Q *What information might you include in an illustration or diagram?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention and have them draw a star on their drafts to remind them of the information they want to include in an illustration or diagram in their final versions.

Explain that during Writing Time today the students will begin writing their final versions. Show the lined paper and explain that the students will rewrite their nonfiction pieces in their best handwriting on this paper, and then show the unlined paper and explain that they will use this paper for their illustrations or diagrams.

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WRITING TIME

3 Write and Illustrate Final Versions

Distribute the paper and have the students work for 20–25 minutes to write and illustrate their final versions. As they work, confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students to get an idea of their thinking as they write nonfiction pieces. Ask each student to show you a piece of writing and read some of it aloud to you. As you listen, ask yourself:

- Can I tell what the topic is?
- Is this student writing factual information about the topic?
- Is the writing clear? Does it make sense?
- Is this student able to add to her writing to give more information?
- Does this student write an opening sentence to introduce the topic?
- Does this student include interesting facts and information about the topic?
- Does this student write a closing sentence to end the piece?
- Does this student use proper sentence punctuation?
- Does this student capitalize *I* and all proper nouns?
- Does this student recognize misspelled words and correct them?

Support students by asking questions such as:

Q *Does your writing make sense? What do you need to change or add so it makes sense?*

Q *What opening sentence might you write to introduce your topic?*

Q *What information might you write about this topic? How might you write that in a way that makes it interesting for others to read?*

Q *What closing sentence might you write to end your piece?*

Q *What more can you tell about the topic?*

Q *Do you need to add punctuation somewhere? Where?*

Q *Do you need to capitalize any letters? Which ones? Why?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 58 of the *Assessment Resource Book*.

After this week, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

Teacher Note

Continue to confer with individual students using the nonfiction piece they are developing for publication.

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SHARING AND REFLECTING

4 Reflect on Adding Illustrations or Diagrams

Have a few volunteers show and explain their illustrations or diagrams. Ask:

Q *How will your [illustration/diagram] help your reader?*

Explain that tomorrow the students will finish their final versions and make them into books. Have the students return to their seats and place their final versions in their folders.

Teacher Note

To learn more about Internet resources you can use with students, view the "Using Web-based Teaching Resources" tutorial (AV75).

TECHNOLOGY EXTENSION

Publishing Student Writing Online

Some students might be interested in publishing their writing online for family members and friends to read. To search for websites where the students can do so, use the keywords "publishing student writing online."

Day 3 Publishing

Materials

- Read-aloud books from this unit
- Loose, lined paper
- Unlined paper for illustrations
- Colored pencils, crayons, or markers
- Construction paper for book covers
- Stapler
- "Class Assessment Record" sheet (CA6)

In this lesson, the students:

- Explore features of nonfiction books
- Complete final versions of their nonfiction pieces
- Make their nonfiction pieces into books
- Handle materials responsibly
- Share materials fairly

GETTING READY TO WRITE

1 Discuss Procedures for Making Books

Have the students stay at their desks today. Explain that they will finish writing and illustrating their final versions, and then they will make these final versions into books. Explain the procedures you would like the students to follow to make their books and how you would like them

TEKS 11.E.i
Student/Teacher Narrative
Step 1

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to access and return the bookmaking materials (see "Do Ahead" on page 369). Ask and briefly discuss:

Q *If someone is using something that you need, what might you do?*

Q *If you are using something that someone else needs, what might you do?*

2 Discuss Book Covers and Features of Nonfiction Books

Tell the students that after they finish making their final versions into books, they need to decide what they will include on the covers of their books. Ask and briefly discuss:

Q *What information is usually found on the cover of a book? What else might be on the cover?*

Explain that the students will also need to decide what other features to include in their books. Use the read-aloud books from this unit to show and remind the students of features that are sometimes included in nonfiction books, such as a title page, dedication, author notes, table of contents, glossary, and back-cover blurbs. Tell the students that these books will be available during Writing Time so that they can look at these features more closely and include them in their own books, if they wish.

WRITING TIME

3 Complete Final Versions and Make Books

TEKS 11.E.i
Student/Teacher Activity
Step 3

Have the students work for 20–25 minutes to finish writing and illustrating the final versions of their nonfiction pieces and begin making their books. Walk around and observe them, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students engaged and excited about making their nonfiction books?
- Do they include any features of nonfiction books?
- Do they handle the materials responsibly and share them fairly?
- If they have disputes about the materials, are they able to resolve them in a fair way?

Make note of any problems the students have so that you can discuss them during Sharing and Reflecting. Also note whether most of the students finish making their books today or whether they will need more time to do so.

Record your observations on the "Class Assessment Record" sheet (CA6); see page 57 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

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SHARING AND REFLECTING

4 Reflect on Sharing Materials

Ask and briefly discuss:

Q *What did you notice about how we shared our bookmaking materials today? What problems did we have?*

Q *What do we want to do [the same way/differently] the next time we share materials?*

Share any observations you made with the class.

Explain that tomorrow the students will share their books from the Author's Chair. Have them put their books in their folders.

Teacher Note

If most of the students have completed their books, then conduct the Author's Chair sharing activity tomorrow, as suggested. If not, provide another day for the students to complete their books before proceeding with the Day 4 lesson.

Day 4 Publishing

Materials

- Author's Chair
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Present their books from the Author's Chair
- Give their full attention to the person who is speaking
- Ask one another questions about their writing
- Thank one another for their help
- Write freely

GETTING READY TO SHARE

1 Review Nonfiction

Have the students bring their published books and gather with partners sitting together, facing the Author's Chair. Explain that during the past five weeks, the students learned about nonfiction and wrote many nonfiction pieces. Ask:

Q *What have you learned about nonfiction writing? Turn to your partner.*

Q *What have you enjoyed about writing nonfiction? Turn to your partner.*

Remind the students that writers become better over time as they practice writing again and again. Encourage the students to continue to write about nonfiction topics they are interested in on their own and during Free Writing Time.

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2 Review Responsible Behavior During Author's Chair Sharing

TEKS 1.C.i
Student/Teacher Narrative
Step 2

Review how the students will act during Author's Chair sharing, both as presenting authors and as members of the audience. Ask and discuss:

- Q *What is important to do when presenting your book? Why is that important?*
- Q *What is important to do as a member of the audience? Why is that important?*

SHARING TIME

3 Share Books from the Author's Chair

TEKS 1.C.i
Student/Teacher Activity
Step 3

Ask for a volunteer who has completed his book to read it aloud from the Author's Chair. Facilitate a discussion using questions such as those below, and give the author an opportunity to respond to his classmates' questions and comments.

- Q *What is something you learned about [polar animals] from [Angelo's] book?*
- Q *What did you imagine as you listened?*
- Q *How did the [illustrations/diagrams] help you understand the book?*
- Q *What questions can we ask [Angelo] about his book?*

As time permits, repeat this procedure and have other students share from the Author's Chair.

Assure the students that they will all have a chance to share their books from the Author's Chair in the coming days.

REFLECTING

4 Reflect on Responsible Behavior

Help the students reflect on their behavior during Author's Chair sharing by asking:

- Q *What did you do to be responsible when sharing from the Author's Chair? How did that help the audience?*
- Q *What did you do to be a responsible audience member? How did that help the author? How did that help the other audience members?*

5 Reflect on Working with Partners and Thank One Another

Have the students reflect on their work with their partners during this unit by asking:



- Q *What did you enjoy about working with your partner during this unit? Turn to your partner.*

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Ask partners to thank each other for their help and good work together during the unit, and then have them return to their seats.

FREE WRITING TIME

6 Write Freely

Explain that the students will now have time to write freely about anything they choose. Tell them that they may continue pieces they started earlier or begin new pieces. If they need help thinking of an idea to write about, they can look at the writing ideas section of their notebooks.

Signal to let the students know when Free Writing Time is over.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 381.

Open Day Writing Throughout the Week

Write Letters Home About Nonfiction

Have the students each write a letter home about what they learned about nonfiction writing. Stimulate their thinking by discussing questions such as:

- Q *What's special about nonfiction writing?*
- Q *What steps did you go through to develop and publish your own nonfiction book?*
- Q *What is one thing about your published nonfiction book that makes you proud?*

Be aware that the students will learn the five parts of a friendly letter (date, greeting, body, closing, and signature) in Unit 5, so it is not crucial that you teach them these elements here.

Have the students write and proofread their letters for capitalization, punctuation, and spelling. Send the letters home along with the students' published books and this unit's family letter.

Share Published Books from the Author's Chair

Repeat the procedure in Day 4 to provide another opportunity for the students to share their published books from the Author's Chair.

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At the end of each reading, facilitate a discussion using questions like those that follow, and give the author an opportunity to respond to the class's comments and questions.

- **Q** *What is something you learned about [polar animals] from [Nakiya's] book?*
- **Q** *What did you imagine as you listened?*
- **Q** *How did the [illustrations/diagrams] help you understand the book?*
- **Q** *What questions can we ask [Nakiya] about her book?*

Write Freely

Provide an opportunity for the students to write freely. They might use the writing ideas section of their notebooks to get ideas for writing, or they might write about a topic of their choice.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 4. You will need to reassign partners before you start the next unit.
- Send home with each student the student's published book and a copy of this unit's family letter (BLM1). Encourage the students to share their published pieces with their families. Remind the students to bring their books back to class after their families have read them so they can be placed in the class library.
- Save the students' published books (or copies of them) to use for reflection and discussion in Unit 8.

Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 62 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published books home to share with their families, you might have each student analyze her writing using the "Student Self-assessment" record sheet (SA1) on page 60 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment' " on page 277.

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Unit 5

Letter Writing

During this three-week unit, the students read, discuss, and write friendly letters, including letters to one another, the teacher, first-graders, family members, and friends. As they write, they consider their audience and the purpose of their letters, as well as their choice of words. Throughout the unit, the students work responsibly, listen to the ideas of others, and share their own thinking.



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Unit 5 Letter Writing

RESOURCES

Read-alouds

- *First Year Letters*
- *Dear Baby: Letters from Your Big Brother*
- *Love, Lizzie: Letters to a Military Mom*

Writing About Reading Activities

- "Write Opinions About *First Year Letters*"
- "Write Opinions About Favorite Books"

Technology Extensions

- "Write an E-mail to a First-grade Class"
- "Write an E-mail to a Family Member"

Extensions

- "Create a Letter Collection or a Letter-writing Center"
- "Write to Pen Pals"
- "Mail the Letters"

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, "Complete Sentences"
- Lesson 2, "Declarative and Interrogative Sentences"
- Lesson 3, "Exclamatory and Imperative Sentences"
- Lesson 5, "Compound Sentences"
- Lesson 20, "Reflexive Pronouns"
- Lesson 26, "Commas in Greetings and Closings of Letters"

Assessment Resource Book

- Unit 5 assessments

Student Writing Handbook

- "Excerpt from *First Year Letters*"
- "Addressing an Envelope"
- Word Bank

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA3

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA4)
- "Conference Notes" record sheet (CN1)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)
- "Student Self-assessment" record sheet (SA1)

Reproducible

- Unit 5 family letter (BLM1)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Turning and Looking at the Speaker" (AV15)
- "Pacing Class Discussions" (AV19)
- "Responding Neutrally with Interest" (AV23)
- "Conferring About Letters" (AV65)
- "Practicing Punctuation" (AV66)

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Unit 5 Letter Writing

DEVELOPMENT ACROSS THE GRADES

	Elements of Letter Writing	Writing Craft	Language Skills and Conventions
Grade 2	▪ Writing friendly letters	▪ Identifying audience and purpose for letter writing	▪ Punctuating the parts of a letter ▪ Proofreading for spelling, punctuation, and capitalization
Grade 3*	▪ Writing friendly letters	▪ Identifying audience, purpose, and tone for letter writing ▪ Using conversational language	▪ Punctuating the parts of a letter ▪ Proofreading for spelling, punctuation, and grammar
Grade 4	▪ Writing friendly letters and thank-you notes	▪ Identifying audience, purpose, and tone for letter writing ▪ Adding sensory details	▪ Punctuating the parts of a letter ▪ Proofreading for spelling, punctuation, and grammar
Grade 5	▪ Writing informal and formal letters	▪ Identifying audience, purpose, and tone for letter writing ▪ Adding anecdotes and sensory details	▪ Formatting and punctuating the parts of informal and formal letters ▪ Proofreading for spelling, punctuation, and grammar
Grade 6	▪ Writing informal and formal letters	▪ Exploring audience, purpose, and tone ▪ Adding anecdotes and sensory details	▪ Formatting and punctuating informal and formal letters ▪ Using the word bank and proofreading notes

* Instruction in letter writing at grades 3–6 is available separately as supplemental writing genre units. Visit Center for the Collaborative Classroom's website (collaborativeclassroom.org) for ordering information.

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GRADE 2 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Exploring Letter Writing:** *First Year Letters* **Focus:** ▪ Writing friendly letters to the teacher in pairs	**Exploring Letter Writing** **Focus:** ▪ Writing friendly letters to partners	**Exploring Letter Writing** **Focus:** ▪ Determining procedures for the classroom post office ▪ Writing friendly replies to partners' letters	**Exploring Letter Writing** **Focus:** ▪ Identifying parts of a friendly letter ▪ Writing a shared letter to first-graders	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing opinions about *First Year Letters* ▪ Writing replies to partners' letters ▪ Writing friendly letters to the principal
Week 2	**Exploring Letter Writing** **Focus:** ▪ Punctuating dates, greetings, and closings ▪ Writing friendly letters to classmates	**Exploring Letter Writing:** *Dear Baby: Letters from Your Big Brother* **Focus:** ▪ Exploring audience and purpose ▪ Writing friendly letters to family members	**Exploring Letter Writing** **Focus:** ▪ Listening for punctuation ▪ Proofreading for punctuation and capitalization	**Drafting Friendly Letters:** *Love, Lizzie: Letters to a Military Mom* **Focus:** ▪ Choosing recipients for friendly letters ▪ Drafting friendly letters to people they do not see every day	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing opinions about favorite books ▪ Writing replies to partners' letters ▪ Writing friendly letters for other purposes
Week 3	**Informal Proofreading:** *First Year Letters* **Focus:** ▪ Practicing proofreading ▪ Completing and proofreading draft letters	**Writing Final Versions** **Focus:** ▪ Writing final versions of friendly draft letters	**Publishing** **Focus:** ▪ Addressing envelopes ▪ Sharing from the Author's Chair	**Publishing** **Focus:** ▪ Reflecting on writing friendly letters ▪ Sharing from the Author's Chair ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing letters home about letter writing ▪ Sharing letters from the Author's Chair and writing freely ▪ Writing letters to individuals on the "People to Write to" list

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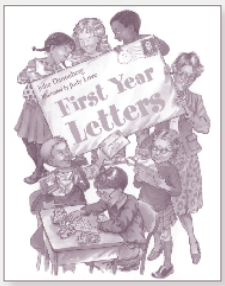
Week 1 OVERVIEW



First Year Letters

by Julie Danneberg, illustrated by Judy Love

Mrs. Sarah Jane Hartwell sets up a classroom post office to help her students practice writing letters.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA2)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Responding Neutrally with Interest" (AV23)

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Writing Focus

- Students hear, read, and discuss friendly letters.
- Students explore the parts of a friendly letter.
- Students explore audience and purpose.
- Students write friendly letters to the teacher, their partners, and first-graders.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students make decisions and solve problems respectfully.

DO AHEAD

✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit. For suggestions about assigning partners, see "Random Pairing" on page xxix and "Considerations for Pairing ELLs" on page l. For more information, view "Cooperative Structures Overview" (AV9).

✓ Prior to Day 1, write a letter to the class introducing the unit (see the diagram in Step 1 on page 392), seal it in an envelope, and address it to the class.

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *First Year Letters*, with your English Language Learners before you read it to the whole class.

✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA1) on page 74 of the *Assessment Resource Book*.

✓ Prior to Day 2, read the students' letters and prepare to model writing a letter back to the class (see the diagram in Step 1 on page 397).

(continues)

TEACHER AS WRITER

"I write not so much because I have anything to say, as because I hope for an answer; and the vacancy of my life makes a letter of great value."

— Samuel Johnson

How often do you receive a friendly letter? Think about a time when you waited eagerly for a letter to arrive or were surprised or excited to receive a letter. Write about what happened and what that letter meant to you.

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, determine how and where to set up a classroom post office. It may be a single box on your desk or envelopes taped to a wall, one for each student and one for you. On Day 3, the class will decide the procedures for using the post office, such as when and how to "mail" letters, and when and how to check for or distribute them. Think ahead about these issues. (If you already have a classroom post office, use it and follow the procedures you have established for it.)
- ✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA2) on page 75 of the *Assessment Resource Book*.
- ✓ Make sure you have loose, lined writing paper available for the students to use to write letters throughout the unit.

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Exploring Letter Writing

Day 1

In this lesson, the students:

- Work with new partners
- Hear and discuss friendly letters
- Informally explore audience and purpose
- Write friendly letters to the teacher in pairs
- Work responsibly in pairs

ABOUT TEACHING LETTER WRITING

In this unit, the students are introduced to friendly letters. They learn the standard format for friendly letters (date, greeting, body, closing, and signature), consider the audience and purpose when writing letters, and write friendly letters to many different recipients. As the students write, they think about how their word choices will affect the recipient, and they work to capture a friendly, conversational tone in their letters.

During the first two weeks of this unit, the students hear and write many letters. They learn how to punctuate friendly letters and practice doing so. At the end of the second week, they begin drafting letters that they will revise, publish, and possibly mail during the third week.

GETTING READY TO WRITE

1 Introduce Letter Writing

Randomly assign partners (see "Do Ahead" on page 389). Gather the class with partners sitting together, facing you.

Hold up the sealed envelope and state that the class has received a letter. Open the envelope and read the letter aloud.

Materials

- *First Year Letters*
- Letter to the class in a sealed envelope
- Loose, lined paper
- "Class Assessment Record" sheet (CA1)

Teacher Note

Due to the length of today's read-aloud, this lesson may require an extended class period. You might consider doing the read-aloud in two sessions. For example, you might read the first half of the book during the lesson, stopping at page 13 and asking the last discussion question, and then finish reading the book later in the day. For more information about the read-aloud, see Step 2 on page 392.

Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

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February 15, 2014

Dear class,

Today we are starting a new writing unit. We will learn about writing letters. We will write many letters, some to each other and some to our families and friends. We will receive letters, too.

I can't wait to get a letter from each of you!

Your teacher,

Mrs. Peterson

Ask and briefly discuss:

Q *Who is this letter written to? Who is it from?*

Q *What did you learn from this letter?*

2 Read and Discuss *First Year Letters*

Explain that you will read a book about students who write letters to their teacher. Show the cover of *First Year Letters* and read the title and the names of the author and the illustrator aloud. Read the blurb on the back cover of the book, and then explain that this book is titled *First Year Letters* because this is Mrs. Hartwell's first year as a teacher.

Read the book aloud, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

detention: punishment in which students must stay inside at recess or after school (p. 11)

went downhill: got worse (p. 11)

track star: athlete who runs fast and jumps high (p. 14)

smithereens: very small pieces (p. 14)

aquarium: building with fish and other animals that live in the water (p. 21)

sprinklers: things that spray water to help put out fires inside buildings (p. 22; refer to the illustration)

refrain: stop yourself, hold back (p. 24)

Teacher Note

The illustrations in *First Year Letters* are important to understanding the story. Take time to show and discuss what is happening in them.

When reading page 18, it might help to explain that the class is celebrating Groundhog Day. If necessary, point out that Mrs. Hartwell is dressed up as a groundhog. Explain that some people believe that if a groundhog sees its shadow on Groundhog Day, the weather will be cold and wintery for another six weeks and if a groundhog does not see its shadow on Groundhog Day, then spring will come early.

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

barf: get sick, throw up (p. 8)

Stop after:

p. 3 "Thanks, Shannon"

Ask and briefly discuss:

Q *Why might the teacher, Mrs. Hartwell, be a little scared?*

Continue reading and stop after:

p. 6 "Sincerely, Carl"

Ask and briefly discuss:

Q *Who do you think Mrs. Burton is, and what is she doing?*

Continue reading and stop after:

p. 13 "P.S. When you wear your safety goggles, you look just like my frog, Benny."

Ask and briefly discuss:

Q *What happened during science class?*

Continue reading to the end of the book. Ask and briefly discuss:

Q *How is this book written differently from most of the books we have read?*

Teacher Note

If necessary, explain that Mrs. Burton is the principal and that she is observing Mrs. Hartwell teach.

3 Think Before Writing

Show page 5 and remind the students that Andy tells Mrs. Hartwell some things he thinks are important for teachers to know. Reread the page and ask:

Q *If you were going to write me a letter about things we could do to make our class better, what might you write? Turn to your partner.*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "My partner and I said we need more playground balls so everyone who wants a ball can play with one."
>
> "We would like to have a snack in the morning."
>
> "We'd like more computer time."

Explain that today you would like each pair of students to write you a letter telling you some things they think would make the class better. (Partners will work together to write one letter from both of them to you.)

Teacher Note

The standard features of a friendly letter (date, greeting, and so on) will be introduced on Day 4 of this week. The focus for the first three days is for the students to write freely without undue concern for the format of letters. Observe to see what features, if any, the students use on their own.

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Teacher Note

If necessary, direct the students' attention to the "Discussion Prompts" chart from Unit 4. Remind them to use these prompts as they talk with their partners during Writing Time today.

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

Mention that during Writing Time today you will observe how partners work together, and then you will talk with the students after Writing Time about what you noticed. Ask and briefly discuss:

Q *How will you and your partner work responsibly?*

> **Students might say:**
>
> "We'll get to work right away."
>
> "I agree with [Sophia], and we'll work quietly and not bother our neighbors."
>
> "In addition to what [Edgar] said, we'll listen to each other and agree on what to write."
>
> "I agree with everyone so far, and another way to work responsibly is to share the work."

Encourage the students to keep these ideas for how to work responsibly in mind as they write today.

WRITING TIME

4 Write Letters in Pairs

Have the students get their pencils and sit at desks with partners together. Distribute a sheet of lined writing paper to each pair, and have partners talk quietly to each other and work on writing their letters to you. Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.

Teacher Note

You might explain that during this unit the students will write letters to give or send to others, so they will write on loose paper rather than in their notebooks.

CLASS ASSESSMENT NOTE

Observe pairs and ask yourself:

- Do partners start writing quickly and stay on task?
- Do they share the work?
- Do they agree on what to write?

Support pairs who are struggling to write by asking questions such as:

Q *What is something you'd like me to know about [our classroom/how we go to lunch/how we use the computers]?*

Q *What are some things we could do to make [recess time/our classroom rules] better?*

As you observe, jot down a few notes about ways the students work responsibly and any problems you notice. You will use these notes during Sharing and Reflecting at the end of the lesson.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 74 of the *Assessment Resource Book*.

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After 10–15 minutes, call for the students' attention. Ask partners to read their letters quietly to one another. Then ask:

Q *Does your letter make sense? If not, what changes do you need to make? Turn to your partner.*

Q *What else do you want to tell me about things we can do to make our class better? Turn to your partner.*

Give pairs another 5–10 minutes to make any changes and finish their letters.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Sentences and Reflect on Partner Work

Explain that you would like each pair to share with the class one thing they think would make the class better. Give pairs a moment to decide which partner will share and what to share. Then go around the room and have the designated student from each pair read the selected item aloud. Ask and briefly discuss:

Q *What did you hear that you agree with? Why do you agree?*

Have the students reflect on working with their partners by asking:

Q *How did your partner work go today? What went well? What do you need to work on?*

Share some of the things you noticed while observing the students work.

Collect the letters and tell the students that you will read them. Explain that the class will continue to explore letter writing tomorrow.

WRITING ABOUT READING

Write Opinions About *First Year Letters*

Show the cover of *First Year Letters* and remind the students that they heard this book earlier. Ask:

Q *What do you remember about this book?*

Reread the sign and the accompanying letter on page 17. Then use "Think, Pair, Share" to discuss:

Q *What do the words in the sign mean to you?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking with the class.

Teacher Note

Read the students' letters before teaching the Day 2 lesson and think about the letter you will write in response (see "Do Ahead" on page 389).

Materials

- *First Year Letters* from Day 1

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Students might say:

"I think this means that I can teach people what I know, and they can teach me what they know."

"Nobody is always a student or always a teacher."

"I think these words mean that everybody has things they're good at and things they're not so good at yet."

Then ask:

Q *What do you think Alexandra's mother meant when she told Alexandra "to do a little less teaching and a little more learning"?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking with the class.

Students might say:

"I think Alexandra's mom was reminding her that she's still a kid and has a lot left to learn."

"Alexandra's mom might be telling her to talk less and listen more."

"I think Alexandra's mom thinks that grown-ups are supposed to do the teaching and that kids are supposed to do the learning."

Explain that when the students tell what they think about a topic they are giving an *opinion*. Explain that people might have different opinions about something and that is fine. The important thing is that they explain their thinking and give reasons for their opinions. Ask the students to watch as you think aloud and model writing an opinion about what you think Alexandra's mom meant when she told Alexandra "to do a little less teaching and a little more learning."

You might say:

"I'll start by writing the title of the book and telling what I think Alexandra's mother meant when she told Alexandra 'to do a little less teaching and a little more learning.' I'll write: *In the book First Year Letters, Alexandra's mom tells her 'to do a little less teaching and a little more learning.' I think Alexandra's mom meant that Alexandra is young and still has a lot of learning to do.* Next, I'll give reasons for my opinion. I'll write: *Alexandra's mom didn't seem too happy when Alexandra hung up a sign in their kitchen that said 'Everyone is a student, everyone is a teacher.' She might think that grown-ups should be the teachers and do the talking and that kids should be the students and do the listening.* Finally, I'll write a closing sentence: *I think Alexandra's mom wasn't too happy with Mrs. Hartwell for teaching her students that everyone is a student and a teacher."*

Explain that the students will write their own opinions about what they think Alexandra's mom meant when she told Alexandra "to do a little less teaching and a little more learning." If time permits, invite the students to share their opinions with the class.

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Exploring Letter Writing

Day 2

In this lesson, the students:

- Hear, read, and discuss friendly letters
- Write friendly letters to their partners
- Use Writing Time responsibly

Materials

- *First Year Letters* from Day 1
- Two sheets of chart paper and a marker

GETTING READY TO WRITE

1 Model Writing a Letter

Gather the class with partners sitting together, facing you. Show *First Year Letters* and remind the students that they heard this book yesterday and then wrote letters to you about what they think would make the class better. Explain that you have read their letters and you will now write a letter back to the class.

On a sheet of lined chart paper, model writing a letter that responds to some of the things the students wrote to you about in their letters (see the diagram below).

February 16, 2014

Dear class,

Thank you for your letters. I really enjoyed reading them. Something I learned is that our rabbit cage is smelly and needs to be cleaned more often. Many students said that they would like more time to read silently. I would like more time to read myself! What ideas do you have about how to do these things?

Please write to me again!

Yours truly,

Mrs. Peterson

As you write, read your letter aloud and discuss:

Q *What do you notice about my writing that tells you that this is a letter?*

Teacher Note

As you model writing friendly letters in this unit, include the day's full date, including a comma before the year. The students will learn more about punctuating letters in Week 2.

TEKS 12.C.i
Student/Teacher Narrative
Steps 1 and 2

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Students might say:

"After the date, you start with 'Dear class.' "

"I agree with [Scarlett]. When you see 'Dear Somebody,' you know it's a letter."

"After that, you tell about things and ask a question."

"In addition to what [Randy] said, at the end of the letter, you sign your name."

Explain that this is a *friendly letter*, which is a type of letter people write to friends, family members, and other people they know well. Reread the letter aloud; then ask:

Q *How does reading this letter make you feel? What in the letter makes you feel that way?*

Students might say:

"It made me feel good that you liked reading our letters."

"You use nice words like 'please' and 'thank you.' That feels friendly."

"I agree with [Cynthia]. The letter sounds friendly, like you are talking to us."

"In addition to what [Diego] said, you ask us a question. It made me want to write back."

Explain that friendly letters are like pleasant conversations in writing. Tell the students that today partners will write each other friendly letters, and that tomorrow they will read the letters and reply (or write back) to their partners.

2 Generate Ideas for Partner Letters

Explain that friendly letters help people get to know one another, so in their friendly letters, partners should tell something about themselves and ask questions. Write the heading *I can write about* at the top of a sheet of chart paper. Ask and briefly discuss:

Q *What is something you can tell your partner about yourself in your letter?*

Have a few volunteers share their thinking. As the students respond, record their ideas on the chart. Then write the heading *I can ask* on the chart (see the diagram on the next page), and then ask:

Q *What is something you can ask your partner in your letter?*

Continue to record the students' ideas as they respond.

Teacher Note

If necessary, probe for ideas so that the "I can write about" and "I can ask" lists are not identical.

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I can write about:

- My family
- My favorite things
- Things I like to do after school
- What I want to do this weekend

I can ask:

- What do you like to play at recess?
- What do you like to do with your family?
- When is your bedtime? How do you get ready for bed?

Invite the students to look at this chart and the letter you wrote to the class to help them get ideas for their letters today.

WRITING TIME

3 Write Friendly Letters

Distribute lined writing paper and have the students return to their seats. Have them work silently on their letters to their partners for 20–25 minutes.

Join the students in writing for a few minutes, and then walk around and observe. If you notice any student who is having difficulty writing, support him by asking questions such as:

Q *What is something you want your partner to know about you? How can you write that as a sentence?*

Q *What is something you want to find out about your partner? How can you write that as a question?*

Signal to let the students know when Writing Time is over.

ELL Note

If you have a pair of English Language Learners who can speak and write the same primary language, consider having them write to each other in that language.

TEKS 12.C.i
Student/Teacher Activity
Step 3

SHARING AND REFLECTING

4 Reflect on Writing Letters

Ask:

Q *How is writing a letter to your partner the same as or different from talking to him or her?*

Have a few volunteers share their thinking with the class.

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Teacher Note

Save the charted model letter and the "I can write about/I can ask" chart to use throughout this unit.

Teacher Note

If you have students who need more time to finish writing their letters, plan time for them to do so before moving on to Day 3.

Students might say:

"You can tell your partner about something when you talk or when you write a letter."

"I agree with [Janice], and you can also ask a question when you talk or when you write a letter."

"It's different because when I write a letter to my partner I have to wait until she writes me back. When I talk to her I don't have to wait."

Explain that tomorrow the students will mail their letters to their partners using a classroom post office. For now, have them place their letters in their folders and put their folders away until tomorrow.

Day 3 Exploring Letter Writing

Materials

- *First Year Letters* from Day 2
- Classroom post office
- Charted model letter from Day 2
- "I can write about/I can ask" chart from Day 2

In this lesson, the students:

- Determine procedures for the classroom post office
- Read and discuss friendly letters
- Write friendly replies to their partners' letters
- Make fair decisions
- Share what they learn about their partners

GETTING READY TO WRITE

1 Introduce the Classroom Post Office

Gather the class with partners sitting together, facing you. Show the cover of *First Year Letters* and review that the students in Mrs. Hartwell's class had a classroom post office. Direct the students' attention to the post office you have set up in the classroom (see "Do Ahead" on page 390) and explain that the students will write letters to each other and mail them using this classroom post office.

Explain that the class needs to make some decisions about how to use the post office. Ask and discuss:

Q *How will we mail our letters? When will we do this? What can we do so everyone isn't mailing letters at the same time?*

Q *How will we deliver our letters? When will we do this?*

Q *What else can we do so everyone uses our classroom post office in a fair and responsible way?*

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Have the students return to their seats and take out the letters they wrote yesterday. Then have them follow the procedures established by the class to mail and deliver their letters.

Ask and briefly discuss:

Q *How did our procedures for mailing and delivering letters work? What do we need to change?*

TEKS 12.C.i
Student/Teacher Narrative
Step 2

2 Prepare to Respond to Partners' Letters

Explain that today the students will each read their partners' letters and reply, answering any questions their partners asked and asking a few questions of their own. As they write, remind the students to think about how their partners will feel when reading their letters. Ask and briefly discuss:

Q *What can you do if you need help reading your partner's letter?*

Q *What are some words you might use that will help your partner feel good when reading your friendly letter?*

Encourage the students to keep this discussion in mind as they write today. Direct their attention to the charted model letter and the "I can write about/I can ask" chart from yesterday, and encourage them to use these to help them write today.

WRITING TIME

TEKS 12.C.i
Student/Teacher Activity
Step 3

3 Write Friendly Letters

Distribute lined writing paper and have the students read and reply to their partners' friendly letters for 20–25 minutes. If they finish writing to their partners before Writing Time is over, they may write letters to the teacher or anyone else they choose.

Join the students in writing for a few minutes, and then walk around and observe. If you notice students having difficulty writing, support them by asking questions such as:

Q *What is something your partner wants to know about you? How can you answer that question as a sentence?*

Q *What is something you want to find out about your partner? How can you write that as a question?*

Signal to let the students know when Writing Time is over. Then have the students follow the procedures established by the class to mail and deliver their letters.

Teacher Note

Depending on the type of post office you use, the students may need to fold their letters and put the recipient's name on the outside of each letter. You may need to show them how to do this.

Facilitation Tip

During this unit, we invite you to practice **responding neutrally with interest** during class discussions. To respond neutrally means to refrain from overtly praising (for example, "Great idea" or "Good job") or criticizing (for example, "That's wrong") the students' responses. While it may feel more natural to avoid criticism rather than praise, research shows that both kinds of responses encourage students to look to you, rather than to themselves, for validation. To build the students' intrinsic motivation, try responding with genuine curiosity and interest (for example, "Interesting—say more about that") while avoiding evaluative statements, whether positive or negative.

To see this Facilitation Tip in action, view "Responding Neutrally with Interest" (AV23).

Teacher Note

During Writing Time each day, you might spend a few minutes writing letters to one or two students and then mail them in the classroom post office so that each student receives a letter from you during this unit.

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SHARING AND REFLECTING

4 Reflect on Writing Letters and Working Responsibly

Ask and briefly discuss:

Q *What did you learn about your partner from his or her letter?*

Q *What friendly words did your partner use in his or her letter?*

Explain that the students will continue to explore letter writing tomorrow.

EXTENSION

Create a Letter Collection or a Letter-writing Center

Bring in cards, notes, and letters from home, and assemble them into a collection for the students to browse. You might read some of them aloud and talk about who sent them to you and why. Consider asking the students to bring in any letters, cards, and postcards they have received and add them to the collection.

You might also create a letter-writing center with stationery and envelopes for the students to use to write letters to others in the class or to family members and friends.

Day 4 Exploring Letter Writing

Materials

- *First Year Letters* from Day 3
- Charted model letter from Day 2
- Classroom post office from Day 3
- Chart paper and a marker
- "Class Assessment Record" sheet (CA2)

TEKS 11.B.i
Student/Teacher Narrative Steps 1 and 2

In this lesson, the students:

- Explore the parts of a friendly letter
- Write a shared letter to first-graders
- Write letters to anyone else they choose
- Share something their partners wrote with the class

GETTING READY TO WRITE

1 Explore the Parts of a Friendly Letter

Gather the class with partners sitting together, facing you. Direct their attention to the charted model letter from Day 2 and review that this is an example of a friendly letter. Tell the students that cards and thank-you notes are also types of friendly letters.

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Explain that a friendly letter has five parts. Point to each part on the charted letter (date, greeting, body, closing, and signature) and write the name of the part next to it. Point out that the students may already be using some of these parts, while some may be new to them.

Show and reread page 3 in *First Year Letters*, and then ask:

- Q *What is the greeting in this letter?*
- Q *What makes this a friendly letter?*
- Q *How does this writer close the letter?*

Explain that there are many closings a writer of a friendly letter can use. Show and read the closings on pages 5, 6, 10, and 30 of *First Year Letters* and list these on the charted model letter next to the word *closing*.

Teacher Note

The friendly letter format used in this unit includes the date, greeting, body, closing, and signature. If the format you teach differs from this format, use your format instead. Keep in mind that the goal is not for the students to be able to name the specific parts of a friendly letter, but for them to use a standard format when writing.

2 Write a Shared Letter to a First-grade Class

Direct the students' attention to the date of the letter on page 3 of *First Year Letters*, and remind them that Shannon wrote this letter on the first day of school. Ask and briefly discuss:

- Q *How was Shannon feeling when she wrote this letter?*
- Q *How did you feel on the first day of school?*

Point out that this year's first-graders will likely feel scared and nervous on their first day of second grade next year. Suggest that to help the first-graders feel less scared, the class will write a friendly letter that welcomes them to second grade.

Write today's date on a sheet of chart paper; then ask and briefly discuss:

- Q *What shall we write as a greeting?*

Use the students' suggestions to write the greeting. Continue to use their suggestions to write the rest of the letter, discussing questions such as:

- Q *How shall we start the body of our letter?*
- Q *What can we tell the first-graders that will help them look forward to second grade? How can we write that as a sentence?*
- Q *What shall we write as our closing?*
- Q *How shall we sign our letter?*

Technology Tip

Alternatively, you might consider writing a shared e-mail to a first-grade class. For more information, see the technology extension "Write an E-mail to a First-grade Class" on page 406.

Teacher Note

When writing the body of the letter, you might explain that each paragraph in the body of a handwritten letter is usually indented. Model indenting each paragraph as you write.

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Skill Practice Note

As you write the letter, you might consider modeling the use of reflexive pronouns (such as *myself*, *himself*, *herself*, or *ourselves*). You might reread the sentence from the letter that includes a reflexive pronoun (for example, *You will get the playground to yourselves at recess*) and review that a *reflexive pronoun* is a "pronoun that refers back to who or what the sentence is about." Point out that the word *yourselves* is a reflexive pronoun that refers back to who the sentence is about—*you*.

For more practice using reflexive pronouns, see Lesson 20 in the *Skill Practice Teaching Guide*.

February 18, 2014

Dear first-graders in room 110,

Next year, you will be in second grade. We want to tell you about it. In second grade, you will be with some of the same friends you have this year and probably meet some new friends, too.

You will take fun field trips and get better at reading, writing, and math. You will learn new things like cursive and multiplication. You will get the playground to yourselves at recess! We love second grade and know you will, too.

Yours truly,

The second-graders in room 202

As a class, decide how to deliver this shared letter to the first-grade class.

3 Prepare to Write Friendly Letters

Explain that today the students may write friendly letters to anyone they choose. Give the students a moment to decide whom they will write their letters to. Then use "Think, Pair, Share" to discuss:

Q *What do you want to tell this person in your letter?* [pause] *Turn to your partner.*

Q *What do you want to ask this person in your letter?* [pause] *Turn to your partner.*

Reread the charted shared letter, pointing out the five parts (date, greeting, body, closing, and signature), and remind the students to include these parts in their own letters. Tell them that they will share their letters in pairs after Writing Time. They may use the charted model letter to the class or the charted shared letter to the first-graders to help them as they write.

TEKS 11.B.i
Student/Teacher Activity
Steps 3 and 4

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WRITING TIME

4 Write Friendly Letters

Distribute lined writing paper and have the students return to their seats; then have them work silently on their friendly letters for 20–25 minutes.

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students begin writing eagerly?
- Do they include the five parts of a friendly letter?
- Do they seem to consider the feelings of the recipient as they write?

Support any student who is struggling to write by asking questions such as:

Q *Look around the room. Who is someone you might write to?*

Q *What is something you might tell about yourself in this letter? How might you write that?*

Q *What is something you want to ask this person? What question can you write to ask that?*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 75 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Independent Writing

Have the students bring their letters and gather with partners sitting together, facing you. Explain that partners will read their letters to each other. Alert the students to listen carefully, as they will share something their partners wrote with the class.

Have partners tell each other who they wrote to and why, and then have them read their letters to each other.

Call for the students' attention; then ask and briefly discuss:

Q *Who did your partner write to? What was something your partner told or asked that person in the letter?*

Explain that next week the students will continue to explore letter writing and will hear other books in which stories are told through friendly letters.

Teacher Note

Post the charted model letter to the class with the five parts of a letter identified for the students to refer to throughout the unit.

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Technology Tip

You might consider developing a pen pal relationship with another second-grade class in a different part of the country (or even in a different part of the world). To find resources that can help you connect with an interested class online, search using the keywords "class pen pals."

EXTENSION

Write to Pen Pals

Consider working with a first-grade teacher to assign a first-grader as a pen pal for each student in your class. Have the students write friendly letters to their pen pals, introducing themselves and telling something about their experiences in second grade.

TECHNOLOGY EXTENSION

Write an E-mail to a First-grade Class

Teacher Note

For this activity, we recommend projecting a computer image onto a screen or an interactive whiteboard.

As an alternative to writing a letter to a first-grade class on paper, you might consider modeling writing an e-mail and sending it to a first-grade teacher to share with his or her class. Project the image of the e-mail from your computer so that the students are able to see what you type.

As you type, engage the students in helping you write the e-mail following the same procedure you used to write a shared letter in Day 4, Step 2 on page 403. You may wish to point out that people do not indent paragraphs in e-mails, but that they insert a return after each paragraph instead. Model rereading your e-mail prior to sending it.

Open Day — Writing Throughout the Week

Write Opinions About *First Year Letters*

Have the students write opinions about what they think Alexandra's mom meant when she told Alexandra "to do a little less teaching and a little more learning" in *First Year Letters* (see Writing About Reading on page 395).

Write Replies to Partners' Letters

Have the students continue responding to the friendly letters they received from their partners earlier. Remind them to answer any questions their partners asked and to ask a few questions of their own. Encourage the students to include the five parts (date, greeting, body, closing, and signature) in their letters. Then have the students follow the procedures established by the class to mail and deliver their letters.

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Write Friendly Letters to the Principal

Have the students write friendly letters to the principal telling what they think might make the school even better. Encourage the students to include the five parts (date, greeting, body, closing, and signature) in their letters.

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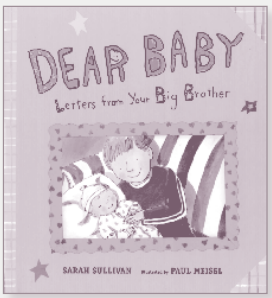
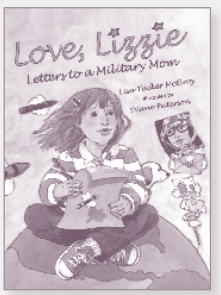
Week 2 OVERVIEW



Dear Baby: Letters from Your Big Brother

by Sarah Sullivan, illustrated by Paul Meisel

Mike writes letters to his new sister before and after she is born.



Love, Lizzie: Letters to a Military Mom

by Lisa Tucker McElroy, illustrated by Diane Paterson

Lizzie's mom is stationed overseas, but Lizzie and her mom keep in touch with each other by writing letters.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "Conference Notes" record sheet (CN1)

Professional Development Media

- "Turning and Looking at the Speaker" (AV15)
- "Conferring About Letters" (AV65)
- "Practicing Punctuation" (AV66)

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Writing Focus

- Students hear, read, and discuss friendly letters.
- Students explore the parts of a friendly letter.
- Students explore punctuation in a friendly letter.
- Students explore audience and purpose.
- Students write friendly letters to classmates, family members, and acquaintances.

Social Development Focus

- Students reflect on their relationships to others.
- Students listen respectfully to the thinking of others and share their own.
- Students make decisions and solve problems respectfully.

DO AHEAD

- ✓ Prior to Day 1, write a letter to the class on a sheet of chart paper that reviews last week's work and previews this week's work (see the diagram in Step 2 on page 410).
- ✓ Prior to Day 1, write each student's name on a slip of paper, fold the slips of paper, and place them in a paper bag.
- ✓ Prior to Day 1, make a class set of the "Conference Notes" record sheet (CN1) on page 78 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, consider previewing this week's read-aloud selections with your English Language Learners before you read them to the whole class.
- ✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA3) on page 76 of the *Assessment Resource Book*.

TEACHER AS WRITER

"Everybody who is human has something to express. Try not expressing yourself for twenty-four hours and see what happens. You will nearly burst. You will want to write a long letter or draw a picture or sing, or make a dress or a garden."

— Brenda Ueland

What are some of the ways you write friendly letters? Do you write them in the form of letters, cards, postcards, or e-mails? Think about someone you have not contacted in a while and write that person a friendly letter. Think and write about what you would like him or her to know about your life, and ask questions about what you would like to know about his or her life.

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Day 1 Exploring Letter Writing

Materials

- Charted letter to the class, prepared ahead
- Classroom post office from Week 1
- Bag with students' names on slips of paper
- Class set of "Conference Notes" record sheets (CN1)

In this lesson, the students:

- Hear, read, and discuss a friendly letter
- Include the parts of a friendly letter
- Explore how to punctuate a friendly letter
- Write friendly letters to classmates
- Discuss and solve problems that arise in their work together
- Imagine and discuss how others might feel

GETTING READY TO WRITE

1 Discuss the Classroom Post Office

Gather the class with partners sitting together, facing you. Remind the students that last week they began using a classroom post office to mail letters to one another. Ask and briefly discuss:

Q *How is our post office working? What changes, if any, do we need to make?*

Q *Why is it important to write back to someone who writes to you?*

Q *In addition to Writing Time, when can you write letters?*

> **Students might say:**
>
> "Our classroom post office is working really well. I like getting letters."
>
> "I disagree with [Samantha]. I think that it's not working well, because some people are not getting letters."
>
> "It is polite to write back to someone."
>
> "In addition to what [Meiling] said, if you don't write back, the person will wonder whether you got the letter."
>
> "We can write during Free Writing Time or when we finish our other work."

Ask the students to keep the things they discussed in mind as they write their letters and use the classroom post office this week.

2 Discuss Punctuating Letters

Explain that you have written another letter to the class. Direct the students' attention to the charted letter and read it aloud.

Teacher Note

If the students identify a problem with the post office procedures, take the time to discuss how to solve it.

Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead, build the students' intrinsic motivation by responding with genuine curiosity and interest; for example:

- "Interesting—say more about that."
- "What you said makes me curious. I wonder . . ."
- "Do you agree or disagree with what [Jackson] just said?"

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February 22, 2014

Dear class,

Last week, we began a unit about letter writing. We learned about the parts of a friendly letter. What do you remember about them?

This week, we will learn about punctuation in a friendly letter.

Sincerely yours,

Mrs. Peterson

Explain that letters need specific punctuation. Discuss:

Q *What do you notice about the punctuation marks in the date?*

Q *What do you notice about how the greeting is punctuated?*

Q *What punctuation is used in the closing?*

Explain that today the students will continue to write letters to one another. They will each draw a classmate's name from a bag and write a friendly letter to that person. Encourage them to tell about themselves and to ask questions in their letters. Remind them to use the five parts of a friendly letter and to look at the charted letter for help with punctuation.

Call on the students to come up one at a time, draw a name from the bag, and return to their seats to begin writing.

WRITING TIME

3 Write Independently

Distribute lined writing paper and have the students work silently on their letters for 15–20 minutes. Join the students in writing for a few minutes, and then begin conferring with individual students.

Skill Practice Note

For more practice using commas in the greetings and closings of letters, see Lesson 26 in the *Skill Practice Teaching Guide*.

Teacher Note

During Writing Time each day, you might spend a few minutes writing letters to one or two students and then mail them in the classroom post office so that each student receives a letter from you during this unit.

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TEACHER CONFERENCE NOTE

During the next two weeks, confer with individual students by having each student read and tell you about his letter. As you listen, ask yourself:

- Does this student include all of the parts of a friendly letter?
- Does this student tell about himself?
- Does this student ask questions?
- Does this student correctly punctuate each part of the letter?

Support the student by asking questions such as:

Q *Who are you writing to? How will you greet [him/her]?*

Q *Why are you writing to [him/her]?*

Q *What can you say about yourself in your letter? What questions can you ask?*

Q *What punctuation will you use here?*

Q *How will you close your letter?*

Document your observations for each student using a "Conference Notes" record sheet (CN1); see page 78 of the *Assessment Resource Book*.

Call for the students' attention. Ask the students to reread their letters and check their punctuation; then have them continue writing silently for a few more minutes. Students who finish writing their letters may write letters to anyone else they choose.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Reflect on Writing and How Others Might Feel

Ask and briefly discuss:

Q *What punctuation did you use today? Read us a place where you used [a comma]. Why did you use [a comma] there?*

Q *What friendly words did you include in your letter? How do you think your classmate will feel reading those words?*

Explain that tomorrow the students will hear another book with a story that is told through friendly letters. Have the students mail the letters they wrote using the classroom post office.

Teacher Note

Save the charted letter with punctuation to use throughout the unit.

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Exploring Letter Writing

Day 2

In this lesson, the students:

- Hear and discuss friendly letters
- Explore audience and purpose
- Write friendly letters to family members
- Share something their partners wrote with the class
- Give their full attention to the person who is speaking

GETTING READY TO WRITE

1 Read and Discuss *Dear Baby*

Gather the class with partners sitting together, facing you. Show *Dear Baby* and explain that this is another story told through friendly letters. Read the title (including the subtitle) and the names of the author and the illustrator aloud. Briefly discuss:

Q *What does the title tell you about this story?*

Show and read pages 2–7 aloud; then refer to the letter on page 6 and ask:

Q *In this letter, the greeting Mike writes is "Dear Erica." How is this different from the greeting in the earlier letters he wrote? Why did he change his greeting?*

Continue reading pages 8–23 aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

invisible: not able to be seen (pp. 10, 11)
disgusting: gross or unpleasant (p. 14)
suggestion: idea (p. 15)
depend on: need (p. 30)

After reading page 23, point out the "P.S." Explain that sometimes after someone has written a letter she thinks of something else she wants to say so she adds a *postscript*, which means "after writing." "P.S." is the abbreviation for *postscript*.

Show and read the letter on page 24; then ask and briefly discuss:

Q *What does Mike write in this letter to show that it is* not *a friendly letter?*

Materials

- *Dear Baby: Letters from Your Big Brother*
- Chart paper and a marker
- Charted letter from Day 1

Teacher Note

Due to the length of today's read-aloud, this lesson may require an extended class period. You might consider doing the read-aloud in two sessions. For example, you might read through page 25 during the lesson, and then complete the reading and discussion of the book later in the day.

Teacher Note

You may wish to stop at various places throughout this book to discuss Mike's pictures and handwritten comments, and to discuss how Mike's feelings about the baby are changing.

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Students might say:

"He uses capital letters for words he wants to shout."

"In addition to what [Eduardo] said, he uses exclamation marks to show that he's mad and that he means what he says."

"He starts the letter 'Dear Miss No-Good Baby Sister.' "

"I agree with [Cecilia], and in the first line he says 'This is NOT a friendly letter.' "

Continue reading pages 26–32 aloud. Ask and briefly discuss:

Q *How does Mike feel about his sister now? What does he write in the last letter to show this?*

Students might say:

"Mike is glad to have a sister."

"I agree with [Matt]. He even writes that having a little sister is the best thing that could have happened to him."

"In addition, he uses capital letters and exclamation points to show how much he wants to wish her a happy birthday."

"He also says he loves her in his closing."

Then show and read the birthday card on page 33.

2 Discuss Audience and Purpose

Explain that writers of friendly letters keep in mind the person they are writing to and why. Ask:

Q *Who is Mike writing to, and why does he write to her?*

Remind the students that last week they wrote letters to you about things they thought would make the class better. They also wrote letters to their partners telling about themselves and asking questions. Then they wrote a shared letter to a first-grade class to give them information about the second grade.

Write the title "Reasons for Writing a Friendly Letter" on a sheet of chart paper, and then write *give information* and *ask questions*. Ask:

Q *What are some other reasons you might want to write a friendly letter to someone?*

Students might say:

"I might write a friendly letter just to say 'hello' and to find out what my friend is doing."

"If a friend or someone in my family is sick, I might write a 'get well' card."

"Sometimes I write friendly letters to thank friends or family members for things they've done."

Use the students' suggestions to list additional reasons on the chart.

Teacher Note

If necessary, remind the students to give their full attention to the speaker during class discussions by turning and looking at the person who is about to speak. If they are unable to hear the speaker, encourage them to take responsibility and ask the speaker to speak more loudly. For more information, view "Turning and Looking at the Speaker" (AV15).

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Reasons for Writing a Friendly Letter

- give information
- ask questions
- say "hello"
- say "get well"
- say "thank you"
- say you are sorry
- invite someone to do something
- wish someone a happy birthday or holiday

3 Prepare to Write to Family Members

Explain that today the students will each write a friendly letter to a family member. They might write how they feel about that person, as Mike does in *Dear Baby*. They might also write about something that happened to them, or write a special message for a birthday, holiday, or other special occasion.

Give the students a moment to decide who they will write to. Then use "Think, Pair, Share" to discuss:



Q *Why did you choose this person to write to?* [pause] *Turn to your partner.*

Q *What is something you might tell that person in your letter?* [pause] *Turn to your partner.*

Q *What is something you might ask that person in your letter?* [pause] *Turn to your partner.*

For each question, have one or two volunteers share their thinking with the class. Remind the students to include the five parts of a friendly letter and to use punctuation where needed. They may look at the charted letter from Day 1 for a model. Tell the students that they will share their letters in pairs after Writing Time.

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ELL Note

If you have English Language Learners who feel more comfortable writing in their primary languages, consider having them write to their family members in that language.

WRITING TIME

4 Write Friendly Letters

Distribute lined writing paper. Have the students return to their desks and work silently on their friendly letters for 20–25 minutes.

Join the students in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student read and tell you about her letter. As you listen, ask yourself:

- Does this student include all of the parts of a friendly letter?
- Does this student tell about herself?
- Does this student ask questions?
- Does this student correctly punctuate each part of the letter?

Support the student by asking questions such as:

Q *Who are you writing to? How will you greet [him/her]?*

Q *Why are you writing to [him/her]?*

Q *What can you say about yourself in your letter? What questions can you ask?*

Q *What punctuation will you use here?*

Q *How will you close your letter?*

Document your observations for each student using a "Conference Notes" record sheet (CN1); see page 78 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Audience and Purpose

Have the students bring their letters and gather with partners sitting together, facing you. Ask partners to tell each other who they wrote to and why, and then have them read their letters to each other. Alert the students to listen carefully, as they will share something their partners wrote with the class.

Ask and briefly discuss:

Q *Who did your partner write to? What was something your partner said in his or her letter?*

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Have the students reflect on sharing their letters with their partners by asking:

Q *How did you know that you had your partner's full attention when you read your letter?*

Have the students return to their seats, and put their letters in their folders. Explain that they will continue to work on their letters tomorrow.

Teacher Note

Post the "Reasons for Writing a Friendly Letter" chart for the students to refer to throughout the unit.

Exploring Letter Writing

Day 3

In this lesson, the students:

- Read their writing aloud and listen for punctuation
- Proofread for punctuation and capitalization

Materials

- "Unpunctuated Letter 1" chart (WA1)
- "Unpunctuated Letter 2" chart (WA2)

GETTING READY TO WRITE

1 Practice Punctuating Letters

Have the students stay at their desks today. Remind them that this week they have been exploring how to punctuate a letter. Explain that today they will practice punctuating two letters, and then they will check the punctuation of the letters they wrote to family members yesterday.

Display the "Unpunctuated Letter 1" chart (WA1). Read the letter aloud, without pauses. Ask:

Q *What's strange about the way I read this letter?*

Point out that the body of the letter is written as one long sentence and does not sound right when read aloud. Ask the students to slowly reread the letter aloud with you and to stop when it feels right to do so. At each stop (and as appropriate), model writing ending punctuation and capitalizing the next letter to begin a new sentence

Point to the date, greeting, and closing of the letter, and remind the students that each of these parts of a letter also needs punctuation. Ask:

Q *What punctuation do we need to add to the [date/greeting/closing], and why?*

Have a few volunteers share their thinking. As the students respond, add the appropriate punctuation to each part of the letter.

Display the "Unpunctuated Letter 2" chart (WA2) and follow the same procedure to punctuate this letter.

Teacher Note

To see an example of this technique, view "Practicing Punctuation" (AV66).

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WRITING TIME

2 Complete and Proofread Friendly Letters

Explain that the students will finish writing the letters they started yesterday. Then they will read them aloud to make sure they have used commas where appropriate, periods (or question marks or exclamation points) at the ends of sentences, and capital letters at the beginnings. If they finish, they may each write a letter to anyone they choose.

Have the students work silently for 20–25 minutes to finish their letters and check punctuation. Join the students in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student read and tell you about his letter. As you listen, ask yourself:

- Does this student include all of the parts of a friendly letter?
- Does this student tell about himself?
- Does this student ask questions?
- Does this student correctly punctuate each part of the letter?

Support the student by asking questions such as:

Q *Who are you writing to? How will you greet [him/her]?*

Q *Why are you writing to [him/her]?*

Q *What can you say about yourself in your letter? What questions can you ask?*

Q *What punctuation will you use here?*

Q *How will you close your letter?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 78 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Letters" (AV65).

SHARING AND REFLECTING

3 Reflect on Proofreading for Punctuation

Ask and briefly discuss:

Q *What punctuation did you add or change in your letter today? Read us that part. Why did you use [a period] there?*

Have the students take their letters home to deliver to their intended recipients.

ELPS 5.G.iii
Step 3

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TECHNOLOGY EXTENSION

Write an E-mail to a Family Member

If your school provides students with individual e-mail accounts, you might have the students each write a friendly e-mail to a family member. Have each student bring an e-mail address of a family member to class and then write a friendly e-mail to him or her. Remind the students to tell about themselves and to ask questions in their e-mails. You might consider having a parent volunteer help the students type and send their e-mails.

Drafting Friendly Letters

Day 4

In this lesson, the students:

- Hear and discuss friendly letters
- Write friendly letters to people they do not see every day
- Use Writing Time responsibly

Materials

- *Love, Lizzie: Letters to a Military Mom*
- Index card for each student
- "Class Assessment Record" sheet (CA3)

GETTING READY TO WRITE

1 Read *Love, Lizzie* Aloud

Gather the class with partners sitting together, facing you. Show *Love, Lizzie* and explain that this is another story that is told through friendly letters. Read the title (including the subtitle) and the names of the author and the illustrator aloud. Briefly discuss:

Q *Why do you think there is a comma after the word* Love *in this title? What does the title tell you about this story?*

Beginning with Lizzie's first letter on page 5, read the story aloud, clarifying vocabulary as you read.

Teacher Note

Due to the length of today's read-aloud, this lesson may require an extended class period. You might consider doing the read-aloud in two sessions. For example, you might read the first half of the book during the lesson, stopping at page 19 and asking the discussion questions, and then finish reading the book later in the day.

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Suggested Vocabulary

privacy: space to be alone (p. 5)
hidey hole: hiding place (p. 5)
defending: protecting (p. 9)
support: help and encourage (p. 9)
won the regionals: beat the other teams in the area (p. 13)
pinky swear: link little fingers and make a promise (p. 17)
overseas: in another country across the sea (p. 21)
Big Dipper: group of stars that looks like a large cup with a long handle (p. 25; refer to the illustration on p. 27)
Little Dipper: group of stars that looks like a small cup with a long handle (p. 25; refer to the illustration on p. 27)

Ask and discuss the following questions, reading aloud excerpts from the letters to help the students recall what they heard:

Q *In this story, Lizzie writes to her mom, who is serving in the military far from home. What are some of the things Lizzie tells her mom?*

Q *What are some things Lizzie asks her mom?*

2 Prepare to Write Friendly Letters

Explain that today the students will each begin writing a letter to someone they do not see every day. Next week, they will have time to finish and proofread their letters, and then they will write a final version. Use "Think, Pair, Share" to discuss:



Q *Who is someone you don't see every day that you might write to?* [pause] *Turn to your partner.*

Then have the students think quietly to themselves about the questions that follow. Pause after each question to give the students time to think.

Q *What are some things you want this person to know about you?*

Q *What are some things you want to find out about this person?*



After a moment, have partners turn and talk about their thinking.

Encourage the students to use some of the ideas they discussed when they write their letters.

Teacher Note

Support any students who struggle to choose a recipient for their letters by asking questions such as:

Q *What relatives do you have that you don't see very often?*

Q *What friends do you have that live somewhere else?*

Q *What teachers from past years could you write a letter to?*

WRITING TIME

3 Write Independently

Distribute lined writing paper and ask the students to write on every other line. Have the students return to their seats and work silently on their letters for 20–25 minutes.

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students quickly pick a recipient and begin writing?
- Do they include the five parts of a friendly letter?
- Do they correctly punctuate the date, greeting, and closing?
- Are they able to write something about themselves?
- Are they able to write questions?
- Are they able to tell more by adding descriptive words and details to their letters?

Support any student who is struggling by asking questions such as:

Q *Read this sentence aloud. Where does your voice naturally stop? What punctuation mark will you put there?*

Q *What is something you've done recently that you can tell this person about?*

Q *What would you like to know about this person?*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 76 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Reflect on Independent Writing

Ask and briefly discuss:

Q *Who did you write to today? What was your reason for writing to this person?*

Q *What punctuation did you use? Read us a sentence where you used [a comma]. Why did you use [a comma] there?*

Have the students reflect on their work during Writing Time by asking:

Q *How did you work responsibly today?*

ELPS 5.G.iii
Step 4

5 Discuss Getting Addresses for Letters

Explain that next week the students will complete their drafts, proofread them, and write final versions of their letters. Tell the students that at the end of the week they will learn how to address envelopes for their letters. To do this, each student will need to bring in her own address as well as the address of the person she is writing to. Discuss:

Q *How will you get the address of the person you are writing to? How will you get your own address?*

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Students might say:

"I have a letter from my grandmother with her address."

"I'll look it up online."

"I'll ask my mom."

Hand out the index cards. Explain that each student will take the index card home, write his address on one side of the card and the address of the person he is writing to on the other side, and then bring it back to school. Model writing a name and address where everyone can see it, pointing out the house or building number, street name, town or city, state, zip code, and any other features of the address. Then have the students put their letters in their folders and their index cards where they will remember to take them home.

WRITING ABOUT READING

Write Opinions About Favorite Books

Materials

- *Love, Lizzie* from Day 4
- *Dear Baby* from Day 2
- *First Year Letters* from Week 1

Show the covers of *First Year Letters*, *Dear Baby*, and *Love, Lizzie* and remind the students that they heard these books earlier. Ask:

Q *What do you remember about these books?*

If necessary, remind the students that these books tell stories through friendly letters. Use "Think, Pair, Share" to discuss:

Q *Which of these books was your favorite? Why?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking with the class.

Students might say:

"*Dear Baby* was my favorite. I liked that you could tell how Mike was feeling about his baby sister just by reading his letters."

"I liked *Love, Lizzie* the best because of the maps that Lizzie drew to go along with her letters. I bet the maps helped her mom imagine where Lizzie was and what she was doing."

"My favorite was *First Year Letters*. So many funny things happened to Mrs. Hartwell's class, but Mrs. Hartwell and Mrs. Burton probably didn't find them so funny."

Explain that when the students tell what they think about a topic they are giving an *opinion*. Explain that people might have different opinions about something and that is fine. The important thing is that they explain their thinking and give reasons for their opinions. Ask the students to watch as you think aloud and model writing an opinion about which of the three books was your favorite and why.

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You might say:

"I'll start by telling which of these books was my favorite. I enjoyed reading all of them, but as a teacher, I feel like I can really connect to Mrs. Hartwell's experiences. I'll write: *My favorite book was First Year Letters*. Next, I'll give reasons why this was my favorite book. I'll write: *This was my favorite book because I loved reading about all of the funny things that happened in Mrs. Hartwell's classroom. There must have been a lot of screaming and shouting when Daisy the snake got loose during the reading party. It also must have been pretty exciting to have firefighters come to put out the birthday cake fire!* Finally, I'll write a closing sentence. I'll write: *Those are some reasons why First Year Letters was my favorite book.*"

Explain that the students will write their own opinions about which of the three books was their favorite. If time permits, invite the students to share their writing with the class.

Skill Practice Note

As you model, you might point out instances in which you use the linking word *because* to connect your opinion with a reason. For practice using other linking words such as *and*, *but*, and *or*, see Lesson 5 in the *Skill Practice Teaching Guide*.

Writing Throughout the Week — Open Day

Write Opinions About Favorite Books

Have the students each write opinions telling which book was their favorite: *First Year Letters*, *Dear Baby*, or *Love, Lizzie* (see Writing About Reading on page 422).

Write Replies to Partners' Letters

Have the students continue responding to the friendly letters they received from their partners in Week 1. Remind them to answer any questions their partners asked and to ask a few questions of their own. Then have the students follow the procedures established by the class to mail and deliver their letters. Alternatively, you might have each student draw a classmate's name from the bag of students' names used on Day 1 and write a letter to that person.

Write Friendly Letters for Other Purposes

Tell the students that there are other types of friendly letters, such as greeting cards, that help friends and relatives stay in touch with one another. Bring in examples of greeting cards to show and discuss with the class, and have the students design and write a greeting card of their own. Alternatively, you might encourage the students to notice when someone in the classroom or school does something helpful and have them write a thank-you note to that person.

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Week 3 OVERVIEW

Writing Focus

- Students proofread for punctuation and spelling.
- Students write final versions of their friendly letters.
- Students address envelopes.
- Students share their letters from the Author's Chair.

Social Development Focus

- Students make decisions and solve problems respectfully.
- Students reflect on their relationships to others.
- Students express interest in and appreciation for one another's writing.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA3

Assessment Forms

- "Class Assessment Record" sheet (CA4)
- "Conference Notes" record sheet (CN1)
- "Student-Self Assessment" record sheet (SA1)
- "Individual Writing Assessment" record sheet (IA1)

Reproducible

- Unit 5 family letter (BLM1)

Professional Development Media

- "Pacing Class Discussions" (AV19)

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DO AHEAD

- ✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA4) on page 77 of the *Assessment Resource Book*.
- ✓ (Optional) Prior to Day 2, collect stationery for the students to use when writing the final versions of their friendly letters.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student's finished letter.

TEACHER AS WRITER

"If doubtful whether to end with 'yours faithfully,' or 'yours truly,' or 'yours most truly,' (there are at least a dozen varieties, before you reach 'yours affectionately'), refer to your correspondent's last letter, and make your winding-up at least as friendly as his: in fact, even if a shade more friendly, it will do no harm!"

— Lewis Carroll

Write a friendly letter in response to a letter, card, or e-mail that you have received. As you did last week, think about what you would like this person to know about your life, and ask questions about what you would like to know about his or her life.

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Day 1 Informal Proofreading

Materials

- *First Year Letters* from Week 1
- *Student Writing Handbook* page 18
- "Letter to Mrs. Hartwell" chart (WA3)
- "Class Assessment Record" sheet (CA4)

In this lesson, the students:

- Practice proofreading letters
- Complete and proofread their draft letters

GETTING READY TO WRITE

1 Briefly Discuss Addresses

Have the students get their folders, index cards with addresses, *Student Writing Handbooks*, and pencils, and sit at desks with partners together. Remind them that last week they each began writing a letter to someone they do not see very often. Ask:

Q *Who remembered to bring the address of the person you are writing to and your own address? Where does the person you are writing to live?*

Tell the students who brought in their index cards with addresses to put them in their folders for safekeeping, and remind the other students that they are responsible for bringing in the addresses for their letters.

2 Practice Proofreading a Letter

Remind the students that last week they learned how to punctuate a letter. Show *First Year Letters* and remind the students that this book includes letters from students to their teacher, Mrs. Hartwell. Show page 4 and review that this is the first letter that Josh wrote to Mrs. Hartwell. Explain that since it was the beginning of the year, the class had not yet learned how to punctuate a letter.

Ask the students to turn to the copy of the letter on *Student Writing Handbook* page 18 as you display the "Letter to Mrs. Hartwell" chart (WA3). Ask the students to follow along as you read the letter aloud. Then ask:

Q *What punctuation do we need to add to the [greeting/body of the letter/closing], and why? Turn to your partner.*

Have volunteers share their ideas, and use their suggestions to make corrections to the letter. As you make corrections, have the students make the same corrections in their own handbooks. Follow this same procedure for the next two questions:

Q *What would you add to how Josh wrote the date? Turn to your partner.*

Q *What spelling errors has Josh made that need to be corrected? Turn to your partner.*

Again, have volunteers share their ideas, and use their suggestions to make corrections to the letter. If necessary, be ready to point out

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and correct any punctuation, capitalization, or spelling errors that the students overlook.

Explain that today the students will finish their letters and then proofread them for punctuation, capitalization, and spelling. Remind the students that the first place they should go to check the spelling of a word is the Word Bank in their *Student Writing Handbooks*. Have the students turn to this section in their handbooks; then ask:

Q *If a word you're looking for does not appear in your word bank, what will you do to check the correct spelling?*

> **Students might say:**
>
> "I could ask my partner or someone at my table if they know how to spell it."
>
> "I could look it up online."
>
> "I could look on the word wall."
>
> "If I know where I read that word in a book, I can go look it up there."
>
> "I could look it up in a dictionary."

Encourage the students to use the strategies they suggested as they proofread today.

WRITING TIME

3 Complete and Proofread Drafts

Have the students work silently for 15–20 minutes to complete and proofread their drafts. As they work, walk around and observe, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students include the five parts of a friendly letter?
- Do they notice and correct incorrect or missing capitalization or punctuation?
- Do they notice and correct misspelled words?

Support any student who is struggling by asking questions such as:

Q *Read this sentence aloud. Where does your voice naturally stop? What punctuation mark will you put there?*

Q *Do you need to capitalize any letters in this part? Which ones? Why?*

Q *What words are you unsure how to spell? What can you do to check the spelling?*

Record your observations on the "Class Assessment Record" sheet (CA4); see page 77 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

Skill Practice Note

For more practice with ending sentence punctuation, see Lesson 1, Lesson 2, and Lesson 3 in the *Skill Practice Teaching Guide*. To provide your students with further practice in punctuation, capitalization, and other skills and conventions of written English, schedule time to do the appropriate lessons in the *Skill Practice Teaching Guide* with them.

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SHARING AND REFLECTING

4 Reflect on Proofreading for Punctuation and Spelling

Ask and briefly discuss:

Q *Read us a sentence in which you changed or added punctuation. Why did you use [a period] there?*

Q *What words did you check the spelling of today? What words did you find in your word bank? How did you check on words that were not in your word bank?*

Explain that tomorrow the students will write final versions of their letters. Remind the students that they are each responsible for bringing in their own address and the address of the person they are writing to, if they have not already done so.

Teacher Note

If you any have students who need more time to finish writing and proofreading their letters, plan time for them to do so before proceeding with the Day 2 lesson.

Day 2 Writing Final Versions

Materials

- (Optional) Stationery

In this lesson, the students:

- Write final versions of their letters
- Imagine and discuss how others might feel
- Share friendly sentences from their letters
- Express interest in one another's writing

GETTING READY TO WRITE

1 Briefly Discuss Addresses

Have the students stay at their desks today. Remind them that they are writing a letter to someone they do not see very often. Ask:

Q *Who remembered to bring the address of the person you are writing to and your own address? Where does the person you are writing to live?*

Tell the students who brought in their index cards with addresses to put them in their folders for safekeeping. Explain that the students who have not yet brought in the addresses need to do so by tomorrow, as they will be addressing envelopes for their letters then.

Explain that today the students will write the final versions of their letters. Show the students the paper (or stationery) they will use, and explain that they should use their best handwriting when writing their final versions.

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WRITING TIME

2 Write Final Versions

Distribute lined writing paper (or stationery) and have the students work silently on the final versions of their letters for 20–25 minutes. Join the students in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student read and tell you about her letter. As you listen, ask yourself:

- Does this student include all of the parts of a friendly letter?
- Does this student tell about herself?
- Does this student ask questions?
- Does this student correctly punctuate each part of the letter?

Support the student by asking her questions such as:

Q *Who are you writing to? How will you greet [him/her]?*

Q *Why are you writing to [him/her]?*

Q *What can you say about yourself in your letter? What questions can you ask?*

Q *What punctuation will you use here?*

Q *How will you close your letter?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 78 of the *Assessment Resource Book*.

In Unit 6, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Share Sentences and Reflect on How Others Might Feel

Have the students think quietly to themselves for a moment about the following questions:

Q *When the person you are writing to reads your letter, how do you want him or her to feel? What friendly words did you include in your letter to help him or her feel [good]?*

Explain that you would like each student to choose one sentence from his letter that he feels is friendly, or that he thinks will make

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the recipient feel good, to read aloud to the class. Give the students a moment to choose their sentences, and then go around the room and have each student read his sentence aloud, without comment.

When all of the students have read, ask and briefly discuss:

Q *What did you hear that makes you want to know more about someone's letter?*

Tell the students that they will have time to finish their final versions tomorrow, if they have not already finished them. Have the students put their letters in their folders. Explain that they will put their letters in envelopes tomorrow and address them. Remind the students who have not yet brought in their addresses to do so by tomorrow.

Day 3 Publishing

Materials

- Index cards with addresses, brought by students from home
- *Student Writing Handbook* page 19
- Envelope for each student
- Author's Chair

Teacher Note

If you have students who are writing to people outside of the United States, explain that you will help them address their envelopes individually.

In this lesson, the students:

- Address envelopes for their letters
- Present their letters from the Author's Chair
- Express interest in and appreciation for one another's writing

GETTING READY TO WRITE

1 Discuss How to Address an Envelope

Have the students begin the lesson at their desks. Have them take out their folders, their index cards with addresses, and their *Student Writing Handbooks*. Explain that today the students will address envelopes for their letters. Tell the students that the United States Postal Service delivers more than 150 billion pieces of mail every year. Ask:

Q *Why is it important to learn how to address an envelope correctly? What might happen if we don't address envelopes correctly?*

Have the students turn to *Student Writing Handbook* page 19. Explain that the envelope pictured there is correctly addressed. Point out that the address of the person sending the letter is written in the upper left-hand corner, while the address of the person receiving the letter goes in the middle of the envelope. Point out that an address of someone living in the United States includes the person's name, street address, town, state, and zip code. Ask and briefly discuss:

Q *Why do you think the sender's name and address need to be on the envelope?*

Direct the students' attention to the blank envelope that appears below the other envelope on *Student Writing Handbook* page 19. Explain that during Writing Time today the students will practice addressing an

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envelope using this blank envelope. First, they will write their own name and address on the lines for the sender's address. Then they will write the name and address of the person they are writing to on the lines in the center of the envelope. After practicing once in their handbooks, the students will address their own envelopes.

WRITING TIME

2 Address Envelopes

Have the students practice addressing the envelope in their handbooks. As they finish, distribute an envelope to each student and have the students work on addressing the envelopes. Have them work silently for 15–20 minutes. Tell the students that if they finish early, they may write freely in their notebooks. As they work, circulate, observe, and offer assistance.

Signal to let the students know when Writing Time is over. Have them take their letters out of their folders. Show them how to fold their letters to fit in their envelopes and have them do so. Tell them that they will *not* seal the envelopes yet as they will be sharing their letters with the class from the Author's Chair.

Teacher Note

Addressing an envelope may be challenging for some students. Be ready to assist as necessary. If you have students who are still writing their final versions, offer them extra support so they can move on to addressing their envelopes as soon as possible.

SHARING AND REFLECTING

3 Share Letters from the Author's Chair

Have the students bring their letters and envelopes and gather, facing the Author's Chair.

Explain that each student will show and read her envelope and letter aloud to the class. Remind the author to speak in a loud, clear voice, and remind the audience to show interest in and appreciation for their classmates' writing.

Call on a student to sit in the Author's Chair and read her envelope and letter aloud. After the author has read, facilitate a discussion, asking questions such as:

- Q *What did you learn about [Juanita] from her letter?*
- Q *How would you feel if you received this letter? What words did [Juanita] use that would make you feel that way?*

Follow this procedure to have other students share from the Author's Chair.

Teacher Note

Continue to think about pacing class discussions so that they are long enough to allow time for thinking and short enough to sustain the students' attention. For more information, view "Pacing Class Discussions" (AV19).

4 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

- Q *What did we do well as an audience today? What do we want to work on the next time authors share their work?*

Teacher Note

Prior to having the students mail their letters, you may wish to make a few copies of each student's letter. You might use one copy when assessing individual students' writing and you might send another copy home with this unit's family letter.

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Q *If you shared today, how did the audience make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

Ask the students to put their letters (in their envelopes) in their folders. Remind the students who have not yet shared that they will have a chance to share their letters from the Author's Chair in the coming days.

Day 4 Publishing

Materials

- Author's Chair
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Review and reflect on writing letters
- List other people they might want to write to
- Present their letters from the Author's Chair
- Express interest in and appreciation for one another's writing
- Write freely

GETTING READY TO SHARE

1 Review and Reflect on Writing Letters

Have the students bring their notebooks, pencils, letters, and envelopes (for students who have not yet shared) and gather with partners sitting together, facing the Author's Chair.

Review that during the past three weeks the class has explored letter writing and has written many letters. Ask and briefly discuss:

Q *What have you learned about writing a friendly letter? Turn to your partner.*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "I learned that in a friendly letter you tell about yourself."
>
> "In addition to what [Gemma] said, I learned that you can ask questions in your letter."
>
> "I learned that a friendly letter has five parts."
>
> "I learned how to address an envelope for my letter."

2 List Other People to Write To

Explain that now that the students know how to write friendly letters, they may write one at any time to anyone they know. Use "Think, Pair, Share" to discuss:

Q *Who else might you want to write a friendly letter to?* [pause] *Turn to your partner.*

Facilitation Tip

Reflect on your experience over the past three weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to try this practice and reflect on students' responses as you facilitate class discussions in the future.

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Have the students open their notebooks to their writing ideas section, label the next blank page "People to Write to," and list the names of people they might want to write to in the future.

After a few moments, call for the students' attention and have a few volunteers share what they wrote with the class. Encourage the students to remember their lists and to continue writing letters during Free Writing Time or on their own.

Have the students set their notebooks and pencils aside for Author's Chair sharing.

SHARING AND REFLECTING

3 Share Letters from the Author's Chair

Remind each author to speak in a loud, clear voice, and remind the audience to show interest in and appreciation for their classmates' writing.

Call on a student to come to the Author's Chair and read his envelope and letter aloud. After the author has read, facilitate a discussion by asking questions such as:

- Q *What did you learn about [Jamal] from his letter?*
- Q *How would you feel if you received this letter? What words did [Jamal] use that would make you feel that way?*

Follow this procedure to have other students share from the Author's Chair.

4 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

- Q *What did we do well as an audience today? What do we want to work on the next time authors share their work?*
- Q *If you shared today, how did the audience make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

FREE WRITING TIME

5 Write Freely

Explain that the students will now have time to write freely. They may write friendly letters to someone else on their "People to Write To" lists, or they may write about anything they choose. Ask and briefly discuss:



- Q *Who might you write to, or what might you write about? Turn to your partner.*

Have the students return to their seats and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

Teacher Note

Once the students have shared their letters from the Author's Chair, explain that they are free to seal the envelopes and mail their letters. Tell the students that they can ask a parent or other adult to help them attach postage and locate a mailbox or post office. (Alternately, you might wish to mail the letters together as a class; see the extension "Mail the Letters" on page 434.)

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 435.

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EXTENSION

Mail the Letters

Consider planning a trip to the local post office to mail the students' letters and to take a tour. Prior to the trip, you may wish to read about how the mail is processed. Some possible read-aloud books include *The Post Office Book: Mail and How It Moves* by Gail Gibbons, *How It Happens at the Post Office* by Dawn Frederick, and *Sending a Letter* by Alex Stewart; the latter includes a history of how sending a letter has changed through time.

If a trip to the post office is not feasible, then have the class walk to a mailbox to mail the letters. (Remember to put stamps on the letters before mailing them.)

Open Day Writing Throughout the Week

Write Letters Home About Letter Writing

Have the students write letters home about what they learned about writing friendly letters. Stimulate their thinking by discussing questions such as:

- Q *What's special about letter writing?*
- Q *Why might you write a friendly letter to someone?*
- Q *What might you tell in a friendly letter? What might you ask?*
- Q *What is one thing about the finished letter you shared from the Author's Chair that makes you proud?*

Have the students write and proofread their letters. Remind them to include the five parts of a friendly letter and to proofread for punctuation, capitalization, and spelling. Send the letter home along with each student's finished letter and this unit's family letter.

Share Letters from the Author's Chair and Write Freely

Repeat the procedure in Day 4 (see Steps 3–5 on page 433) to provide another opportunity for the students to share their letters from the Author's Chair and then write freely.

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At the end of each reading, facilitate a discussion using questions like those that follow, and give the author an opportunity to respond to the class's comments and questions.

Q *What did you learn about [Ollie] from her letter?*

Q *How would you feel if you received this letter? What words did [Ollie] use that would make you feel that way?*

After the students have shared, give them time to write freely in their notebooks.

Write Letters to Individuals on the "People to Write to" List

Have the students each choose someone from their "People to Write to" lists and write a letter to that person. Encourage the students to tell about themselves and ask the person a few questions. Remind the students to include the five parts of a friendly letter and to proofread for punctuation, capitalization, and spelling. Invite the students to mail their letters, by using the classroom post office or by addressing an envelope and mailing the letter at a mailbox or at the local post office.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 5. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of the student's finished letter and a copy of this unit's family letter (BLM1). Encourage the students to share their letters with their families.

Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 80 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze his writing using the "Student Self-assessment" record sheet (SA1) on page 79 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment' " on page 277.

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Unit 6

Poems and Words

During this three-week unit, the students hear and discuss poems, and they write poems on assigned topics and on topics they choose. They explore descriptive language in poems, informally explore figurative language, and generate lists of descriptive words to use in their own poems. They share their poems in pairs and with the class, and they each proofread and revise a poem for publication in a class book. Socially, they ask one another questions about their writing, explain their thinking, listen to and build on one another's thinking, and express interest in and appreciation for one another's writing.



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Unit 6 Poems and Words

RESOURCES

Read-alouds

- "Tree House" and "Boa Constrictor"
- "The Coyote" and "The Tiger"
- "Knoxville, Tennessee"
- "Lettuce" and "Peaches"
- "My Baby Brother"
- "Wind Song"
- "Weather"
- "Fish"
- "Clouds"
- "Rain Poem"
- "Buses"

Writing About Reading Activities

- "Write Opinions About 'Tree House'"
- "Write Opinions About 'My Baby Brother'"

Technology Extensions

- "Listen to Poets Read Their Poetry Aloud"
- "Create Audio Recordings of Poems"

Extensions

- "Explore Rhyme in 'Boa Constrictor'"
- "Read More Poems"
- "Explore Rhythm in 'The Tiger'"
- "Read More Poems and Discuss Descriptive Language"
- "Read More Poems by Alma Flor Ada"
- "Explore Onomatopoeia"
- "Listen to Poems and Draw Visualizations"

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 21, "Adjectives"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA3)
- "Conference Notes" record sheet (CN1)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)
- "Student Self-assessment" record sheet (SA1)

Reproducible

- Unit 6 family letter (BLM1)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Responding Neutrally with Interest" (AV23)
- "Asking Questions Once and Using Wait-time" (AV27)
- "Adapting Lessons for English Language Learners" (AV31)
- "Conferring About Poetry" (AV69)
- "Exploring Poems and Words" (AV70)
- "Sharing One Word/Line and Reflecting" (AV71)
- "Using Web-based Teaching Resources" tutorial (AV75)

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RESOURCES *(continued)*

Assessment Resource Book

- Unit 6 assessments

Student Writing Handbook

- "Tree House"
- "Boa Constrictor"
- "The Coyote"
- "The Tiger"
- "Knoxville, Tennessee"
- "Lettuce"
- "Peaches"
- "My Baby Brother"
- "Wind Song"
- "Weather"
- "Fish"
- "Clouds"
- "Rain Poem"
- "Buses"

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Unit 6 Poems and Words

DEVELOPMENT ACROSS THE GRADES

	Elements of Poetry	Writing Craft	Language Skills and Conventions
Grade K	▪ Acting out and visualizing poems ▪ Writing poems about topics of interest	▪ Generating shared lists of descriptive movement and color words ▪ Using descriptive language (movement, sound, and color words)	▪ Approximating spelling ▪ Using the word wall
Grade 1	▪ Exploring sound and imagery in poems ▪ Writing poems about topics of interest	▪ Generating lists of interesting sound and movement words ▪ Using figurative language (personification, metaphor, and simile) ▪ Using descriptive language (sound and movement words)	▪ Approximating spelling ▪ Using the word wall
Grade 2	▪ Exploring sound and imagery in poems ▪ Writing poems about topics of interest	▪ Generating lists of interesting and descriptive words ▪ Using figurative language (simile and metaphor) ▪ Using descriptive language (words that describe how things look and move)	▪ Proofreading for spelling
Grade 3	▪ Exploring sound, imagery, and form in poems ▪ Writing poems about topics of interest	▪ Generating ideas for poems ▪ Using sensory details ▪ Using onomatopoeia and repetition of words and sounds ▪ Using personification ▪ Exploring placement of words and letters on the page and shapes of poems	▪ Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect ▪ Proofreading for spelling and (if applicable) punctuation
Grade 4	▪ Exploring sound, imagery, and form in poems ▪ Writing poems about topics of interest	▪ Generating ideas for poems ▪ Using sensory details ▪ Using simile and personification ▪ Using onomatopoeia and repetition of words and sounds ▪ Using rhythm and rhyme ▪ Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems	▪ Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect ▪ Proofreading for spelling and (if applicable) punctuation
Grade 5	▪ Exploring sound, imagery, and form in poems ▪ Writing poems about topics of interest	▪ Generating ideas for poems ▪ Using sensory details ▪ Using metaphor, simile, and personification ▪ Using onomatopoeia and repetition of words and sounds ▪ Using rhythm and rhyme ▪ Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems	▪ Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect ▪ Proofreading for spelling and (if applicable) punctuation
Grade 6	▪ Exploring sound, imagery, and form in poems ▪ Writing poems about topics of interest	▪ Generating ideas for poems ▪ Using sensory details ▪ Using metaphor ▪ Using onomatopoeia and repetition of words and sounds ▪ Using rhythm and rhyme ▪ Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems	▪ Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect ▪ Proofreading for spelling and (if applicable) punctuation

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GRADE 2 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Exploring Poems:** "Tree House," "Boa Constrictor" **Focus:** ▪ Discussing interesting words in poems	**Exploring Poems:** "The Coyote," "The Tiger" **Focus:** ▪ Writing animal poems	**Exploring Poems:** "Knoxville, Tennessee" **Focus:** ▪ Listing words about summer ▪ Writing poems about summer	**Exploring Poems:** "Lettuce," "Peaches" **Focus:** ▪ Listing words about food ▪ Writing poems about food	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing opinions about "Tree House" ▪ Writing more animal poems ▪ Writing more food poems
Week 2	**Exploring Poems:** "My Baby Brother" **Focus:** ▪ Writing a shared poem about the classroom clock ▪ Listing descriptive words about classroom objects ▪ Writing poems about classroom objects	**Exploring Poems:** "Wind Song" **Focus:** ▪ Listening for and listing school sounds ▪ Writing a shared poem about school sounds	**Exploring Poems:** "Weather" **Focus:** ▪ Discussing and listing sound words ▪ Writing poems using sound words	**Exploring Poems:** "Fish" **Focus:** ▪ Discussing and listing movement words ▪ Writing poems using movement words	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing opinions about "My Baby Brother" ▪ Writing more poems about classroom objects ▪ Writing more poems using sound words ▪ Writing more poems using movement words
Week 3	**Exploring Poems:** "Clouds," "Rain Poem" **Focus:** ▪ Exploring figurative language ▪ Writing poems about rain	**Exploring Poems:** "Buses" **Focus:** ▪ Exploring figurative language ▪ Writing poems	**Proofreading and Writing Final Versions** **Focus:** ▪ Choosing poems to publish ▪ Revising and proofreading poems ▪ Writing final versions	**Publishing** **Focus:** ▪ Sharing poems from the Author's Chair ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing letters home about poetry ▪ Reading more poems with figurative language ▪ Writing poems about clouds ▪ Sharing poems from the Author's Chair

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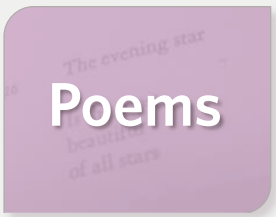
Week 1 OVERVIEW



"Tree House" and "Boa Constrictor"

by Shel Silverstein
(see page 464)

Using descriptive language and humor, these two poems stimulate the imagination.

"Knoxville, Tennessee"

by Nikki Giovanni
(see page 466)

A poet explains why she likes summer best.

"The Coyote" and "The Tiger"

by Douglas Florian
(see page 465)

Coyotes howl and tigers *purrrr* in these two animal poems.

"Lettuce" and "Peaches"

by Alma Flor Ada, English translation by Rosa Zubizarreta
(see pages 467–468)

Crinkly lettuce and golden peaches are described in these two poems.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Conference Notes" record sheet (CN1)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Asking Questions Once and Using Wait-time" (AV27)
- "Conferring About Poetry" (AV69)
- "Exploring Poems and Words" (AV70)

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Writing Focus

- Students hear, visualize, read, and discuss poems.
- Students explore descriptive and interesting words in poems.
- Students generate word lists and writing ideas.
- Students write poems using descriptive words.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.
- Students build on one another's thinking.

DO AHEAD

✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing" on page xxix and "Considerations for Pairing ELLs" on page l. For more information, view "Cooperative Structures Overview" (AV9).

✓ Prior to Day 1, review some of the poems and chants the students have learned this year. If your students have not heard much poetry this year, consider taking time to immerse them in poetry before you proceed with this unit. You might have the students act out the poems and move and clap to the rhythms as you read them aloud.

✓ Prior to Day 1, consider previewing this week's read-aloud poems with your English Language Learners before you read them to the whole class. If possible, show them related illustrations, objects, or photographs (such as pictures of lettuce and peaches) to aid their comprehension. The poems "Lettuce" and "Peaches" by Alma Flor Ada were originally written in Spanish. Both the English and Spanish versions of the poems are reproduced on pages 467–468 (also see pages 25–26 in the *Student Writing Handbook*).

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1) on page 93 of the *Assessment Resource Book*.

✓ Prior to Day 4, make a class set of the "Conference Notes" record sheet (CN1) on page 96 of the *Assessment Resource Book*.

TEACHER AS WRITER

"Poetry is language at its most distilled and most powerful."

— Rita Dove

This week, seek out poems that inspire you. Organizations that offer wide selections of poems on their websites include the Academy of American Poets, *Poetry* magazine, and Poetry Daily.

Keep in mind that it is not necessary to completely understand a poem in order to appreciate something about it. Choose a few poems you especially enjoy and copy or paste them into your notebook. Jot down what you like about them—word choices, figurative language (such as similes, metaphors, and personification), the shape of the poems, or anything else you notice.

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Day 1 Exploring Poems

Materials

- "Tree House" (see page 464)
- "Boa Constrictor" (see page 464)
- *Student Writing Handbook* pages 20–21

In this lesson, the students:

- Work with new partners
- Hear, read, and discuss poems
- Explore descriptive and interesting words in poems
- Share something their partners wrote with the class

ABOUT WRITING POEMS IN GRADE 2

The primary focus of this unit is to expand the students' writing vocabularies by introducing them to the vivid language of poetry. The students discuss words they hear in poems, generate lists of descriptive words, and use those words as they write poems. They hear and discuss poems that contain such poetic elements as rhyme, rhythm, repetition, and figurative language, preparing them for further study of these elements of poetry in later grades.

As you read aloud and discuss poems, write shared poems, and support your students' writing, adopt a relaxed attitude and keep the focus on word play and fun. Also, listen carefully to your students during discussions and during the writing of shared poems; many children have a natural affinity for the inventive, musical language of poetry.

Teacher Note

For more information about poetry, view "Exploring Poems and Words" (AV70).

Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

GETTING READY TO WRITE

1 Introduce Poetry

Randomly assign partners (see "Do Ahead" on page 443). Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you.

Remind the students that this year they have written fiction, nonfiction, and letters. Explain that during the next few weeks they will explore another kind of writing—poetry.

TEKS 1.D.iii
TEKS 1.D.iv
TEKS 1.E.i
Student/Teacher Activity
Step 1

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Briefly mention some of the poems, chants, or rhymes the students have heard this year. Ask and briefly discuss:

Q *What do you think a poem is?*

Q *How do you think a poem is different from a story?*

> **Students might say:**
>
> "I think poems rhyme."
>
> "I agree and disagree with [Veronica]. Some poems rhyme and some don't."
>
> "Poems are short. Stories are long."
>
> "I agree with [Jacob]. A poem is usually on one page. A story can be so long that it has chapters."

Explain that in the coming days the students will hear many poems and write poems themselves. Tell them that you will read two poems aloud today.

2 Read and Discuss "Tree House"

Tell the students that you will read a poem called "Tree House" by Shel Silverstein. Explain that a *tree house* is "a playhouse built in a tree." Ask the students to close their eyes and each make a picture in their minds as they listen. Read the poem aloud twice, slowly and clearly.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined, including:

cozy: comfortable

neat: clean

Have the students open their eyes; then ask and briefly discuss:

Q *What kind of place is a tree house?*

Q *What does the poet, or person who wrote the poem, mean by a "street house"?*

> **Students might say:**
>
> "The tree house is a secret place in the trees."
>
> "In addition to what [Aileen] said, a tree house is cozy."
>
> "I think a street house is a regular house on the street."

Teacher Note

If necessary, direct the students' attention to the charted discussion prompts from Unit 5 and take this opportunity to review them. Remind the students to use these prompts during class discussions and when talking with their partners.

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

Teacher Note

At this point, the students will likely have a limited understanding of what a poem is. Just have them share their ideas without comment. They will gain a better understanding of poems as they hear and discuss them in this unit.

ELL Note

If possible, show a picture of a tree house; then ask questions such as:

Q *Have you ever seen a tree house? Tell us about it.*

Q *What might you do in a tree house?*

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Have the students open to *Student Writing Handbook* page 20, where "Tree House" is reproduced. Ask them to follow along as you reread the poem, and invite them to look for words that describe the tree house. Read the poem aloud, and then ask:

Q *What words does the poet use to describe the tree house? Turn to your partner.*

Have a few volunteers share their thinking with the class. Follow up with questions such as:

Q *What do you think Shel Silverstein means by "a secret you and me house"?*

Q *Why do you think he calls a tree house a "free house"?*

> **Students might say:**
>
> "He means that 'it's a special place for the two of us.' "
>
> "Maybe he says it is secret because you can't see it in the branches."
>
> "It's a 'free house' because you can be yourself and not worry about things like wiping your feet."

3 Read and Discuss "Boa Constrictor"

Tell the students that you will read another poem by Shel Silverstein called "Boa Constrictor." Explain that a *boa constrictor* is a "large snake that wraps itself around its *prey*, or the animal it is going to eat." Ask the students to close their eyes and each make a picture in their minds as they listen. Read the poem aloud twice, slowly and clearly; clarify vocabulary during the first reading.

Suggested Vocabulary

nibblin': eating

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

oh, dread: oh, dear

Have the students open their eyes; then ask and briefly discuss:

Q *What's funny about this poem?*

Q *What happens at the end of this poem?*

Have the students open to *Student Writing Handbook* page 21, where "Boa Constrictor" is reproduced. Ask them to follow along as you reread the poem, and invite them to look for words that they like or words that they think are interesting or funny. Read the poem aloud, and then ask:

Q *Which words do you like? Which words do you think are interesting or funny? Turn to your partner.*

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After a moment, have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I think the long word at the end is interesting. It's not really a word. It's a noise."
>
> "I think 'And I don't like it—one bit' is a funny thing to say if a snake is eating you."
>
> "I like the parts that rhyme—like 'Oh, gee,/It's up to my knee.' "

Point out that poets often use words in fun or interesting ways by repeating them, spelling or arranging them in funny ways, or sometimes just making them up.

4 Discuss How Poems Look

Have the students look at "Tree House" and "Boa Constrictor" again and think about how they look on the page. Ask and briefly discuss:

Q *How do these poems look different from stories?*

> **Students might say:**
>
> "The words go down the page."
>
> "The lines are short. Some lines have only two words."
>
> "The poems are short. Stories are longer."

Point out that poets often write short lines, rather than writing all the way across the page like authors of stories do. Encourage the students to keep in mind that poems look different from stories as they write their own poems this week.

WRITING TIME

5 Write Independently

Explain that during Writing Time today the students may each write a poem, or they may write anything else they choose. They might write about special places like a tree house or unusual animals like a boa constrictor. Ask and briefly discuss:

Q *What is something you might write about today? Turn to your partner.*

Have the students get their notebooks and pencils and sit at desks with partners together. Then have them open their notebooks to the next blank page and write silently for 20–25 minutes.

Join the students in writing for a few minutes, and then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

Teacher Note

Note that today the students may write poems, or they may write anything else they choose. On Day 2, after exposure to two more poems, each student will be asked to write a poem.

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SHARING AND REFLECTING

6 Share Writing in Pairs and Reflect

Explain that partners will read their writing to each other and then each student will tell the class an interesting or fun word his partner wrote. Have partners share their poems with each other. After partners have had time to share, signal for their attention. Ask and briefly discuss:

Q *What did your partner write about today?*

Q *What is an interesting or fun word your partner wrote?*

Explain that tomorrow the students will explore more poems.

EXTENSIONS

TEKS 9.B.ii
Student/Teacher Narrative Extension
(first sentence)

TEKS 9.B.ii
Student/Teacher Activity Extension
(fourth sentence and discussion question)

Explore Rhyme in "Boa Constrictor"

Remind the students that some poems *rhyme*, or use words that sound alike, while others do not. Have the students open to *Student Writing Handbook* page 21, where "Boa Constrictor" is reproduced. Explain that "Boa Constrictor" is an example of a poem that uses rhyme. Have partners read the poem together quietly and underline words that rhyme, or sound alike. After a few moments, signal for the students' attention; then ask:

Q *What words did you underline that rhyme?*

If necessary, point out pairs of words that rhyme. Encourage the students to try to use rhyming words in their own poems.

Read More Poems

Throughout the unit, find other times of the day to share more poems with the students. Have the students act out poems, clap to the rhythms, and close their eyes to visualize them.

WRITING ABOUT READING

Materials

- "Tree House" (see page 464) from Day 1

Write Opinions About "Tree House"

Remind the students that they heard the poem "Tree House" earlier. Ask:

Q *What do you remember about this poem?*

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If necessary, remind the students that a tree house is a playhouse built in a tree and a street house is a house you would see on a street. Use "Think, Pair, Share" to discuss:

Q *Would you rather live in a tree house or a street house? Why?* [pause] *Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I'd rather live in a tree house because I like the idea of living in a secret place where no one can see me through the branches."
>
> "I'd rather live in a street house. I know there are more rules to follow, but I can sleep in a warm, comfy bed and I can take a bath whenever I want."
>
> "I would rather live in a tree house. I could just be myself and not worry about things like wiping my feet and making my bed."

Tell the students that when they tell what they think about a topic they are giving an *opinion*. Explain that people may have different opinions about something and that is fine. The important thing is that they explain their thinking and give reasons for their opinions. Ask the students to watch as you think aloud and model writing an opinion about whether you would rather live in a tree house or a street house.

> **You might say:**
>
> "I'll begin by writing an opening sentence that gives the title of the poem and tells whether I would rather live in a tree house or a street house. I'll write: *After reading the poem 'Tree House,' I think I would rather live in a tree house than a street house.* Next I'll write some reasons to support my opinion and I'll use the linking word *because*. I'll write: *I would rather live in a tree house because if I lived in a tree house, I would be free to do what I wanted to do. I could read books and work on projects without being told it's time to wash up for dinner or it's time to go to bed. I could make my own rules, too, like 'No talking when people are reading!'* Finally, I'll write a closing sentence: *Those are some of the reasons why I think I would rather live in a tree house than a street house.*"

Explain that the students will write their own opinions about whether they would rather live in a tree house or a street house. If time permits, invite the students to share their opinions with the class.

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Day 2 Exploring Poems

Materials

- "The Coyote" (see page 465)
- "The Tiger" (see page 465)
- *Student Writing Handbook* pages 22–23
- Chart paper and a marker
- Lined writing chart (WA1) for modeling

In this lesson, the students:

- Visualize poems
- Explore descriptive and interesting words in poems
- Write a shared poem about animals
- Write animal poems that begin with "I am a _____"
- Express interest in and appreciation for one another's writing

LITERARY CONCEPTS IN GRADE 2

In this unit, the students informally explore a variety of literary terms. This work prepares them for more formal instruction in poetry in subsequent grades. While we encourage you to introduce the students to literary terms when appropriate, having the students use the terms themselves is not a focus of this unit. The formal definitions below are for your reference; within the lessons, we suggest alternative, student-friendly definitions to use with your class.

- *metaphor*: a direct or indirect assertion that a thing is something else ("Life is a broken-winged bird that cannot fly.")
- *onomatopoeia*: using words that imitate the sounds associated with it (*splash*, *pitter-patter*, *tick-tock*)
- *rhyme*: words ending with the same sound (*twinkle* and *sprinkle*)
- *simile*: a comparison of two things, connected by words such as *like* or *as* ("My love is like a red, red rose.")

GETTING READY TO WRITE

1 Read and Visualize "The Coyote"

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Remind the students that yesterday they heard and talked about the poems "Tree House" and "Boa Constrictor" by Shel Silverstein. Explain that today they will hear two poems by a different poet, Douglas Florian.

Tell the students that you will read a poem called "The Coyote." Explain that a *coyote* is a "wild dog that looks like a wolf." Ask the students to close their eyes and each make a picture in their minds as they listen. Read the poem aloud twice, slowly and clearly; clarify vocabulary during the first reading.

Suggested Vocabulary

prowl: move around to hunt

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Have the students open their eyes and then open to *Student Writing Handbook* page 22, where "The Coyote" is reproduced. Ask them to follow along as you reread the poem and to look for words that describe the coyote. Read the poem aloud; then ask and briefly discuss:

Q *What do you imagine when you read this poem?*

Q *Why do you think the poet chose to write the word* coyote *the way he did?*

> **Students might say:**
>
> "I picture a coyote hunting for its next meal."
>
> "I imagine a coyote howling, 'a-ooooo!' "
>
> "He wrote the word *coyote* so it looks like the sound a coyote makes."

TEKS 9.B.i
Student/Teacher Narrative
Step 1 (third paragraph)

TEKS 9.B.i
Student/Teacher Activity
Step 1 (second discussion question)

2 Read and Visualize "The Tiger"

Tell the students that you will read another poem by Douglas Florian called "The Tiger." Ask the students to close their eyes and each make a picture in their minds as they listen. Read the poem aloud twice, slowly and clearly; clarify vocabulary during the first reading.

Suggested Vocabulary

blurrrr: (blur) something that is hard to see because it is moving so fast

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

purrrr: (purr) make a soft rumbling noise

furrrr: (fur) hair on an animal

speed: go very fast

hunt: look for animals to eat

Have the students open their eyes; then ask:

Q *What did you picture in your mind? Turn to your partner.*

Signal for the students' attention and have a few volunteers share their visualizations with the class. As they share, reread the words from the poem that helped them make their mental pictures.

Have the students open to *Student Writing Handbook* page 23, where "The Tiger" is reproduced. Invite them to read the poem aloud with you, emphasizing the /rrrr/ sounds. Read the poem aloud; then ask:

Q *Why do you think Douglas Florian wrote the poem in this way?*

Teacher Note

If you notice pairs struggling to describe their mental pictures to each other, signal for the class's attention and model describing your own mental picture. (You might model this by rereading the first two lines of the poem, closing your eyes, and thinking aloud about your mental picture and the words in the poem that evoked it.) Then have the students close their eyes as you read the poem aloud once more. Have partners discuss what they saw in their minds.

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Students might say:

"The way he writes the word *purrrr* helps you hear the sound."

"I agree with [Nathan]. It's the same for the word *blurrrr*. Adding the extra *r*'s helps you picture the tiger going so fast that he's hard to see."

"In addition to what [Latisha] said, I think that he put in all the *rrrr* sounds to make the poem sound like a tiger growling!"

Point out that Douglas Florian, like Shel Silverstein in "Boa Constrictor," uses words in a fun and interesting way. Remind the students that poets often repeat words or sounds, spell or arrange words in funny ways, and make up words just to make their poems fun to say and hear.

3 Write a Shared Animal Poem

Tell the students that you would like their help in writing a poem about an animal. Ask:

Q *"The Tiger" begins with the line "I am a cat." What other animals could we write about in a poem that begins with "I am a _____"?*

On a sheet of chart paper, write the title "I am a _____" and record the students' ideas as they respond.

I am a _____.

- monkey
- alligator
- lion
- wolf
- bunny rabbit
- puppy

Tell the students that you will select one of the animals from the "I am a _____" chart to write an animal poem about. Select an animal (for example, a monkey); then have the students close their eyes and each imagine that they are a [monkey]. Have the students open their eyes and tell them to think quietly to themselves as they listen to some questions. Ask the following questions one at a time, pausing after each question to give the students time to think:

Q *Imagine that you are writing a poem that begins with "I am a [monkey]." What words could you include to describe what you look like? Sound like?*

TEKS 12.A.ii
Student/Teacher Narrative
Step 3

Facilitation Tip

During this unit, we invite you to practice **asking questions once** and then waiting. This means not repeating the question or asking it again in a different way; it means just asking the question once, and then **using wait-time** to give the students time to think before calling on anyone to respond. If the students are confused by a question or need to hear it again, encourage them to ask you to repeat or rephrase the question. This builds student responsibility for focusing on the discussion and helps them develop the habit of listening the first time.

To see this Facilitation Tip in action, view "Asking Questions Once and Using Wait-time" (AV27).

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Q *What words might describe how you move? Where you live?*

Display the lined writing chart (WA1). Ask a few volunteers to share their thinking with the class. As the students make suggestions, write a short poem by recording their ideas as short phrases or sentences. Repeat this activity with another animal from the "I am a _____" chart.

WA1

I am a monkey.
I have brown hair.
I have a loopy tail.
Screech! Screech!
I swing through the trees
In the rainforest.

I am an alligator.
I have a long snout
And big, sharp teeth.
I have bumps all over.
My home is the swamp.

Explain that today each student will choose an animal and write an animal poem. Encourage the students to include words that describe what the animal looks and sounds like, how it moves, and where it lives. Tell the students that they may begin their poems with the words "I am a _____" or with any other words they choose.

WRITING TIME

4 Write Animal Poems

Have the students return to their seats and work silently on their own animal poems for 10–15 minutes. Join the students in writing for a few minutes, and then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

TEKS 12.A.ii
Student/Teacher Activity
Step 4

Teacher Note

If the students have difficulty answering these questions, stimulate their thinking by asking follow-up questions such as:

Q *What color are you?*

Q *How big are you?*

Q *What does your [skin/fur] look like?*

Q *What do your ears look like? Your nose? Eyes? Legs? Tail? Teeth?*

Teacher Note

Alternatively, you may wish to write this unit's shared poems on chart paper and post them in the classroom. This will give the students the opportunity to refer to them throughout the unit.

Teacher Note

Students may or may not write pieces that look like actual poems. This is to be expected as poetry is a challenging form to learn to write. At this point, accept all of their efforts to write about animals using the "I am a _____" prompt.

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SHARING AND REFLECTING

5 Share Poems and Reflect

Have the students bring their notebooks and gather, facing you. Invite a few volunteers to read their poems to the class. After each student shares, point out one or two interesting words the student used in her poem.

> **You might say:**
>
> "One word I heard used was the word *buzzzzz* to tell how a bee sounds. That's a fun word to say and hear, and it helps us picture in our minds how the bee sounds. Let's say that word together."

Encourage the students to comment on the poems by asking:

Q *How did [Marie] describe herself as a [bee]?*

Q *What words in [Marie's] poem did you like? Why?*

Explain that tomorrow the students will have a chance to write more poems.

EXTENSIONS

Explore Rhythm in "The Tiger"

Have the students open to *Student Writing Handbook* page 23, where "The Tiger" is reproduced, and remind them that they heard this poem earlier. Read the poem aloud, emphasizing the rhythm by clapping the stressed syllables ("*I* am a *cat*—come *hear* me *purrrr/I've* many *stripes* up*on* my *furrrr*." Then invite the students to chant the poem and clap along with you. You might explain that some poems, like "The Tiger," have a regular beat, or rhythm, that can be clapped to, while other poems do not.

Read More Poems and Discuss Descriptive Language

Throughout the unit, find other times of the day to share more poems with the class. Discuss the words the poets use to describe how things look, sound, and move.

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Exploring Poems

Day 3

In this lesson, the students:

- Hear, read, and discuss a poem
- Generate and list words about summer
- Write poems about summer
- Get ideas by listening to one another
- Express interest in and appreciation for one another's writing

GETTING READY TO WRITE

1 Read and Discuss "Knoxville, Tennessee"

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Tell them that today they will hear a poem called "Knoxville, Tennessee" by Nikki Giovanni. Explain that Nikki Giovanni grew up in the city of Knoxville, which is in the state of Tennessee.

Tell the students that in this poem the poet tells what she likes about summertime in Knoxville. Ask the students to close their eyes and each make a picture in their minds as they listen. Read the poem aloud twice, slowly and clearly; clarify vocabulary during the first reading.

Suggested Vocabulary

okra and greens: different kinds of vegetables
buttermilk: liquid that is left over after cream has been churned into butter
gospel music: music that is sung in some churches
barefooted: without socks and shoes

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:
barbecue: food cooked outdoors over an open fire or on a grill

Ask the students to open their eyes and then open to *Student Writing Handbook* page 24, where "Knoxville, Tennessee" is reproduced. Have them follow along as you reread the first stanza aloud; then ask:

Q *What foods does the poet like to eat in the summer? Turn to your partner.*

Materials

- "Knoxville, Tennessee" (see page 466)
- *Student Writing Handbook* page 24
- Chart paper and a marker
- "Class Assessment Record" sheet (CA1)

Teacher Note

You might point out that "Knoxville, Tennessee" is an example of a poem that does not rhyme and that non-rhyming poems are called *free verse*.

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Signal for the students' attention and have them follow along as you reread the second stanza aloud; then ask:

Q *What does the poet like to do in the summer? Turn to your partner.*

Signal for the students' attention and point out that the poet includes many details about what she likes to eat and do during the summer. Explain that these details help the reader get a clearer picture of what summer was like for her.

2 Generate Words for Poems About Summer

Explain that today the students will write poems about what they like about summer. Tell the students to close their eyes and think quietly to themselves as they listen to some questions. Ask the following questions one at a time, pausing after each question to give the students time to think:

Q *What do you like to do for fun in the summer?*

Q *Where do you like to go?*

Q *What do you like to eat and drink?*

Have the students open their eyes and briefly share their thinking with their partners.

Signal for the students' attention. On a sheet of chart paper, write the title "Summer Words," then repeat each question one at a time. After each question, have a few volunteers share their ideas with the class and record their ideas as single words or phrases on the chart.

Summer Words

- swim at the park
- ride my bike
- go swimming with my dog
- my grandmother's house
- baseball games
- watermelon
- cold lemonade
- hot dogs

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3 Think About First Lines

Point out that Nikki Giovanni begins "Knoxville, Tennessee" with the words *I always like summer/best*. Tell the students that they can begin their own poems with those words or with any other words they choose. Ask:

Q *What other words might you write to start your poem about summer?*

> **Students might say:**
>
> "I might write, *I love summer*."
>
> "I'll start with the words, *Here's what I like about summer*."
>
> "I'll write, *I can't wait for summer*."

Remind the students that during Writing Time today they will each write a poem about what they like about summer. Encourage them to use the ideas on the "Summer Words" chart, as well as any other interesting words they think of in their poems.

WRITING TIME

4 Write Poems About Summer

Have the students return to their seats and work silently on poems about summer. Join the students in writing for a few minutes, and then walk around the room and observe, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students eager to write?
- Do they use ideas listed on the chart?
- Do they use interesting words of their own choosing?
- Are they attempting to write poems rather than stories?

If a student is having difficulty, support him by asking questions such as:

Q *How are you starting your poem?*

Q *Close your eyes and imagine summer. What do you like to do for fun in the summer? Where do you like to go? What do you like to eat and drink?*

Q *How can you write that as a line in your poem?*

Record your observations on the "Class Assessment Record" sheet (CA1); see page 93 of the *Assessment Resource Book*.

After 10–15 minutes, call for the students' attention and have them think about their writing as they listen to some questions. Ask the

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following questions one at a time, pausing after each question to give the students time to think:

Q *Is your writing a poem? How do you know?*

Q *If your writing is not a poem, what can you do to turn it into a poem?*

Have a few volunteers share their thinking with the class, and encourage the students who are not writing poems to try turning their pieces into poems. Then have the students resume writing for another 10–15 minutes.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Poems and Reflect on Getting Ideas

Have the students bring their notebooks and gather, facing you. Invite a few volunteers to read their poems to the class. After each student shares, point out something you liked about the poem, and then encourage the class to comment on the poem by asking questions such as:

Q *What did you like about [Michelle's] poem?*

Q *What words did you hear that helped you make a picture in your mind?*

Q *What ideas did you get for your own writing by listening to [Michelle's] poem?*

Explain that tomorrow the students will hear and write more poems.

Teacher Note

Post the "Summer Words" chart for the students to refer to throughout the unit.

Day 4 Exploring Poems

Materials

- "Lettuce" (see page 467)
- "Peaches" (see page 468)
- *Student Writing Handbook* pages 25–26
- Chart paper and a marker
- Class set of "Conference Notes" record sheets (CN1)

In this lesson, the students:

- Hear, read, and discuss poems
- Generate and list words about food
- Write poems about food
- Get ideas by listening to one another

GETTING READY TO WRITE

1 Read and Discuss "Lettuce"

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Explain that today the students will hear two poems by Alma Flor Ada from a collection of poems she wrote about the lives of farmworkers who work in fields picking fruits and vegetables.

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Tell the students that the first poem you will read is called "Lettuce." Ask the students to close their eyes and each make a picture in their minds as they listen. Read the poem aloud twice, slowly and clearly. Have the students open their eyes; then ask and briefly discuss:

Q *What is happening in the poem? Why do you think that?*

> **Students might say:**
>
> "The workers are picking lettuce. It says there is lettuce in the field."
>
> "They're filling boxes with lettuce. It says the empty boxes are waiting for them."
>
> "They are working hard. They have to bend their backs."

Have the students open to *Student Writing Handbook* page 25, where "Lettuce" is reproduced. Ask them to follow along as you reread the poem and to look for words that describe what the lettuce looks like. Read the poem aloud; then ask:



Q *What words does the poet use to help us imagine what the lettuce looks like? Turn to your partner.*

Point out that by using words such as *small*, *curly*, *fresh*, *wrinkled*, and *bright green*, the poet helps us imagine what the lettuce looks like by describing its size, appearance, and color.

2 Read and Discuss "Peaches"

Tell the students that you will read aloud another poem by Alma Flor Ada called "Peaches." Ask the students to close their eyes and each make a picture in their minds as they listen. Read the poem aloud twice, slowly and clearly; clarify vocabulary during the first reading.

Suggested Vocabulary

caress: touch or hug

Have the students open their eyes and then open to *Student Writing Handbook* page 26, where the poem "Peaches" is reproduced. Ask them to follow along as you reread the poem and to look for words that describe how the peaches taste, look, and feel. Read the poem aloud; then ask:



Q *What words does the poet use to describe, or help us imagine how the peaches taste, look, and feel? Turn to your partner.*

Point out that words such as *juicy*, *golden*, *honey-sweet*, and the phrase "like a gentle caress" help us imagine how the peaches taste, look, and feel.

Skill Practice Note

You might point out that the words *small*, *curly*, *fresh*, *wrinkled*, and *bright green* are adjectives. Explain that an *adjective* is a "word that describes a noun (a person, place, animal, or thing)." For more practice with recognizing adjectives, see Lesson 21 in the *Skill Practice Teaching Guide*.

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3 Choose a Food and Generate Descriptive Words

Explain that today the students will each write a poem about a favorite food. Ask:

Q *What is a favorite food you might write a poem about? Turn to your partner.*

Signal for the students' attention. Have them close their eyes and each picture the food in their minds as they listen to some questions. Ask the following questions one at a time, pausing after each one to give the students time to think:

Q *What does your food look like?*

Q *What does your food taste or smell like?*

Q *How does it feel in your hand? In your mouth?*

Have the students open their eyes and talk with their partners about what they imagined. After a few moments, signal for their attention and ask:

Q *What food did you imagine, and what words might you use to describe how the food looks, tastes, and feels?*

Write the title "Food Words" on a sheet of chart paper and record the students' ideas as they respond.

Food Words

apples	red, round, smooth, crunchy, wet, sweet
spaghetti	long yellow noodles, red tomato sauce, meatballs, yum!
pizza	triangles, crispy crust, cheese, gooey, delicious
cherries	red balls with brown stems, small, smooth, juicy
black beans	black, small and round, mushy

Encourage the students to use words like those on the chart to describe how their foods look, feel, and taste as they write their poems today.

Teacher Note

You may wish to have the students discuss how they might begin their poems by asking, "What words might you use to start your poem?" Possible frames for first lines might be "I love _____" or "_____ is yummy!"

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WRITING TIME

4 Write Food Poems

Have the students return to their seats and work silently on their food poems. Join the students in writing for a few minutes; then begin conferring with individual students.

TEACHER CONFERENCE NOTE

During the coming weeks, confer with individual students about their poems. Have each student read her poem aloud. As you listen to the student, ask yourself:

- Does this student's writing communicate clearly? If not, what's unclear?
- Is this student attempting to write a poem, rather than a story?
- Has this student used interesting and descriptive words?

Support the student by using one or more of the following techniques:

- Have the student close her eyes and listen as you read the poem aloud. Ask the student what else she imagines and what other words she might write to make pictures in the reader's mind. You may wish to write down these words and encourage the student to use some of them in her poem.
- Review the charted descriptive words and ask the student to choose some to use in her poem.
- If the student has difficulty starting a poem, begin one together by adapting the first line or lines of one of the poems reproduced in the *Student Writing Handbook*. Then have her continue writing the poem.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 96 of the *Assessment Resource Book*.

Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Poetry" (AV69).

After 10–15 minutes, call for the students' attention and have them think about their writing as they listen to some questions. Ask the following questions, pausing after each question to give the students time to think:

Q *Is your writing a poem? How do you know?*

Q *If your writing is not a poem, what can you do to turn it into a poem?*

Have a few volunteers share their thinking with the class, and encourage the students who are not writing poems to try turning their pieces into poems. Then have the students resume writing for another 10–15 minutes.

Signal to let the students know when Writing Time is over.

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SHARING AND REFLECTING

5 Share Poems and Reflect on Getting Ideas

Have the students bring their notebooks and gather, facing you. Invite a few volunteers to read their poems to the class. After each student shares, point out something you liked about the poem, and then encourage the class to comment on the poem by asking questions such as:

- Q *What did you like about [Sam's] poem?*
- Q *What words did you hear that helped you make pictures in your mind?*
- Q *What ideas did you get for your own writing by listening to [Sam's] poem?*

Explain that next week the students will hear and write more poems.

Teacher Note

Post the "Food Words" chart for the students to refer to throughout the unit.

EXTENSION

Read More Poems by Alma Flor Ada

The poems "Lettuce" and "Peaches" are from *Gathering the Sun: An Alphabet in Spanish and English*, a collection of poems inspired by the lives of migrant farmworkers. Each poem appears in its original Spanish, accompanied by an English translation. If possible, check out a copy of this book from your school or community library and read other poems aloud to the students. Poems with rich language that invite discussion include "César Chávez," "Cherry Stand" ("Kiosco de Cerezas"), and "Rain" ("Lluvia"). You might invite Spanish-speaking students to read the Spanish versions of the poems aloud to their classmates.

Open Day — Writing Throughout the Week

Write Opinions About "Tree House"

Have the students respond to literature by writing opinions about the poem "Tree House" (see Writing About Reading on page 448).

Write More Animal Poems

Have each student choose a different animal and write another "I am a _____" poem. Tell the students to close their eyes and imagine themselves as that animal as they think about some questions. Ask the

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following questions one at a time, pausing after each question to give the students time to think:

Q *What words could you include to describe what you look like? Sound like?*

Q *What words might describe how you move? Where you live?*

Have the students open their eyes and begin writing their animal poems. Encourage the students to include words that describe what the animal looks and sounds like, how it moves, and where it lives.

Write More Food Poems

Have each student write a poem about another favorite food. Tell the students to close their eyes and each picture the food in their minds as they listen to some questions. Ask the following questions one at a time, pausing after each question to give the students time to think:

Q *What does your food look like?*

Q *What does your food taste or smell like?*

Q *How does it feel in your hand? In your mouth?*

Have the students open their eyes and begin writing their food poems. Encourage the students to use their ideas to describe how the food looks, feels, and tastes as they write their poems.

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Poems

Tree House

by Shel Silverstein

A tree house, a free house,
A secret you and me house,
A high up in the leafy branches
Cozy as can be house.

A street house, a neat house,
Be sure and wipe your feet house
Is not my kind of house at all—
Let's go live in a tree house.

Boa Constrictor

by Shel Silverstein

Oh, I'm being eaten
By a boa constrictor,
A boa constrictor,
A boa constrictor,
I'm being eaten by a boa constrictor,
And I don't like it—one bit.
Well, what do you know?
It's nibblin' my toe.
Oh, gee,
It's up to my knee.
Oh, my,
It's up to my thigh.
Oh, fiddle,
It's up to my middle.
Oh, heck,
It's up to my neck.
Oh, dread,
It's upmmmmmmmmmfffffffffff . . .

"Tree House" and "Boa Constrictor" from *Where the Sidewalk Ends*. Copyright © 2004 by Evil Eye Music, Inc. Reprinted with permission from the estate of Shel Silverstein and HarperCollins Children's Books. Used by permission of HarperCollins Publishers.

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Poems

The Coyote

by Douglas Florian

I prowl.
I growl.
My howl
Is throaty.
I love
A vowel,
For I am coyo$^{o}{}^{o}{}_{o}$te.

The Tiger

by Douglas Florian

I am a cat—come hear me purrrr.
I've many stripes upon my furrrr.
I speed through forests like a blurrrr.
I hunt at night—I am tigerrrr.

"The Coyote" and "The Tiger" from *Mammalabilia* by Douglas Florian. Copyright © 2000 by Douglas Florian. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

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Poem

Knoxville, Tennessee

by Nikki Giovanni

I always like summer
best
you can eat fresh corn
from daddy's garden
and okra
and greens
and cabbage
and lots of
barbecue
and buttermilk
and homemade ice-cream
at the church picnic

and listen to
gospel music
outside
at the church
homecoming
and go to the mountains with
your grandmother
and go barefooted
and be warm
all the time
not only when you go to bed
and sleep

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Poem

Lettuce

by Alma Flor Ada
English translation by Rosa Zubizarreta

Small, curly,
fresh and wrinkled
heads of bright
green lettuce.

Empty boxes
wait for us
to bend our backs
and fill them up.

Lechuga

Cabecitas rizadas
llenas de arrugas
frescas, lozanas,
verdes lechugas.

Cajas y cajas
vacías esperan
que doblen las espaldas
quienes las llenan.

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Poem

Peaches

by Alma Flor Ada
English translation by Rosa Zubizarreta

Juicy, golden peaches,
honey-sweet,
like a gentle caress
in the palm of my hand.

Duraznos

Duraznos jugosos,
almibarados, dorados,
como una caricia suave
en la palma de la mano.

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Week 2 OVERVIEW

Poems

"My Baby Brother"

by Mary Ann Hoberman
(see page 492)
A baby brother is lovingly described in this poem.

"Weather"

by Aileen Fisher
(see page 494)
Weather's many sounds are listed in this poem.

"Wind Song"

by Lilian Moore
(see page 493)
The wind gives voice to quiet things in this poem.

"Fish"

by Mary Ann Hoberman
(see page 495)
The ways fish move are described in this poem.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA2–WA4

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "Conference Notes" record sheet (CN1)

Professional Development Media

- "Adapting Lessons for English Language Learners" (AV31)
- "Sharing One Word/Line and Reflecting" (AV71)

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Writing Focus

- Students hear, read, and discuss poems.
- Students explore interesting and descriptive words in poems.
- Students generate word lists and writing ideas.
- Students write poems using descriptive words.

Social Development Focus

- Students work in a responsible way.
- Students express interest in and appreciation for one another's writing.
- Students build on one another's thinking.

DO AHEAD

✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA2) on page 94 of the *Assessment Resource Book*.

✓ Prior to Day 2, think of a place in your school where you can take your class to listen to a variety of sounds. Options might include the hallway, the playground, or an area just outside the lunchroom, computer lab, or another classroom. If you are able to hear many sounds from your own classroom, you might stay there for this lesson.

TEACHER AS WRITER

"The poet doesn't invent.
He listens."

— Jean Cocteau

This week, listen to the sounds of your classroom with a poet's ears. Jot down in your notebook things you hear your students saying, as well as any other sounds you hear. Toward the end of the week, read over your notes and shape them into a poem. Keep in mind that the poem does not have to rhyme. Concentrate on using short lines and vivid language.

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Day 1 Exploring Poems

Materials

- "My Baby Brother" (see page 492)
- "Food Words" chart from Week 1
- *Student Writing Handbook* page 27
- Chart paper and a marker
- Lined writing chart (WA2) for modeling
- "Class Assessment Record" sheet (CA2)

In this lesson, the students:

- Hear, read, and discuss a poem
- Write a shared poem about the classroom clock
- List descriptive words about classroom objects
- Write poems about classroom objects
- Get ideas by listening to one another

GETTING READY TO WRITE

1 Read "My Baby Brother" Aloud and Discuss Descriptive Words

Have the students get their notebooks, *Student Writing Handbooks*, and pencils and sit at desks with partners together.

Remind the students that last week they heard two poems by Alma Flor Ada, "Lettuce" and "Peaches," and they talked about the words she used to describe how lettuce and peaches look, feel, and taste. Explain that "words that describe how things look, feel, and taste" are called *descriptive words*. Direct the students' attention to the "Food Words" chart, and review that they brainstormed a list of descriptive words about favorite foods and used some of the words to write their own food poems. Explain that this week they will hear more poems with descriptive words and they will use descriptive words in the poems they write.

Tell the students that today they will hear a poem called "My Baby Brother" by Mary Ann Hoberman. Invite the students to close their eyes and listen as you read.

Read the poem aloud twice, slowly and clearly; clarify vocabulary during the first reading.

Suggested Vocabulary

velvet: very smooth
dimple: small dent in the cheek or chin

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Have the students open their eyes and then open to *Student Writing Handbook* page 27, where "My Baby Brother" is reproduced. Ask them to follow along and to look for descriptive words as you read. Read the poem aloud again; then ask:

Q *What words does the poet use to describe her baby brother? Turn to your partner.*

Point out that the poet uses descriptive words like *tiny*, *soft*, *velvet brown*, and *curled up tight* to help us picture the baby in our minds.

2 Write a Shared Poem About the Classroom Clock

Explain that today the students will use descriptive words to write poems about objects in the classroom. Ask:

Q *What objects in the classroom could we write poems about?*

Have a few volunteers share their ideas. Explain that the class will write a shared poem together to model what the students will do on their own during Writing Time.

Invite the students to look carefully at the classroom clock as they listen to some questions. Ask the following questions one at a time, pausing after each question to give the students time to think:

Q *What words describe the clock's shape?*

Q *What words describe its color? Its size?*

Q *What other words describe the clock?*

Write the title "Words That Describe the Clock" on a sheet of chart paper. Repeat each question and have a few volunteers share their thinking with the class. Record their ideas on the chart as they respond.

Words That Describe the Clock

- round like a circle
- black around the outside
- white in the middle
- black numbers in a circle, 1 to 12
- hands point to the numbers
- one short hand and one long hand

Skill Practice Note

You might point out that the words *tiny*, *soft*, and *brown* are adjectives. Explain that an *adjective* is a "word that describes a noun (or a person, place, animal, or thing)." For more practice with recognizing adjectives, see Lesson 21 in the *Skill Practice Teaching Guide*.

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Display the lined writing chart (WA2). Tell the students that the title of the poem they will write together is "Classroom Clock," and write the title on the chart. Explain that you will begin the poem in a way that is similar to how Mary Ann Hoberman began "My Baby Brother," with the words *The classroom clock is beautiful*. Write this line on the chart, and then ask:

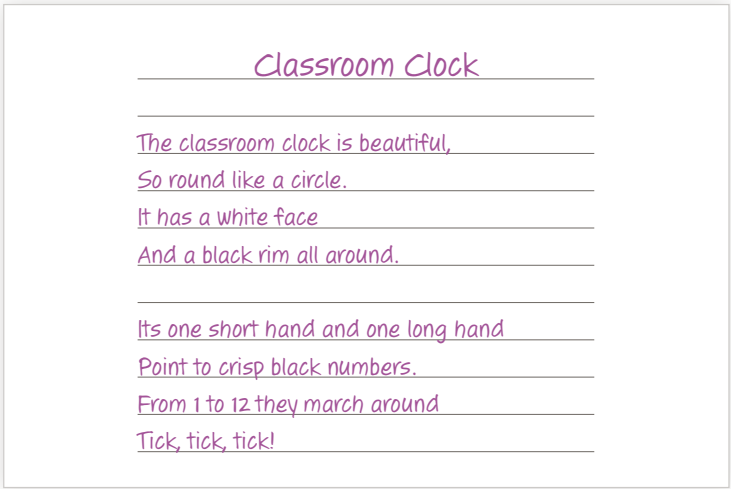
Q *What could we write as the second line of the poem?*

Encourage the students to look at the "Words That Describe the Clock" chart for ideas. Use the students' suggestions to add a few more lines to complete a first stanza, and then use their suggestions to write a second stanza.

Teacher Note

If the students have difficulty suggesting lines for the poem, model writing one or two lines yourself using words on the "Words That Describe the Clock" chart.

WA2


Classroom Clock

The classroom clock is beautiful,
So round like a circle.
It has a white face
And a black rim all around.

Its one short hand and one long hand
Point to crisp black numbers.
From 1 to 12 they march around
Tick, tick, tick!

As a class, read the poem aloud together.

3 Choose Objects and Write Descriptive Words

Explain that today the students will each pick an object in the classroom, list words that describe the object, and write a poem about it. Give the students a moment to look around the room and silently choose objects.

Explain that the students will each look at the object as they listen to questions and then write words that come to mind about the object. Have the students open their notebooks to the next blank page. Ask the following questions, pausing after each question to give the students time to write a few words:

Q *What does the object look like? List some words that come to mind.*

Q *What words describe its shape? List them.*

Q *What words describe its color? List them.*

Q *What words describe its size? List them.*

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Have partners share their lists of words without telling each other what their objects are, and then have them try to guess each other's objects from the descriptive words.

After a few minutes, signal for the students' attention and ask:

Q *What words helped you guess the object?*

Explain that the students will each write a poem about what their object looks like using some of the descriptive words they listed. Tell them that they may begin their poems with the line "_____ is beautiful" or with any other words they choose.

WRITING TIME

4 Write Poems About Classroom Objects

Have the students work silently on poems about classroom objects for 20–25 minutes. Join them in writing for a few minutes, and then walk around the room and observe, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students eager to write?
- Do they use their listed descriptive words?
- Do they use other interesting words in their poems?
- Are they attempting to write poems rather than stories?

If a student is having difficulty, have her look at the object as you ask questions such as:

Q *What does [your lunchbox] look like? List some words that come to mind.*

Q *What words describe its shape? Its color? Its size? List them.*

Q *What other words tell what [your lunchbox] looks like? List them.*

Q *How can you write that as a line in your poem?*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 94 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

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Teacher Note

To see an example of this technique, view "Sharing One Word/ Line and Reflecting" (AV71).

Materials

- "My Baby Brother" (see page 492) from Day 1

SHARING AND REFLECTING

5 Share Lines from Poems and Reflect on Getting Ideas

Have the students each review their poems and choose one line to share with the class. Encourage each student to choose a line that he really likes and that has words that describe how his object looks. After allowing a moment for students to choose their lines, go around the room and, without comment, have each student read his chosen line aloud.

After all of the students have shared, ask and briefly discuss:

Q *What did you hear that got you interested in someone else's poem?*

Q *[Deirdre], read your line again. What object do you think [Deirdre's] line might describe?*

Q *What ideas did you get for your own writing by listening to [Deirdre's] line?*

Explain that tomorrow the students will hear and write poems with words that describe sounds.

WRITING ABOUT READING

Write Opinions About "My Baby Brother"

Remind the students that they heard the poem "My Baby Brother" earlier. Ask:

Q *What do you remember about this poem?*

If necessary, remind the students that the poet Mary Ann Hoberman describes how her baby brother looks in this poem. Use "Think, Pair, Share" to discuss:

Q *How do you think the poet likes having a baby brother? Why?* [pause] *Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I think the poet likes having a baby brother. She says she likes it when he chews his toes. I don't think she would like watching him chew his toes if she didn't like having him in the family."
>
> "I think the poet likes having a baby brother. She says he's *so perfect*."
>
> "I think she likes having a baby brother when he laughs and his dimples show. But there's no way she can like having a baby around when he cries."

Tell the students that when they tell what they think about a topic they are giving an *opinion*. Explain that people may have different opinions

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about something and that is fine. The important thing is that they explain their thinking and give reasons for their opinions. Ask the students to watch as you think aloud and model writing an opinion about whether you think this poet likes having a baby brother and why.

> **You might say:**
>
> "I'll start by writing an opening sentence that gives the title of the poem and tells whether I think the poet likes having a baby brother. I'll write: *I think the poet who wrote 'My Baby Brother' does like having a baby brother.* Next, I'll write some reasons that support my opinion and I'll use the linking word *because*. I'll write: *I think the poet likes having a baby brother because she only writes about the good things to do with having a baby in the house. She could have written about how loud he is when he cries, but instead she wrote about how cute he is when he chews his toes and how his dimple shows when he laughs.* Finally, I'll write a closing sentence. I'll write: *That's why I think the poet likes having a baby brother.*"

Explain that the students will write their own opinions about whether they think the poet likes having a baby brother and why. If time permits, invite the students to share their opinions with the class.

Exploring Poems Day 2

In this lesson, the students:

- Hear, read, and discuss a poem
- Move around the school responsibly
- Listen to and list sounds in the school
- Write a shared poem about school sounds

Materials

- "Wind Song" (see page 493)
- *Student Writing Handbook* page 28
- Chart paper and a marker
- Location in the school to listen to sounds, chosen ahead
- Lined writing chart (WA3) for modeling

GETTING READY TO WRITE

1 Read "Wind Song" Aloud

Have the students begin the lesson at their desks today, with their *Student Writing Handbooks*. Remind them that yesterday they heard the poem "My Baby Brother," and they each wrote a poem that describes how something *looks*. Explain that today they will hear a poem with words that describe how things *sound*.

Tell the students that you will read a poem called "Wind Song" by Lilian Moore. Ask the students to close their eyes and listen as you read. Read the poem aloud twice, slowly and clearly; clarify vocabulary during the first reading.

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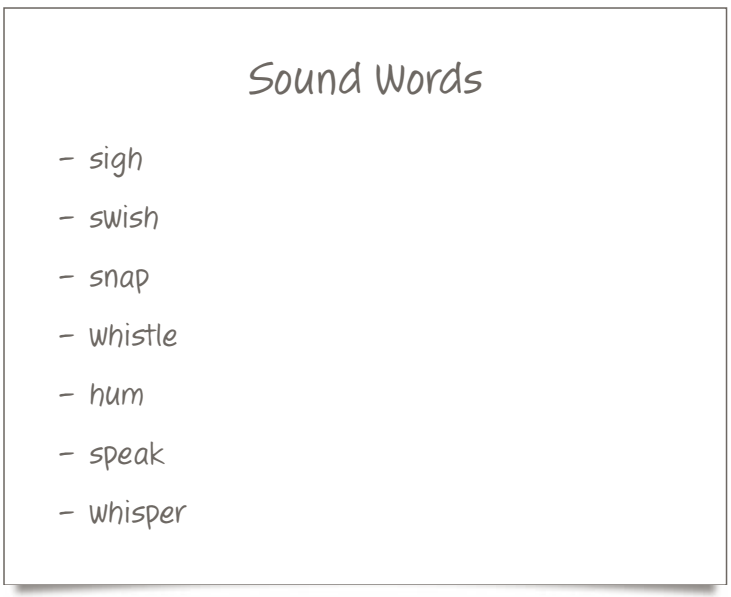
Suggested Vocabulary

ashcans: garbage cans

Have the students open their eyes and then open to *Student Writing Handbook* page 28, where "Wind Song" is reproduced. Ask them to follow along and to look for words that describe how things sound. Read the poem aloud again; then ask:

Q *What sound words do you notice in this poem?*

Write the title "Sound Words" on a sheet of chart paper, and record the students' ideas as they respond.



Teacher Note

You might tell the students that words that sound like what they are describing are called *onomatopoeia*. The words *clang*, *creak*, *slap*, *snap*, and *hum* are examples of onomatopoeia. For more practice with onomatopoeia, see the extension "Explore Onomatopoeia" on page 485.

Point out that by including many sound words, the poet helps us hear and imagine what sounds "quiet things" make when the wind blows.

Tell the students that you will take them to a place in the school where they can listen to sounds. Explain that they will listen quietly for a few moments and then write words that describe the sounds they hear in their notebooks. When they return to the classroom, they will write a shared poem about the sounds they heard in that place. Tell the students where you will take them, and then ask:

Q *What kinds of sounds might we hear [in the hallway]?*

2 Discuss Moving Responsibly Around the School

Explain how you expect the students to move from the classroom to the location where they will listen for sounds.

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You might say:

"This will be a silent activity. When I point to your table, you will each get your notebook and pencil and line up. Then you will follow me to the hallway, where I will point to show you where to sit. Once you are seated, start listening for sounds and write words that describe them in your notebook. When I give the signal to return, quietly stand up and walk back to the classroom."

Ask and briefly discuss:

Q *What do we need to do to make sure we don't disturb others in the school?*

Q *How else will you work responsibly during this activity?*

Students might say:

"We need to make sure that we walk very quietly."

"In addition to what [Ramon] said, I think that if we see someone we know, we shouldn't shout to them. Maybe we could just wave."

"I'll start listening and writing as soon as I sit down."

"I won't bother the person sitting next to me."

Tell the students that you will check in with them after the activity to see how they did.

3 Listen for and List School Sounds

Take the students to the location you selected and have them listen for and list the sounds they hear.

After about 5 minutes, have the students follow you back to the classroom and return to their seats. Ask and briefly discuss:

Q *What did you do to move and act responsibly during this activity?*

Q *What problems did we have? Why do we want to avoid those problems in the future? What can we do differently next time?*

4 Add to the "Sound Words" Chart

Ask the students to open their notebooks to their lists of school sounds. Ask:

Q *What sounds did you hear [in the hallway]?*

As the students share, add their words to the "Sound Words" chart. If the students describe things that made sounds (such as a chair scraping the floor), list these and follow up by asking:

Q *What sound did [the chair scraping the floor] make?*

Facilitation Tip

Continue to practice **asking questions once** without repeating or rewording them. Notice the effect this has on the students' attentiveness during class discussions.

Teacher Note

If the students do not meet your expectations as they move from the classroom to the location, stop and have them return to the classroom. Restate your expectations, and then try again.

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Sound Words

- sigh
- swish
- snap
- whistle
- hum
- speak
- whisper
- chair scraping the floor—screech
- door slamming shut—bang!
- laughing
- talking
- basketball bouncing—thump thump thump
- Mr. Makebe's whistle—tweet tweet

5 Write a Shared Poem About School Sounds

Display the lined writing chart (WA3). Tell the students that the title of the poem they will write together is "School Sounds" and write the title on the chart. Explain that you will begin and end the poem in ways that are similar to how "Wind Song" begins and ends, and that, like Lilian Moore, they will try to include many sound words in the poem to describe what the place is like.

On the chart, write the words *When it is daytime at our school/The quiet things speak*. Then ask:

Q *What could we write as the next line of the poem?*

Use the students' suggestions to write a poem. It is not necessary to continue to follow the structure of "Wind Song." If necessary, encourage the students to look at the "Sound Words" chart for ideas.

After writing several lines, remind the students that you will end the poem in a way that is similar to how "Wind Song" ends. Write the words *When it is night—/suddenly/then,/the quiet things/are quiet again*.

As a class, read the poem aloud.

Teacher Note

If the students continue to have difficulty suggesting lines for the poem, stimulate their thinking by writing one or two lines yourself using words from the "Sound Words" chart.

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WA3

School Sounds

When it is daytime at our school
The quiet things speak.
Chairs scrape. Doors bang.
Children talk and laugh.
Thump thump thump
A basketball bounces.
Mr. Makebe blows his whistle
Tweet tweet tweeeeeet!

When it is night–
suddenly
then,
the quiet things
are quiet again.

SHARING AND REFLECTING

6 Reflect on Writing the Shared Poem

As a class, read the shared poem "School Sounds" aloud again. Ask and briefly discuss:

Q *What do you think a reader might imagine about our school when he or she reads this poem?*

Explain that tomorrow the students will write their own poems using sound words. Encourage them to listen for interesting sounds between now and then and to write them in their notebooks, if they can.

FREE WRITING TIME

7 Write Freely

Explain that the students will now have time to write freely about anything they choose. They may continue working on poems or stories they have already started or begin new ones. If they need help thinking of an idea, they may look at the class charts or the writing ideas section of their notebooks. Ask and briefly discuss:

Q *What might you write about today?*

Have a few volunteers share their ideas, and then have the students write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

Teacher Note

Post the "Sound Words" chart to use on Day 3 and throughout the unit, and save the shared poem on the lined writing chart (WA3) to use on Day 3.

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Day 3 Exploring Poems

Materials

- "Weather" (see page 494)
- Shared poem on the lined writing chart (WA3) from Day 2
- "Sound Words" chart from Day 2
- *Student Writing Handbook* page 29

In this lesson, the students:

- Hear, read, and discuss a poem
- Discuss and list sound words
- Write poems using sound words
- Get ideas by listening to one another
- Ask one another questions about their writing

GETTING READY TO WRITE

1 Review and Add to the "Sound Words" Chart

Have the students get their notebooks, *Student Writing Handbooks*, and pencils and sit at desks with partners together. Display the shared poem on the lined writing chart (WA3) from Day 2. Remind the students that yesterday they contributed to a shared poem titled "School Sounds." Read the poem aloud together, and point out that they included sound words to help readers imagine a location in their school.

Review the "Sound Words" chart and ask:

Q *What other sounds have you heard that we can add to the chart?*

As the students share, add their suggestions to the chart. Tell the students that you will read another sound poem aloud, and then the students will write their own poems using sound words.

2 Read and Discuss "Weather"

Tell the students that you will read a poem called "Weather" by Aileen Fisher. Ask the students to close their eyes and each make a picture in their minds as they listen to the poem. Read the poem aloud twice, slowly and clearly. Have the students open their eyes; then ask:

Q *What kinds of weather do you imagine when you listen to this poem? What words make you imagine that?*

Q *Do you think this is a quiet poem or a loud poem? Why?*

> **Students might say:**
>
> "I imagine wind from the words *rustles* and *whishes*."
>
> "The word *splishes* makes me think it's raining."
>
> "This is a loud poem! It has lots of sound words in it."
>
> "I disagree with [Misha]. I think it starts out kind of quiet with words like *sings* and *pings* and *hums* and ends loudly with *CRASHES*."

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Have the students open to *Student Writing Handbook* page 29, where "Weather" is reproduced. Ask them to follow along and to listen for sound words as you reread the poem aloud. Read the poem aloud; then ask:

Q *What sound words in this poem can we add to our "Sound Words" chart?*

As the students share, add their suggestions to the "Sound Words" chart.

3 Prepare to Write Poems Using Sound Words

Ask:

Q *What things make lots of sounds that you might write a poem about?*

Q *What places have lots of sounds that you might write a poem about?*

> **Students might say:**
>
> "I could write a poem about playing soccer. There are lots of sounds on the soccer field."
>
> "The park has a lot of sounds."
>
> "I could write a poem about my alarm clock waking me up in the morning."
>
> "I could write about going to the flea market with my mom."

Explain that during Writing Time today the students will each write a poem using sound words. They may begin their poems the same way "Weather" begins, with the lines "_____ is full/of the nicest sounds," or they may begin their poems any way they choose. Encourage the students to use words from the "Sound Words" chart and any other sound words they think of in their poems.

WRITING TIME

4 Write Poems Using Sound Words

Have the students work silently on poems with sound words for 20–25 minutes. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue conferring with individual students about their poems. Have each student read his poem aloud. As you listen to the student, ask yourself:

- Does this student's writing communicate clearly? If not, what's unclear?
- Is this student attempting to write a poem, rather than a story?
- Has this student used interesting and descriptive words?

(continues)

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TEACHER CONFERENCE NOTE *(continued)*

Support the student by using one or more of the following techniques:

- Have the student close his eyes and listen as you read the poem aloud. Ask the student what else he imagines and what other words he might write to make pictures in the reader's mind. You may wish to write down these words and encourage the student to use some of them in his poem.
- Review the charted descriptive words and ask the student to choose some to use in his poem.
- If the student has difficulty starting a poem, begin one together by adapting the first line or lines of one of the poems reproduced in the *Student Writing Handbook*. Then have him continue writing the poem.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 96 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Lines from Poems and Reflect

Have the students each review their poems and choose one line to share with the class. Encourage each student to choose a line in which she describes the sound of something. After allowing a moment for the students to choose their lines, go around the room and, without comment, have each student read her line aloud.

When all of the students have finished sharing, ask and briefly discuss:

Q *What sound words did you hear that got you interested in someone else's poem?*

Q *[Antonia], read us your line again. What do you want to ask [Antonia] about her line?*

Q *What ideas did you get for your own writing by listening to [Antonia's] line?*

Explain that tomorrow the students will hear and write poems with words that describe how something moves.

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EXTENSION

Explore Onomatopoeia

Remind the students that they have been exploring sound words in poems. Have the students open to *Student Writing Handbook* page 29, where "Weather" is reproduced. Tell the students that words like *rustles*, *pings*, and *hums* are examples of onomatopoeia and that *onomatopoeia* is the "use of words that sound like what they are describing." Ask the students for other examples of onomatopoeia and add them to the "Sound Words" chart.

Exploring Poems Day 4

In this lesson, the students:

- Hear, read, and discuss a poem
- Discuss movement words in a poem
- Generate and list movement words
- Write shared and individual poems using movement words
- Ask one another questions about their writing
- Get ideas by listening to one another

GETTING READY TO WRITE

1 Read "Fish" Aloud and Discuss Movement Words

Have the students get their notebooks, *Student Writing Handbooks*, and pencils and sit at desks with partners together. Direct their attention to the charts of descriptive words from the past two weeks, and remind them that they have been exploring words that describe how things look and sound. Explain that today they will explore words that describe how things move.

Tell the students that you will read a poem called "Fish" by Mary Ann Hoberman, and remind them that they heard the poem "My Baby Brother" by the same poet earlier in the week. Ask the students to close their eyes and each make a picture in their minds as they listen to the poem. Read the poem aloud twice, slowly and clearly; clarify vocabulary during the first reading.

Materials

- "Fish" (see page 495)
- Charts of descriptive words from Weeks 1 and 2
- *Student Writing Handbook* page 30
- Two sheets of chart paper and a marker
- Lined writing chart (WA4) for modeling

TEKS 9.B.i
Student/Teacher Activity
Step 1

Teacher Note

The charts of descriptive words include "Summer Words" and "Food Words" from Week 1 and "Words That Describe the Clock" and "Sound Words" from Week 2.

ELL Note

You may want to have the students act out the poem as you read it aloud. Dramatizing can help English Language Learners better understand the words in poems. For more information, view "Adapting Lessons for English Language Learners" (AV31).

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Suggested Vocabulary

flit: move quickly back and forth
lickety-split: very fast
bound: jump

Have the students open their eyes and then open to *Student Writing Handbook* page 30, where "Fish" is reproduced. Ask them to follow along and to listen for words that describe how fish move as you reread the poem. Read the poem aloud; then ask:

Q *What do you notice about how the poet wrote this poem?*

> **Students might say:**
> "It's written like a list."
> "Almost all the words end with *–ing*."
> "At the end, the poet wrote *tiniest tiniest tiniest* in smaller and smaller letters. Maybe she did this because fish don't make any sound at all."



Q *What words in the poem tell how fish move? Turn to your partner.*

Signal for the students' attention and write the title "Movement Words" on a sheet of chart paper. Have volunteers share their thinking with the class, and record the students' suggestions as they respond.

Movement Words

- flit
- wiggling
- swiggling
- swerving
- scurrying
- whizzing
- flying
- leap
- bound

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2 Write a Shared Poem About Something That Moves

Explain that the class will write a shared poem, similar to "Fish," about something that moves. Use "Think, Pair, Share" to discuss:

Q *What are some things that move that we might write a poem about?* [pause] *Turn to your partner.*

Signal for the students' attention and write the title "Things That Move" on a sheet of chart paper. Have a few volunteers share their thinking with the class, and record the students' ideas as they share.

Things That Move

- horses
- trucks
- bikes
- skateboards
- airplanes
- kids
- our guinea pig
- Ferris wheels

Display the lined writing chart (WA4). Explain that the class will write a poem together that begins and ends in ways that are similar to how "Fish" begins and ends. Choose one of the ideas on the "Things That Move" chart and write the title ["Horses"] at the top of the lined writing chart.

Underneath this, write a first line for the poem that is similar to the first line of "Fish" (for example, *Look at them run*). Then ask:

Q *What words might we write to describe how [horses run]?*

Use the students' ideas to write a poem that is similar in structure to the poem "Fish."

> **You might say:**
>
> "One idea I heard was that horses gallop. Many of the movement words in 'Fish' end with *–ing*, so we might write *galloping* in our poem."

If the students struggle to come up with ideas, encourage them to look at the "Movement Words" chart to get ideas. Continue to add new words to the "Movement Words" chart as the students suggest them.

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After writing several lines, remind the students that you would like to end the poem in a way that is similar to how the poem "Fish" ends.

> **You might say:**
>
> "Mary Ann Hoberman did something surprising at the end of her poem. She wrote the words *tiniest/tiniest/tiniest/tiniest/sound* in an interesting and fun way—each time she wrote the word *tiniest* she made it smaller and smaller. Let's do something surprising at the end of our poem. What might we do?"

WA4

Horses

Look at them run
Galloping
Hoofing
Pounding
Breathing
Turning
Dusting
Sweating
All of them making a big
BIG
BIG
BIG
Sound.

As a class, read the poem aloud together.

WRITING TIME

3 Write Poems About Things That Move

Explain that today the students will each choose something that moves and write a poem about it. They may pick something on the "Things That Move" chart, or they may write about anything else that moves. Tell them that they may write a poem that is similar to "Fish" or one that is different. Encourage them to include movement words to help their readers make pictures in their minds.

Have the students work silently on poems with movement words for 20–25 minutes. Join them in writing for a few minutes, and then confer with individual students.

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TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student read her poem aloud. As you listen to the student, ask yourself:

- Does this student's writing communicate clearly? If not, what's unclear?
- Is this student attempting to write a poem, rather than a story?
- Has this student used interesting and descriptive words?

Support the student by using one or more of the following techniques:

- Have the student close her eyes and listen as you read the poem aloud. Ask the student what else she imagines and what other words she might write to make pictures in the reader's mind. You may wish to write down these words and encourage the student to use some of them in her poem.
- Review the charted descriptive words and ask the student to choose some to use in her poem.
- If the student has difficulty starting a poem, begin one together by adapting the first line or lines of one of the poems reproduced in the *Student Writing Handbook*. Then have her continue writing the poem.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 96 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Lines from Poems and Reflect

Have the students review their poems and each choose one line to share with the class. Encourage each student to choose a line in which he describes how something moves. After giving the students a moment to choose their lines, go around the room and, without comment, have each student read his line aloud.

When all of the students have finished sharing, ask and briefly discuss:

Q *What did you hear that got you interested in someone else's poem?*

Q *[Ashton], read us your line again. What do you want to ask [Ashton] about his line?*

Q *What ideas did you get for your own writing by listening to [Ashton's] line?*

Explain that the students will continue to write poems next week, and then they will each choose one to publish in a class book and share from the Author's Chair.

Teacher Note

Save the "Movement Words" chart to use during Week 3.

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EXTENSION

Listen to Poems and Draw Visualizations

Help the students continue to explore descriptive language by rereading one of the poems you have previously read aloud. Have them close their eyes and each make a picture in their minds of the poem as you read it. Then have them open their eyes and draw their visualizations. Invite the students to share their pictures with the class. Have them point out the words in the poem that helped them draw their pictures.

Open Day Writing Throughout the Week

Write Opinions About "My Baby Brother"

Have the students respond to literature by writing opinions about the poem "My Baby Brother" (see Writing About Reading on page 476).

Write More Poems About Classroom Objects

Have the students each choose another classroom object to write a poem about. Explain that they will look at the object as they listen to questions and then write words that come to mind about the object. Ask the following questions, pausing after each question to give the students time to write a few words:

- Q *What does the object look like? List some words that come to mind.*
- Q *What words describe its shape? List them.*
- Q *What words describe its color? List them.*
- Q *What words describe its size? List them.*

Have the students each write a poem about what her object looks like using some of the words she listed. Tell the students that they may begin their poems in a way that is similar to how Mary Ann Hoberman began "My Baby Brother" with the words "_____ is beautiful," or in any way they choose.

Write More Poems Using Sound Words

Have the students each write another poem about something that makes lots of sounds or about a place that has lots of sounds. Encourage the students to use words from the "Sound Words" chart and any other sound words they think of in their poems. Explain that they may

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begin their poems in a way that is similar to how Aileen Fisher began "Weather" with the words "_____ is full/of the nicest sounds," or in any way they choose.

Write More Poems Using Movement Words

Have the students each choose something that moves and write a poem about it. They may use the "Things That Move" and the "Movement Words" charts to help them get ideas. Encourage them to use words in interesting and fun ways to make their poems fun to say and hear.

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Poem

My Baby Brother

by Mary Ann Hoberman

My baby brother's beautiful,
So perfect and so tiny.
His skin is soft and velvet brown;
His eyes are dark and shiny.

His hair is black and curled up tight;
His two new teeth are sharp and white.
I like it when he chews his toes;
And when he laughs, his dimple shows.

"My Baby Brother" from *Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems* by Mary Ann Hoberman; illustrated by Marylin Hafner. Text copyright © 1959, 1991 by Mary Ann Hoberman; illustrations copyright © 1991 by Marylin Hafner. By permission of Little, Brown and Company and the Gina Maccoby Literary Agency. All rights reserved.

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Poem

Wind Song

by Lilian Moore

When the wind blows
the quiet things speak.
Some whisper, some clang,
Some creak.

Grasses swish.
Treetops sigh.
Flags slap
and snap at the sky.
Wires on poles
whistle and hum.
Ashcans roll.
Windows drum.

When the wind goes—
suddenly
then,
the quiet things
are quiet again.

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Poem

Weather

by Aileen Fisher

Weather is full
of the nicest sounds:
it sings
and rustles
and pings
and pounds
and hums
and tinkles
and strums
and twangs
and whishes
and sprinkles
and splishes
and bangs
and mumbles
and grumbles
and rumbles
and flashes
and CRASHES.

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Poem

Fish

by Mary Ann Hoberman

Look at them flit
Lickety-split
Wiggling
Swiggling
Swerving
Curving
Hurrying
Scurrying
Chasing
Racing
Whizzing
Whisking
Flying
Frisking
Tearing around
With a leap and a bound
But none of them making the tiniest
tiniest
tiniest
tiniest
sound.

"Fish" from *The Llama Who Had No Pajama: 100 Favorite Poems* by Mary Ann Hoberman. Text copyright © 1959 and renewed 1987 by Mary Ann Hoberman. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company and the Gina Maccoby Literary Agency. All rights reserved.

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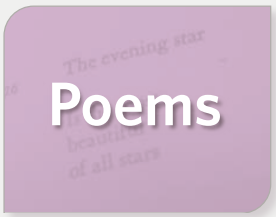
Week 3 OVERVIEW



"Clouds"

by Christina G. Rossetti
(see page 512)
Clouds are described as white sheep on a blue hill in this poem.

"Buses"

by Maxine Kumin
(see page 514)
Buses are compared to hippopotamuses in this poem.

"Rain Poem"

by Elizabeth Coatsworth
(see page 513)
Rain is like a small, gray mouse in this poem.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA5

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "Conference Notes" record sheet (CN1)
- "Individual Writing Assessment" record sheet (IA1)
- "Student Self-assessment" record sheet (SA1)

Reproducible

- Unit 6 family letter (BLM1)

Professional Development Media

- "Responding Neutrally with Interest" (AV23)
- "Using Web-based Teaching Resources" tutorial (AV75)

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Writing Focus

- Students hear, read, and discuss poems.
- Students explore figurative language in poems.
- Students informally use figurative language to write poems.
- Students each choose one poem to publish in a class book.
- Students proofread their poems for spelling.
- Students write final versions of their poems.
- Students present their poems from the Author's Chair.

Social Development Focus

- Students express interest in and appreciation for one another's writing.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with a copy of each student's published piece.

✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA3) on page 95 of the *Assessment Record Book*.

✓ (Optional) If computers are available, consider having students type and print their poems on Day 3. You might also recruit parent volunteers to help them.

TEACHER AS WRITER

"Everything I see or hear can become a poem."

— Jack Prelutsky

Select a classroom object or an object at home, such as a TV, refrigerator, or floor lamp. Study it. Think about its size, shape, features, and function. Then think of a person, an animal, or a thing that the object reminds you of. Write a poem about the object. You might begin your poem with the line *A* _____ *is a* _____ (for example, *A coffeepot is a trusted friend*).

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Day 1 Exploring Poems

Materials

- "Clouds" (see page 512)
- "Rain Poem" (see page 513)
- *Student Writing Handbook* pages 31–32
- Chart paper and a marker
- Lined writing chart (WA5) for modeling

In this lesson, the students:

- Hear, read, and discuss poems
- Explore figurative language
- Write shared and individual poems about rain
- Express interest in and appreciation for one another's writing
- Share something their partners wrote with the class

ABOUT FIGURATIVE LANGUAGE IN GRADE 2

During Days 1 and 2 of this week, the students explore poems with metaphors and similes, and they informally use figurative language to write poems about classroom objects. This brief introduction to figurative language lays the foundation for further study in later grades. The students are not expected to identify or name metaphors or similes at this stage.

GETTING READY TO WRITE

1 Read and Discuss "Clouds"

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you. Review that the students have been writing poems and exploring the use of descriptive words in their poems to help their readers imagine how things look, sound, and move. Explain that today they will hear two poems that use descriptive words in different ways.

Tell the students that you will read a poem called "Clouds" by Christina G. Rossetti aloud. Ask the students to close their eyes and each make a picture in their minds as you read. Read "Clouds" aloud twice, slowly and clearly.

Have the students open their eyes and then open to *Student Writing Handbook* page 31, where "Clouds" is reproduced. Have them read along with you as you reread the poem aloud. Then ask and briefly discuss:

Q *Is this poem about clouds or sheep, and why do you think so?*

> **Students might say:**
>
> "The title says it's about clouds, but it only talks about sheep, so I think it's about sheep."
>
> "I disagree with [Paige] because wind doesn't make sheep stop or go. Wind makes clouds stop or go, so the poem is about clouds."
>
> "I agree with [Jin]. It's about clouds. The clouds are like white sheep."

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If necessary, point out that the poet writes about clouds as if they are sheep.

2 Read "Rain Poem" Aloud

Tell the students that you will read a poem called "Rain Poem" by Elizabeth Coatsworth. Explain that this is another poem in which the poet talks about one thing as if it is something else. Ask the students to close their eyes and listen as you read the poem aloud. Read "Rain Poem" aloud twice, slowly and clearly; clarify vocabulary during the first reading.

Suggested Vocabulary

pattered: walked quietly
sill: shelf at the bottom of a window

Have the students open their eyes and then open to *Student Writing Handbook* page 32, where "Rain Poem" is reproduced. Have them read the poem along with you as you reread the poem aloud. Then ask and briefly discuss:

Q *Is this poem about rain or mice, and why do you think so?*

> **Students might say:**
>
> "In this poem it says rain is *like* a mouse. So it's about rain."
>
> "I agree with [Alberta]. The poem tells how rain is the same as a mouse. It is quiet and gray."
>
> "I also agree. Another way they are alike is that sometimes rain gets inside the house, and a mouse sometimes does, too."

If necessary, point out that the poet writes about rain as if it is a mouse.

3 Write a Shared Poem About Rain

Direct the students' attention to the first line of "Rain Poem" and read it aloud. Point out that the poet compares the rain to a mouse, and tell the students that poets often write about one thing as if it is like another. Use "Think, Pair, Share" to discuss:

Q *What other things are like rain?* [pause] *Turn to your partner.*

Signal for the students' attention. Write "The rain is like _____" at the top of a sheet of chart paper. Have a few volunteers share their ideas with the class, and record their suggestions as they respond. Then select one of the ideas from the chart (for example, "The rain is like a curtain") to use when writing the shared poem titled "Another Rain Poem."

Teacher Note

A *metaphor* is a type of figurative language in which a poet writes about one thing as if it is another thing; for example, "White sheep, white sheep/On a blue hill." The students do not need to know or use this term at this point.

Teacher Note

A *simile* is a type of figurative language in which two things are compared using the words "like" or "as"; for example, "The rain was like a little mouse." The students do not need to know or use this term at this point.

In "Rain Poem," the poet also uses a metaphor ("It pattered all around the house and then it went away") to write about the rain as if it is a mouse.

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The rain is like _____.

- a curtain
- candy drops
- a snake
- music
- glitter
- falling stars

Display the lined writing chart (WA5) and write the title "Another Rain Poem." Write a first line for the poem below the title. Then ask:

Q *How is rain like [a curtain]?*

Q *What words describe how rain looks?*

Q *What words describe how rain sounds?*

Q *What words describe how rain moves?*

Use the students' suggestions to write a few more lines for the poem. It is not necessary to continue following the structure of "Rain Poem."

WA5

Another Rain Poem

The rain is like a curtain
That comes down from the sky.
When the curtain falls
Plop plop plop
Everything stops.
We run inside and wait.
Soon the curtain opens
And the sun begins to shine.
Then we run outside again.

Reread the poem together as a class. Explain that the students will each write their own rain poem today, beginning with the line "The rain is like _____." They may choose an idea from "The rain is like _____" chart or they may use an idea of their own. Encourage the students to include words that describe how the rain looks, sounds, and moves.

Teacher Note

Continue to practice responding neutrally with interest during class discussions by demonstrating genuine interest and curiosity in what the students say and by refraining from overtly praising or criticizing their responses. For more information, view "Responding Neutrally with Interest" (AV23).

Teacher Note

If the students have difficulty suggesting lines for the poem, model writing one or two more lines yourself.

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WRITING TIME

4 Write Poems About Rain

Have the students move to sit at desks with partners together and work silently on their poems about rain for 20–25 minutes. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student read his poem aloud. As you listen to the student, ask yourself:

- Does this student's writing communicate clearly? If not, what's unclear?
- Is this student attempting to write a poem, rather than a story?
- Has this student used interesting and descriptive words?

Support the student by using one or more of the following techniques:

- Have the student close his eyes and listen as you read the poem aloud. Ask the student what else he imagines and what other words he might write to make pictures in the reader's mind. You may wish to write down these words and encourage the student to use some of them in his poem.
- Review the charted descriptive words and ask the student to choose some to use in his poem.
- If the student has difficulty starting a poem, begin one together by adapting the first line or lines of one of the poems reproduced in the *Student Writing Handbook*. Then have him continue writing the poem.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 96 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Poems in Pairs

Explain that partners will read their poems to each other and then tell each other the words they find interesting or something they like about the other's poem. Alert them to listen carefully, as they will share information about their partners' poems with the class. Have partners share and discuss their poems.

After a few minutes, signal for the students' attention and ask:

Q *What does your partner think rain is like?*

Q *What are some descriptive words your partner used that helped you imagine the rain?*

Explain that tomorrow the students will hear another poem where the poet writes about one thing as though it were something else.

Teacher Note

Save "The rain is like _____" chart to use on Day 2.

Facilitation Tip

Reflect on your experience over the past two weeks with **asking questions once** without repeating or rewording them. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students' attentiveness and responsiveness in discussions? We encourage you to continue to use and reflect on this technique as you facilitate class discussions in the future.

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Day 2 Exploring Poems

Materials

- "Buses" (see page 514)
- *Student Writing Handbook* page 33
- "The rain is like _____" chart from Day 1
- Charts of descriptive words from Weeks 1 and 2

In this lesson, the students:

- Hear, read, and discuss a poem
- Explore figurative language in a poem
- Write poems about anything they choose
- Express interest in and appreciation for one another's writing
- Share something their partners wrote with the class

GETTING READY TO WRITE

1 Read "Buses" Aloud

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you. Remind the students that yesterday they heard the poems "Clouds" and "Rain Poem," and thought about how the poets wrote about one thing as if it were another thing. Explain that today they will hear another poem in which the poet does the same thing.

Tell the students that you will read a poem called "Buses" by Maxine Kumin aloud. Ask the students to close their eyes and each make a picture in their minds as you read. Read "Buses" aloud twice, clarifying vocabulary during the first reading.

Suggested Vocabulary

cross: angry
hurly-burly: noisy confusion
river banks: edges of the river
flanks: sides

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

trail: path

Have the students open their eyes; then ask and briefly discuss:

Q *What did you imagine as you listened to the poem?*

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Students might say:

"I imagined hippopotamuses lined up in a row."

"I imagined a street with lots of traffic moving really slowly."

"I saw hippos nudging the hippos in front of them to get them to move more quickly."

Have the students open to *Student Writing Handbook* page 33, where "Buses" is reproduced. Tell the students to follow along with you as you read the poem aloud and to look for words the poet uses to write about city buses as if they are hippopotamuses. Read the poem aloud again; then ask:

Q *What words does the poet use to write about buses as if they are hippopotamuses?*

Students might say:

"It says the city buses 'grunt like hippopotamuses.'"

"It also says that hippos 'blink along the . . . trail.' Hippos blink their eyes, and buses blink their lights."

"It says that hippos are 'lined up on the river banks.' That makes me think of buses stuck in traffic and lined up in a row."

Explain that during Writing Time today the students may write poems about any topic they choose. If they wish, they might try writing a poem like "Buses," "Rain Poem," or "Clouds," in which they write about one thing as if it is something else. Briefly review the charts of descriptive words from earlier in the unit, and remind the students to look at the charts to get ideas for descriptive words to include in their poems. If the students struggle to begin writing their poems, encourage them to use "The rain is like _____" chart to help them get ideas.

Teacher Note

In the poem "Buses," the poet uses both simile and metaphor (". . . grunt like hippopotamuses/Huffy hippos, nose to tail,") to write about city buses as if they are hippopotamuses.

Teacher Note

Keep in mind that in this unit the students are exposed to figurative language in a very informal way. They are not expected to use it independently in their own writing, although some students may be able to do so.

WRITING TIME

2 Write Poems

Have the students move to sit at desks with partners together and work silently on poems for 20–25 minutes. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student read her poem aloud to you. As you listen to the student, ask yourself:

- Does this student's writing communicate clearly? If not, what's unclear?
- Is this student attempting to write a poem, rather than a story?
- Has this student used interesting and descriptive words?

(continues)

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TEACHER CONFERENCE NOTE *(continued)*

Support the student by using one or more of the following techniques:

- Have the student close her eyes and listen as you read the poem aloud. Ask the student what else she imagines and what other words she might write to make pictures in the reader's mind. You may wish to write down these words and encourage the student to use some of them in her poem.
- Review the charted descriptive words and ask the student to choose some to use in her poem.
- If the student has difficulty starting a poem, begin one together by adapting the first line or lines of one of the poems reproduced in the *Student Writing Handbook*. Then have her continue writing the poem.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 96 of the *Assessment Resource Book*.

In Unit 7, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Share Poems in Pairs

Explain that partners will read their poems to each other, as they did yesterday. Encourage them to tell each other the words they find interesting or something they like in the other's poem. Alert them to listen carefully, as they will share information about their partners' poems with the class. Have partners share and discuss their poems.

After a few minutes, signal for the students' attention and ask:

Q *Whose partner wrote about a thing as if it were something else? Tell us about it. [Tito], read us your poem.*

Q *What are some descriptive words your partner used that helped you make pictures in your mind?*

Explain that tomorrow the students will each select one of their poems to share with the class and to publish in a book for the classroom library.

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Proofreading and Writing Final Versions

Day 3

In this lesson, the students:

- Select poems to publish in a class book
- Revise their poems
- Proofread their poems for spelling
- Write final versions of their poems

ABOUT PUBLISHING STUDENTS' POEMS

Today the students will each choose a poem to include in a class book of poems. However, you may decide to publish the students' poetry in some other way. For example, you might display the poems on a classroom or school bulletin board or at the school or community library. You might also consider inviting another class or your students' families into the classroom to hear the students read their poems aloud.

Materials

- Charts of descriptive words from Weeks 1 and 2
- *Student Writing Handbooks*
- Loose, lined paper
- (Optional) Computers for typing and printing final versions

Technology Tip

Students can also publish their poems on various websites. To find appropriate websites, do a search using the keywords "publishing student poetry online." Alternatively, some students may be interested in creating audio versions of their poems. For more information, see the technology extension "Create Audio Recordings of Poems" on page 507.

GETTING READY TO WRITE

1 Discuss Writing Poems

Have the students get their notebooks, *Student Writing Handbooks*, and pencils and sit at desks with partners together. Review that during the last few weeks the students heard and talked about many poems and wrote several poems of their own. Ask and briefly discuss:

Q *What have you learned about poems?*

> **Students might say:**
>
> "Poems look different from stories, and sometimes they're shorter than stories."
>
> "In addition to what [Bette] said, I think poems have words that help you imagine."
>
> "Poems can be about different things, like food or a tree."
>
> "In addition to what [Pedro] said, poems sometimes talk about one thing as if it were like something else."

2 Review Poems and Choose One for the Class Book

Tell the students that today they will each reread the poems they have written during the past few weeks and choose one they like the best to

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publish. Explain that you will collect their poems in a book to keep in the classroom library for them and others to enjoy. Ask and briefly discuss:

Q *As you read your poems, what might you look for to help you decide which poem you like the best?*

> **Students might say:**
>
> "I might look for the one I think is the funniest."
>
> "I can look for one that has good descriptive words."
>
> "I'll look for one where I used my imagination."

Teacher Note

If the students have difficulty answering the question, offer some ideas like those in the "Students might say" note and then ask, "What else might you look for?"



Have the students quietly read their poems and each choose one for the class book. After a few minutes, call for their attention and have partners tell each other which poem they chose and ask each other why they chose that poem.

3 Think About Adding or Changing Words in Poems

Explain that the students will quietly reread their poems and think about words they might want to add or change to make their poems more descriptive and interesting to read. If necessary, tell the students that if they want to add words, they can write the words above where they want them to go. If the students want to change a word, they can cross out that word and write the new word above it.

Direct the students' attention to the charts of descriptive words from Weeks 1 and 2 and encourage them to look at the charts for ideas. Give the students several minutes to add words or change words in their poems.

4 Proofread Poems for Spelling

Tell the students that their poems will be in a book for others to read and that they need to make sure their poems are as free of spelling errors as possible. Ask them to reread their poems and circle any words they are unsure how to spell. When most students are finished, ask:

Q *What words have you circled so far?*

Have one or two volunteers share some of the words they circled. Remind the students that the first place they should go to check the spelling of a word is their word banks in their *Student Writing Handbooks*. Ask:

Q *If the word does not appear in your word bank, what will you do to check the correct spelling?*

Teacher Note

The students might check the spelling of a word by asking another student, asking you, finding the word in a published book, or looking it up in a dictionary or online.

Review that each page of the Word Bank has blank lines where the students can add new words they have learned how to spell correctly.

Explain that during Writing Time today the students will check and correct their spelling, and then they will each write their final versions for the class book.

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WRITING TIME

5 Write Final Versions

Have the students check and correct their spelling. As they finish correcting their spelling, distribute lined writing paper and have them each write the final version of their poem in their best handwriting. Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Reflect on Making Changes to Poems

Ask and briefly discuss:

Q *What is one change you made to your poem today to get it ready to publish? Tell us about it.*

Collect the students' poems, and tell them they will share their poems from the Author's Chair tomorrow.

TECHNOLOGY EXTENSIONS

Listen to Poets Read Their Poetry Aloud

Remind the students that over the past few weeks they have listened to poems read aloud by you and their partners, and they have practiced reading poems aloud themselves. Explain that hearing poetry read aloud can help the listener better understand the poem.

Tell the students that they are going to listen to some recordings of poets reading their poems aloud; then play the recordings of the examples you identified. Stop after each poem and have the students discuss what they noticed about the way the poet read his or her poem (for example, the poet may read some parts quickly and other parts slowly, or the poet may read some parts loudly and some parts quietly).

Create Audio Recordings of Poems

You might have the students create audio (voice) recordings of themselves reading their own poems aloud. Show them how to record their voices using a smartphone, computer, tablet, or other recording device. Remind them to speak loudly and clearly so their voices can be heard in the recordings.

You might publish the recordings online as podcasts or compile them onto a CD for the students to take home and share with their families. Use the keywords "publishing student podcasts" to learn more about creating podcasts of the students' work.

Teacher Note

If you want the students to illustrate their poems, you might provide paper with space for illustrations.

If you have students who need more time to finish proofreading and writing the final versions of their poems, plan time for them to do so before proceeding with the Day 4 lesson.

Teacher Note

Prior to Day 4, compile the students' poems into a class book with a cover that includes a title and author information. Alternatively, you might ask the students to suggest a title for the book on Day 4.

Prior to assembling the class book, you might wish to make a copy of each student's poem to send home with the family letter for this unit.

Teacher Note

Prior to doing this extension, identify 3–4 audio recordings of poets reading their poetry aloud that you can play for the students. The Children's Poetry Archive offers many such recordings to choose from. To find it, search online with the keywords "children's poetry archive."

Technology Tip

To learn more about Internet resources you can use with students, view the "Using Web-based Teaching Resources" tutorial (AV75).

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Day 4 Publishing

Materials

- Class book of students' poems
- Author's Chair
- "Class Assessment Record" sheet (CA3)
- Charts of descriptive words from Weeks 1 and 2
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Share their poems from the Author's Chair
- Speak clearly and listen to one another
- Express interest in and appreciation for one another's writing
- Write freely

GETTING READY TO SHARE

1 Introduce the Class Book

Gather the class with partners sitting together, facing the Author's Chair. Show the cover of the class book, and tell the students that you have collected their poems into this book. Read the title and author information.

Tell the students that today they will read their poems to the class from the Author's Chair. Explain that after all of the students have read their poems, the book will be placed in the classroom library so that they and others can read and enjoy their poems.

2 Review Speaking Clearly and Listening Respectfully

Briefly review Author's Chair sharing procedures. Then ask and briefly discuss questions such as:

Q *Why is it important to speak in a loud, clear voice when you share your poem today?*

Q *If you can't hear the poet, how can you respectfully let him or her know?*

Q *What will you do to let the poet know you are interested in his or her poem?*

Encourage the students to be good listeners during Author's Chair sharing. Tell them that you will check in with them later to see how they did.

SHARING TIME

3 Share Poems from the Author's Chair

Call a student to the Author's Chair and have him read his poem (including the title) aloud twice. Then invite the class to comment on the poem by asking questions such as:

Q *What did you like about [Adrian's] poem?*

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Q *What descriptive words did you hear in the poem? What did those words make you imagine?*

Q *What questions do you want to ask [Adrian] about what he wrote?*

Give the author an opportunity to respond to the class's comments and questions. If the students have difficulty sharing descriptive words they heard in the poem, point out descriptive words or figurative language you noticed in the poem, and then ask the questions again. Follow the same procedure to have other students share their poems.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Does the poet share in a voice that is loud and clear enough for all to hear?
- Does the poet read at a pace that is neither too fast nor too slow?
- Does the poet wait for everyone's attention before starting to share?
- Is the audience listening attentively?
- Do the students respectfully ask the poet to speak up, if necessary?

Make note of any problems you want to address with the students at the end of the writing lesson.

Record your observations on the "Class Assessment Record" sheet (CA3); see page 95 of the *Assessment Resource Book*.

REFLECTING

4 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

Q *What did we do well during Author's Chair sharing today?*

Q *If you shared today, how did your classmates make you feel? What did they do to make you feel [happy/nervous/proud]?*

Assure the students who have not yet shared that they will get to their poems from the Author's Chair in the coming days.

Teacher Note

Repeat Author's Chair sharing as needed so that all of the students get to share their poems with the class.

FREE WRITING TIME

5 Write Freely

Explain that the students will now have time to write freely about anything they choose. They may continue poems or stories they have already started or begin new ones. If they need help thinking of ideas,

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they may look at the charts of descriptive words from Weeks 1 and 2 or at the writing ideas section of their notebooks. Ask and briefly discuss:

Q *What might you write about today?*

Have a few volunteers share their ideas. Then have the students return to their seats, and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 511.

Open Day Writing Throughout the Week

Write Letters Home About Poetry

Have the students each write a letter home about what they learned about poetry. Stimulate their thinking by discussing questions such as:

Q *What is special about poetry?*

Q *Why might you write a poem instead of a story?*

Q *What did you do to write and publish your poem?*

Q *What is one thing about your published poem that makes you proud?*

Encourage the students to include the five parts of a friendly letter (date, greeting, body, closing, and signature) in their letters and to proofread for spelling, punctuation, and capitalization. Send the letters home along with this unit's family letter and copies of the students' published poems.

Read More Poems with Figurative Language

Continue to have the students explore poems with figurative language. Select poems from your classroom or school library. For each poem, have the students close their eyes and each make a picture in their minds as you read the poem aloud twice. Have the students open their eyes; then conduct one of the following activities:

- Have the students suggest other things they might compare the subject of the poem to, and then have the students write a poem independently or as a class using one of the ideas.
- Have the students each draw a picture of what they saw in their minds and write their own poems about their drawings.
- Have partners tell each other what they pictured while hearing the poem read aloud. Have them write a poem independently or in pairs about a topic similar to that of the poem they heard.

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Write Poems About Clouds

Remind the students that they heard a poem called "Clouds" earlier. Reread the poem; then use "Think, Pair, Share" to discuss:

Q *What other things are clouds like?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Have the students write their own poems about clouds and encourage them to include words that describe how clouds look, sound, and move.

Share Poems from the Author's Chair

Repeat the procedure in Day 4 to provide another opportunity for the students to share their published poems from the Author's Chair.

At the end of each reading, facilitate a discussion using questions like those that follow, and give the author an opportunity to respond to the class's comments and questions:

Q *What did you like about [Jelissa's] poem?*

Q *What descriptive words did you hear in the poem? What did those words make you imagine?*

Q *What questions do you want to ask [Jelissa] about what she wrote?*

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 6. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1) along with a copy of the student's published poem. Encourage the students to share their published poems with their families.
- Save the students' published writing (or copies of it) to use for reflection and discussion in Unit 8.

Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 98 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze her writing using the "Student Self-assessment" record sheet (SA1) on page 97 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment' " on page 277.

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Poem

Clouds

by Christina G. Rossetti

White sheep, white sheep
On a blue hill,
When the wind stops
You all stand still.
When the wind blows
You walk away slow.
White sheep, white sheep,
Where do you go?

"Clouds" by Christina G. Rossetti from *Sing a Song of Popcorn*. Copyright © 1988, selected by Beatrice Schenk de Regniers, Eva Moore, Mary Michaels White, and Jan Carr, and published by Scholastic, Inc.

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Poem

Rain Poem

by Elizabeth Coatsworth

The rain was like a little mouse,
quiet, small and gray.
It pattered all around the house
and then it went away.

It did not come, I understand,
indoors at all, until
it found an open window and
left tracks across the sill.

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Poem

Buses

by Maxine Kumin

Fat and cross, the city buses,
sometimes late and sometimes early,
grunt like hippopotamuses
in the traffic's hurly-burly.

Huffy hippos, nose to tail,
lined up on the river banks,
blink along the narrow trail,
nudging one another's flanks.

"Buses" by Maxine Kumin from *No One Writes a Letter to a Snail*. Copyright © 1962 Maxine Kumin. Used by permission of The Anderson Literary Agency Inc.

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Unit 7

Opinion Writing

During this three-week unit, the students read and discuss examples of opinion writing. They write several opinion pieces, including a persuasive letter to a parent or guardian that states and supports an opinion. They brainstorm topics about which they have strong opinions and select topics to write about. They explore identifying an audience and purpose for their writing, clearly stating an opinion, supporting that opinion with reasons, using linking words to connect reasons to opinions, and writing effective opening and closing sentences that state their opinions. They confer in pairs and revise their writing based on partner feedback. Socially, they express their own opinions and use discussion prompts to help them agree and respectfully disagree with the opinions of others. They continue to express interest in and appreciation for one another's writing.



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Unit 7 Opinion Writing

RESOURCES

Read-alouds

- *I Wanna Iguana*
- *I Wanna New Room*
- "An Argument for Pets: Good for the Animals"
- "An Argument Against Pets: Pets Cost Too Much"
- "An Argument for Pets: We Can Learn From Pets"
- "An Argument Against Pets: Animals Should Be Free"
- "Closing Sentences from Four Opinion Pieces"

Writing About Reading Activities

- "Write Opinions About *I Wanna Iguana*"
- "Write Opinions About *I Wanna New Room*"

Technology Extensions

- "Use a Class Blog for Reflection"
- "Write and Share Book Reviews"

Extensions

- "Explore Adjectives in *I Wanna Iguana* and *I Wanna New Room*"
- "Share Persuasive Letters as a Class"
- "Discuss an Opening Sentence"
- "Discuss a Closing Sentence"
- "Explore Other Forms of Opinion Writing"
- "Publish Opinion Writing Beyond the Classroom"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA5)
- "Conference Notes" record sheet (CN1)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)
- "Student Self-assessment" record sheet (SA1)

Reproducibles

- Unit 7 family letter (BLM1)
- Opinion Piece 1 (BLM2)
- Opinion Piece 2 (BLM3)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Using 'Think, Pair, Share'" (AV12)
- "Asking Facilitative Questions" (AV21)
- "Avoid Repeating or Paraphrasing" (AV25)
- "Conferring About Opinion Writing" (AV67)
- "Exploring Opinion Writing" (AV68)

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RESOURCES *(continued)*

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, "Complete Sentences"
- Lesson 2, "Declarative and Interrogative Sentences"
- Lesson 3, "Exclamatory and Imperative Sentences"
- Lesson 10, "Common and Proper Nouns"
- Lesson 21, "Adjectives"

Assessment Resource Book

- Unit 7 assessments

Student Writing Handbook

- "Excerpts from *Should We Have Pets?*"
- Word Bank

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Unit 7 Opinion Writing

DEVELOPMENT ACROSS THE GRADES

	Elements of Opinion/ Argumentative Writing	Writing Craft	Language Skills and Conventions
Grade K	▪ Writing about personal opinions ▪ Using reasons to support opinions	▪ Exploring writing clear statements of opinion	▪ Approximating spelling ▪ Using the word wall ▪ Capitalizing the pronoun *I* ▪ Capitalizing sentences and using ending punctuation
Grade 1	▪ Writing about personal opinions ▪ Using reasons to support opinions	▪ Exploring writing clear statements of opinion ▪ Exploring opening and closing sentences that state students' opinions	▪ Using conjunctions to connect words, phrases, and sentences ▪ Proofreading for punctuation and spelling
Grade 2	▪ Writing about personal opinions, including persuasive letters ▪ Using reasons to support opinions	▪ Identifying audience and purpose for opinion writing ▪ Exploring writing clear statements of opinion ▪ Exploring opening and closing sentences that state students' opinions ▪ Using linking words to connect opinions and reasons	▪ Capitalizing proper nouns ▪ Proofreading for spelling, punctuation, and capitalization
Grade 3	▪ Writing about personal opinions ▪ Using reasons to support opinions	▪ Identifying the audience and purpose of opinion writing ▪ Writing clear statements of opinion ▪ Exploring clear, direct openings and conclusions that restate the opinion ▪ Using transitional words and phrases to connect opinions and reasons	▪ Recognizing and correcting sentence fragments ▪ Using adjectives to make essays more persuasive ▪ Proofreading for spelling, punctuation, and grammar
Grade 4	▪ Writing about personal opinions ▪ Using reasons to support opinions ▪ Adding facts and details to reasons	▪ Identifying the audience and purpose of opinion writing ▪ Writing clear statements of opinion ▪ Exploring strong openings and conclusions that restate the opinion ▪ Using transitional words and phrases to connect opinions and reasons	▪ Identifying and indenting paragraphs ▪ Recognizing and correcting run-on sentences ▪ Proofreading for spelling, punctuation, and grammar
Grade 5	▪ Writing about personal opinions ▪ Using reasons to support opinions ▪ Adding facts and details to reasons	▪ Identifying the audience and purpose of opinion writing ▪ Writing clear statements of opinion ▪ Exploring strong openings and conclusions that restate the opinion ▪ Using transitional words and phrases to connect opinions and reasons	▪ Placing commas after introductory words, phrases, and clauses ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar
Grade 6	▪ Writing essays that support claims ▪ Supporting claims with reasons and relevant evidence ▪ Addressing counterclaims ▪ Writing interesting introductions that state claims ▪ Writing conclusions that restate claims and wrap up the essays	▪ Doing pre-research writing and narrowing research focus ▪ Evaluating the credibility of sources ▪ Taking notes and organizing information into categories based on reasons ▪ Employing facts, examples, and quotations that support claims ▪ Quoting or paraphrasing information while avoiding plagiarism ▪ Using transitional words and phrases ▪ Establishing and maintaining a formal style	▪ Citing sources correctly in a bibliography ▪ Recognizing and correcting run-on sentences ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar

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GRADE 2 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Exploring Opinion Writing:** *I Wanna Iguana* **Focus:** ▪ Giving reasons to support opinions	**Exploring Opinion Writing:** *I Wanna New Room* **Focus:** ▪ Giving reasons to support opinions	**Exploring Opinion Writing** **Focus:** ▪ Generating opinions ▪ Giving reasons to support opinions	**Exploring Opinion Writing** **Focus:** ▪ Generating opinions ▪ Giving reasons to support opinions	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing opinions about *I Wanna Iguana* ▪ Writing opinions about *I Wanna New Room* ▪ Writing more persuasive letters
Week 2	**Exploring Opinion Writing:** "An Argument for Pets: Good for the Animals," "An Argument Against Pets: Pets Cost Too Much" **Focus:** ▪ Choosing opinions ▪ Giving reasons to support opinions	**Exploring Opinion Writing:** "An Argument for Pets: We Can Learn From Pets," "An Argument Against Pets: Animals Should Be Free" **Focus:** ▪ Generating opinions ▪ Exploring opening sentences that state opinions	**Exploring Opinion Writing** **Focus:** ▪ Giving reasons to support opinions ▪ Using linking words to connect reasons to opinions	**Exploring Opinion Writing:** "Closing Sentences from Four Opinion Pieces" **Focus:** ▪ Exploring closing sentences that restate opinions	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more persuasive letters ▪ Writing more opinion pieces ▪ Writing freely
Week 3	**Selecting Opinion Pieces to Publish and Conferring in Pairs** **Focus:** ▪ Choosing drafts ▪ Conferring in pairs	**Informal Proofreading** **Focus:** ▪ Proofreading for spelling, punctuation, and capitalization	**Writing Final Versions and Publishing** **Focus:** ▪ Sharing from the Author's Chair	**Publishing** **Focus:** ▪ Sharing from the Author's Chair	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing letters home about opinion writing ▪ Writing more opinion pieces ▪ Sharing opinion pieces from the Author's Chair

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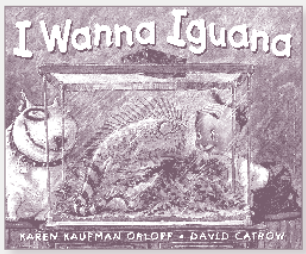
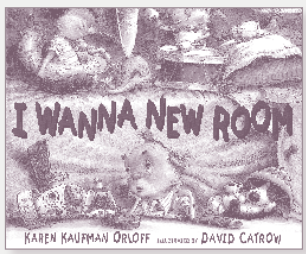
Week 1 OVERVIEW



I Wanna Iguana

by Karen Kaufman Orloff, illustrated by David Catrow

Alex tries to persuade his mother to let him have an iguana.



I Wanna New Room

by Karen Kaufman Orloff, illustrated by David Catrow

Tired of sharing a room with his baby brother, Alex campaigns for his own room.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA2)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Avoid Repeating or Paraphrasing" (AV25)
- "Exploring Opinion Writing" (AV68)

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Writing Focus

- Students hear and discuss opinion writing.
- Students tap into intrinsic motivation to write persuasively.
- Students write persuasively for an identified purpose and audience.
- Students generate opinions they feel strongly about and write persuasive pieces.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students respectfully consider the opinions of others.
- Students work in a responsible way.

DO AHEAD

✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing" on page xxix and "Considerations for Pairing ELLs" on page l. For more information, view "Cooperative Structures Overview" (AV9).

✓ Prior to Day 1, consider previewing this week's read-aloud selections with your English Language Learners before you read them to the whole class. You might read them aloud while showing and discussing the illustrations, or have the students flip through them on their own.

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1) on page 110 of the *Assessment Resource Book*.

✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA2) on page 111 of the *Assessment Resource Book*.

TEACHER AS WRITER

"We do not write because we want to; we write because we must."

— W. Somerset Maugham

In this unit, the students explore opinion writing—a type of writing intended to persuade readers of the author's opinion through a well-thought-out argument and supporting evidence. Writing that states and supports an opinion typically arises from the author's sense that something is amiss and needs to be addressed or corrected.

Make a list of topics in your own life, community, country, or even the world that you feel strongly about. What bothers you about these things? Are they unfair? Inconvenient? Wrong in other ways? Jot down some notes about your thoughts in your notebook.

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Day 1 Exploring Opinion Writing

Materials

- *I Wanna Iguana*

In this lesson, the students:

- Work with new partners
- Hear and discuss opinion writing
- Think about what makes writing persuasive
- Write about things that interest them
- Share something their partners wrote with the class

ABOUT OPINION WRITING IN GRADE 2

In this unit, the students learn that the purpose of opinion writing is to convince the reader to agree with the author. They identify topics they have opinions about and explore how opinions are expressed and supported in persuasive writing. They informally learn some of the characteristics of this genre, such as identifying an audience, clearly stating opinions, giving reasons to support opinions, using linking words to connect reasons to opinions, and writing effective opening and closing sentences. This informal introduction to opinion writing lays the foundation for more formal instruction in the later grades. The students also use discussion prompts to help them agree and respectfully disagree when they talk about their opinions with one another.

In this unit, the students draft "pretend" persuasive letters. They brainstorm topics they have strong opinions about and write several other opinion pieces. Then they each select one opinion piece to develop and publish for a class book.

Teacher Note

For more information about opinion writing, view "Exploring Opinion Writing" (AV68).

GETTING READY TO WRITE

1 Introduce Opinion Writing

Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

Randomly assign partners (see "Do Ahead" on page 521). Gather the class with partners sitting together, facing you.

Briefly review some types of writing that the students have explored this year (for example, stories about their own lives, fiction, nonfiction, and letter writing). Tell the students that in this unit they will focus on *opinion writing*. Explain that this is a kind of writing in which the author tries to *persuade* the reader, or get the reader to agree, about something.

Teacher Note

Note that the term *opinion writing* is defined informally at this point. The genre will be described more fully as students explore multiple examples of it in this unit.

2 Read *I Wanna Iguana* Aloud

Show the cover of *I Wanna Iguana* and read the title and the names of the author and the illustrator aloud. Explain that in this story, the main character, Alex, tries to get another character to agree with him about

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something. Invite the students to think about these questions as they listen to the story:

Q *What does Alex want?*

Q *Who does he want to persuade?*

Q *How does he try to persuade that person to agree?*

Read *I Wanna Iguana* aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

compassionate: very kind and caring (p. 6)
doubt: do not believe (p. 6)
dresser: set of drawers (p. 10)
trophies: prizes (p. 10; refer to the illustration)
mature: grown-up (p. 13)
concerned: worried (p. 15)
have the iguana on a trial basis: try taking care of the iguana and see how it goes (p. 23)
financial wizard: person who is very smart about money (p. 27)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

iguana: type of large lizard (title; refer to the illustration on the cover)
sensitive: kind and thoughtful (p. 5)
hamsters: small, mouse-like pets (p. 8; refer to the illustration)
tarantulas: large, hairy spiders (p. 9; refer to the illustration)
reptile: animal like a lizard or a snake (p. 15)

3 Discuss the Story

After reading the story, briefly discuss the questions that follow. As the students respond, flip to the page in the book they are referring to, show the illustration, and reread the relevant passage aloud. Ask:

Q *What is Alex trying to do in this story?*

Q *What are some reasons Alex gives for adopting an iguana?*

Q *What are some reasons Alex's mom gives for not adopting the iguana?*

Students might say:

"Alex is trying to convince his mom to let him adopt an iguana."
"He gives lots of reasons, like they're small and cute."
"Alex also says that he's lonely and the iguana can be like his brother."
"Alex's mom says the iguana will grow up to be too big!"
"His mom reminds him that he already has a brother."

Facilitation Tip

During this unit, we encourage you to **avoid repeating or paraphrasing** students' responses. It is easy to habitually repeat what students say when they speak too quietly, or to paraphrase what they say when they do not speak clearly. This teaches the students to listen to you but not necessarily to one another. Try to refrain from repeating or paraphrasing and see what happens. Encourage the students to take responsibility by asking one another to speak up or by asking a question if they do not understand what a classmate has said.

To see this Facilitation Tip in action, view "Avoid Repeating or Paraphrasing" (AV25).

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If necessary, tell the students that Alex is trying to persuade, or convince, his mother that he should be allowed to adopt an iguana. Point out that he states this opinion at the beginning of his first letter. Reread Alex's statement aloud:

> **p. 5** "I know you don't think I should have Mikey Gulligan's baby iguana when he moves, but here's why I should."

Also point out that Alex gives several reasons that support his opinion in the letters that follow. Ask and briefly discuss:

Q *Why is it smart for Alex to give lots of reasons to support his opinion?*

Explain that during Writing Time today the students may write about any opinions they have that they would like others to agree with, or they may write about anything else they choose.

Teacher Note

If necessary, explain that an *opinion* is "something that a person feels strongly about."

Teacher Note

Note that on Days 1 and 2 of this week, the students may write opinion pieces or write about anything else they choose. On Day 3, all of the students will be asked to write opinion pieces.

WRITING TIME

4 Write Independently

Ask the students to return to their seats and write silently for 20–25 minutes. Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Writing in Pairs and Reflect



Have the students bring their notebooks and gather with partners sitting together, facing you. Ask partners to talk briefly to each other about what they wrote today. Alert them to be ready to share what their partners wrote about with the class.

After allowing a moment for partners to talk, signal for the students' attention and ask:

Q *What did your partner write about today?*

Q *What did you and your partner do to work well together when you were talking and sharing your writing?*

WRITING ABOUT READING

Write Opinions About *I Wanna Iguana*

Show the cover of *I Wanna Iguana* and remind the students that they heard this book earlier. Ask:

Q *What do you remember about this book?*

Materials

- *I Wanna Iguana* from Day 1

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If necessary, remind the students that Alex writes letters to his mother and persuades her to allow him to adopt his friend's iguana. Use "Think, Pair, Share" to discuss:

Q *Do you think Alex should be allowed to adopt the iguana? Why?* [pause] *Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I think Alex should be allowed to adopt the iguana. He said he would buy lettuce using his own allowance, and he promised to feed the iguana every day."
>
> "I don't think Alex should be allowed to adopt the iguana. He couldn't even take care of the class fish!"
>
> "I think it was a smart idea for Alex's mom to let him have the iguana on a trial basis. If Alex doesn't take good care of it, his mom can give the iguana to Stinky instead."

Explain that when the students tell what they think about a topic they are giving an *opinion*. Explain that people might have different opinions about something and that is fine. What is important is that they explain their thinking and give reasons for their opinions. Ask the students to watch as you think aloud and model writing an opinion about whether you think Alex's mom should allow Alex to adopt the iguana.

> **You might say:**
>
> "I'll begin by writing an opening sentence that gives the title of the book and tells whether I think Alex should be allowed to adopt the iguana. I'll write: *In the book I Wanna Iguana, I think Alex should be allowed to adopt the iguana.* Next, I'll give reasons for my opinion and I'll use linking words like *because* and *also*. I'll write: *Alex should be able to adopt the iguana because he made a plan for taking care of it. He knows where he'll keep the iguana's cage, and he even said he'll buy the food with his own allowance. I think this planning shows that Alex has learned a lot about being a responsible pet owner since the time he brought home the class fish and it jumped into the spaghetti sauce.* Finally, I'll write a closing sentence. I'll write: *Those are some reasons why I think Alex should be allowed to adopt the iguana.*"

Explain that the students will write their own opinions about whether they think Alex's mother should allow Alex to adopt the iguana. If time permits, invite the students to share their opinions with the class.

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Day 2 Exploring Opinion Writing

Materials

- *I Wanna New Room*
- *I Wanna Iguana* from Day 1

In this lesson, the students:

- Hear and discuss opinion writing
- Compare and contrast two opinion pieces
- Think about what makes writing persuasive
- Write about things that interest them
- Share something their partners wrote with the class

GETTING READY TO WRITE

1 Review *I Wanna Iguana*

Gather the class with partners sitting together, facing you. Show the cover of *I Wanna Iguana* and remind the students that they heard the story yesterday. Explain that you will reread a few sentences from the story, and invite the students to think about what is happening in each part of the story as they listen. Read aloud:

p. 5 "If I don't take it, he goes to Stinky and Stinky's dog, Lurch, will eat it."

Ask:

Q *What is happening in this part of the story? Turn to your partner.*

After a moment, signal for the students' attention. Without discussing as a class, repeat the above procedure for the following sentences from the story:

p. 11 "You won't have enough space in your whole room, much less on your dresser . . ."

p. 20 "He just burps and poops."

p. 32 "YESSSS!"

Remind the students that in this story Alex is writing persuasively to his mother. He is writing persuasively because he wants his mom to agree with him that he should have an iguana as a pet.

2 Read *I Wanna New Room* Aloud

Show the cover of *I Wanna New Room*. Explain that this is another story about Alex by Karen Kaufman Orloff and David Catrow. Invite the

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students to think about who Alex wants to persuade this time and how he tries to do it as they listen to the story.

Read *I Wanna New Room* aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read. When you get to pages 26–27 and 28–29, show the illustrations and ask:

Q *What is happening in this part of the story?*

Suggested Vocabulary

bother: annoy (p. 5)
privacy: freedom to not be seen, heard, or annoyed by others (p. 8)
careless: not very careful (p. 11)
your property: things that belong to you (p. 11)
diplomatic: good at solving problems (p. 12)
change the subject: talk about something else (p. 17)
the principle of the thing: a question of right or wrong (p. 21)
wing: section (p. 22)
condo: home (p. 24)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

upset: unhappy (p. 10)

3 Discuss the Story

After reading the story, briefly discuss the questions that follow. As the students respond, flip to the page in the book they are referring to, show the illustration, and reread the relevant passage aloud. Ask:

Q *How is this story similar to* I Wanna Iguana*? How is it different?*

Q *What are some reasons Alex gives for having his own room?*

Q *What are some reasons Alex's father gives for not giving Alex his own room? Turn to your partner.*

Remind the students that in *I Wanna Iguana*, Alex states his opinion at the beginning of his first letter. Point out that Alex does the same thing in this story. Reread Alex's statement aloud:

> **p. 4** "I know you think I should share a room with Ethan now that we have Baby Annie, but here's why I shouldn't."

Then point out that Alex gives several reasons to support that opinion in the letters that follow. Ask and briefly discuss:

Q *In* I Wanna Iguana*, Alex is able to persuade his mother to let him adopt the iguana. Is Alex able to persuade his father to give him his own room in* I Wanna New Room*? Turn to your partner.*

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After a moment, have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "Alex is not able to persuade his dad to give him his own room."
>
> "Alex does persuade his dad in a way. He doesn't get his own room, but he does get a tree house."

Explain that during Writing Time today, the students may continue the pieces they started yesterday, start new pieces of opinion writing, or write about anything else they choose.

Teacher Note

Remember that on Days 1 and 2 of this week, the students may write opinion pieces or write about anything else they choose. On Day 3, all of the students will be asked to write opinion pieces.

WRITING TIME

4 Write Independently

Ask the students to return to their seats and write silently for 20–25 minutes. Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Writing in Pairs and Reflect



Have the students bring their notebooks and gather with partners sitting together, facing you. Ask partners to talk briefly to each other about what they wrote today. Alert them to be ready to share with the class what their partners wrote about.

After allowing a moment for partners to share, signal for the students' attention and ask:

- **Q** *What did your partner write about today?*
- **Q** *What did you and your partner do to work well together when you were talking about and sharing your writing?*

WRITING ABOUT READING

Write Opinions About *I Wanna New Room*

Show the cover of *I Wanna New Room* and remind the students that they heard this book earlier. Ask:

- **Q** *What do you remember about this book?*

Materials

- *I Wanna New Room* from Day 2

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If necessary, remind the students that Alex writes to try to persuade his father to give him back his room. Use "Think, Pair, Share" to discuss:

Q *Do you think Alex should have his own room? Why?* [pause] *Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I think Alex should have his own room because he is the oldest child in the family."
>
> "I don't think Alex should get his own room. He might not like sharing a room with Ethan, but there's nowhere else for Ethan to go."
>
> "I think Alex should split his room into two rooms, one for him and one for Ethan, but this time he should make sure that both of them can get in and out of the door."

Explain that when the students tell what they think about a topic they are giving an *opinion*. Explain that people might have different opinions about something and that is fine. What is important is that they explain their thinking and give reasons for their opinions. Ask the students to watch as you think aloud and model writing an opinion about whether you think Alex should have his own room.

> **You might say:**
>
> "I'll begin by writing an opening sentence that gives the title of the book and tells whether I think Alex should have his own room. I'll write: *In the book I Wanna New Room, I think Alex should not have his own room in the house.* Next, I'll give reasons for my opinion and I'll use the linking word *because*. I'll write: *Alex should not have his own room because there is nowhere else for his brother to sleep. Alex is older, but that doesn't mean he should always get his way. He should think about what's best for his family, not just what's best for him.* Finally, I'll write a closing sentence. I'll write: *For these reasons, I think Alex should not get his own room in the house.*"

Explain that the students will write their own opinions about whether they think Alex should get his own room. If time permits, invite the students to share their opinions with the class.

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Day 3 Exploring Opinion Writing

Materials

- *I Wanna New Room* from Day 2
- *I Wanna Iguana* from Day 1
- Chart paper and a marker
- Lined writing chart (WA1) for modeling
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Explore one way to start a persuasive letter
- Contribute to a shared persuasive letter
- Use persuasive language that supports opinions with reasons
- Write persuasively
- Share something their partners wrote with the class

GETTING READY TO WRITE

1 Review *I Wanna Iguana* and *I Wanna New Room*

Gather the class with partners sitting together, facing you. Show the covers of *I Wanna Iguana* and *I Wanna New Room* and remind the students that they heard these stories over the past two days. Ask and briefly discuss:

Q *What were these two stories about?*

Q *Alex wrote persuasive letters in these stories. What have you learned so far about persuasive writing?*

> **Students might say:**
>
> "Persuasive writing is when you write something to try to get someone to agree with you."
>
> "When you try to persuade someone about something, that's persuasive writing."
>
> "It's when you have an opinion and give reasons to support it."

Explain that you will read aloud the first sentence from each story. Invite the students to think about how the two sentences are similar as they listen. Read each sentence aloud twice:

p. 5 "Dear Mom, I know you don't think I should have Mikey Gulligan's baby iguana when he moves, but here's why I should." (*I Wanna Iguana*)

p. 4 "Dear Mom, I know you think I should share a room with Ethan now that we have Baby Annie, but here's why I shouldn't." (*I Wanna New Room*)

Ask and briefly discuss:

Q *What is similar about the way Alex starts these two persuasive letters?*

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2 Brainstorm Ideas for a "Here's Why I Should" Letter

On a sheet of chart paper, write the sentence "I know you don't think I should _____, but here's why I should." Read the sentence aloud; then use "Think, Pair, Share" to discuss:

Q *If you were going to write a persuasive letter to your parents that begins with this sentence, what might you write in the blank?* [pause] *Turn to your partner.*

As the students respond, record their ideas on the chart and encourage them to restate their ideas within the sentence frame. (For example, "I know you don't think I should [get a bicycle], but here's why I should.")

I know you don't think I should _____, but here's why I should.

- get a bicycle
- stay up late
- go to the park by myself
- have a cell phone
- play video games

3 Write a Shared "Here's Why I Should" Letter

Display the lined writing chart (WA1). Explain that you would like the students' help to write an example of a persuasive letter using one of their ideas.

Write the date and a greeting (such as *Dear Mom,*) at the top of the lined writing chart. Choose one idea from the "I know you don't think I should . . ." chart and use that idea to write the complete sentence. Then think aloud and model writing a second sentence that gives one good reason to support this opinion.

> **You might say:**
>
> "One reason I might give for getting a bicycle could be that I'm old enough to learn how to ride a bike. I'll write: *I am old enough now to learn how to ride a bike.*"

Teacher Note

Keep in mind that some students may live with parental guardians and that it is important to be sensitive to all types of family situations. You may wish to use the phrase "parents or guardians" instead of "parents."

Teacher Note

If the students have difficulty generating ideas, suggest some from the diagram to the left. Then ask:

Q *What other ideas could we write for this sentence?*

Q *What is something you feel you should be allowed to do?*

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Use "Think, Pair, Share" to discuss:

Q *In our letter, we want to persuade the person we are writing to by giving several good reasons to support our opinion. What are some other reasons we could write for being allowed to [get a bicycle]?* [pause] *Turn to your partner.*

Use the students' suggestions to add a few more sentences to the letter.

WA1

March 10

Dear Mom,

I know you don't think I should get a bicycle, but here's why I should. I am old enough now to learn how to ride a bike. Also, riding a bike is good exercise and exercise is good for you. If I wear a helmet and always use hand signals, I will be safe. If I have a bicycle, I can go places and you won't always have to drive me.

Love,

Rebecca

When you finish writing the letter, read it aloud with the class. Ask and briefly discuss:

Q *If someone wrote this letter to you, would you be persuaded to let him or her [get a bicycle]? Why or why not?*

Tell the students that today they will write a "pretend" persuasive letter to their parents. Explain that their letters should begin with the sentence, "I know you don't think I should _____, but here's why I should." Tell the students that they may use one of the ideas already listed on the "I know you don't think I should . . ." chart, or they may come up with their own ideas.

Teacher Note

Save the "I know you don't think I should . . ." chart and the shared letter on the lined writing chart (WA1) to use on Day 4 and later in the unit.

Teacher Note

If necessary, remind the students to use the five parts of a friendly letter (date, greeting, body, closing, and signature).

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WRITING TIME

4 Write Persuasive Letters Independently

Ask the students to return to their seats and begin writing their "Here's Why I Should" letters. Have them write silently for 20–25 minutes. Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to complete the sentence frame with an idea they seem to care about?
- Can they give reasons that support their opinions?

If you notice many students struggling to start writing after 5–10 minutes, call for the class's attention and have a few volunteers share what they have written so far; then have the students resume writing on their own.

Support any student who continues to struggle by asking questions such as:

Q *What is something you feel you should be allowed to do? How might you write that in your letter?*

Q *What is one reason why you should be allowed to [stay up later]?*

Q *What are some other reasons you can write?*

Record your observations on the "Class Assessment Record" sheet (CA1); see page 110 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

Teacher Note

Remind the students to double-space all writing in their notebooks so they have space to revise later, if necessary.

SHARING AND REFLECTING

5 Share Writing in Pairs and Reflect

Have the students bring their notebooks and gather with partners sitting together, facing you. Ask partners to read their letters to each other. Remind them to listen carefully, as they will share what their partners wrote about with the class.

After allowing a few moments for partners to share, signal for the students' attention and ask:

Q *What opinion did your partner write about today? What reasons did he or she give to support that opinion?*

Q *How did you know that your partner was listening carefully to you when you shared your writing?*

Explain that the students will continue to write about their opinions tomorrow.

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EXTENSION

Explore Adjectives in *I Wanna Iguana* and *I Wanna New Room*

You might point out the descriptive ways Alex signs his letters in *I Wanna Iguana* and *I Wanna New Room* (for example, "Your sensitive son," "Your smart and mature kid," "Your lonely child," "Neat and tidy Alex," and "Grossed-out Alex"). Show and read some of these signatures aloud. Ask the students to think about why Alex keeps changing the way he describes himself in each letter. Then invite them to come up with descriptive ways to sign their own names on their persuasive letters.

Skill Practice Note

For more practice using adjectives, see Lesson 21 in the *Skill Practice Teaching Guide*.

Day 4 Exploring Opinion Writing

Materials

- *I Wanna New Room* from Day 2
- *I Wanna Iguana* from Day 1
- "I know you don't think I should . . ." chart from Day 3
- Shared letter on the lined writing chart (WA1) from Day 3
- Chart paper and a marker
- Lined writing chart (WA2) for modeling
- "Class Assessment Record" sheet (CA2)

In this lesson, the students:

- Explore another way to start a persuasive letter
- Contribute to a shared persuasive letter
- Use persuasive language that supports opinions with reasons
- Write persuasively
- Respectfully consider the opinions of others
- Share something their partners wrote with the class

GETTING READY TO WRITE

1 Brainstorm Ideas for a "Here's Why I Shouldn't" Letter

Gather the class with partners sitting together, facing you. Direct the students' attention to the "I know you don't think I should . . ." chart and display the shared letter on the lined writing chart (WA1) from Day 3. Have the class reread the shared letter aloud with you, and review that they wrote "Here's Why I Should" letters using a sentence similar to the one Alex uses at the beginning of *I Wanna Iguana*.

Remind the students that Alex uses a slightly different sentence at the beginning of *I Wanna New Room*. Reread this sentence from *I Wanna New Room* aloud:

> **p. 4** "Dear Mom, I know you think I should share a room with Ethan now that we have Baby Annie, but here's why I shouldn't."

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On a sheet of chart paper, write the sentence "I know you think I should _____, but here's why I shouldn't." Read the sentence aloud, and then use "Think, Pair, Share" to discuss:

Q *If you were going to write a persuasive letter to your parents that begins with this sentence, what might you write in the blank?* [pause] *Turn to your partner.*

As the students respond, record their ideas on the chart and encourage them to restate their ideas within the sentence frame. (For example, "I know you think I should [take out the trash], but here's why I shouldn't.")

I know you think I should _____,
but here's why I shouldn't.

- make my bed
- clean my room
- take out the trash
- take piano lessons
- wear my sister's hand-me-downs

2 Write a Shared "Here's Why I Shouldn't" Letter

Display the lined writing chart (WA2). Explain that you would like the students' help in writing another persuasive letter, this time using the new sentence.

Write the date and a greeting (such as *Dear Dad,*) at the top of the lined writing chart. Choose one idea from the "I know you think I should . . ." chart and use that idea to write the complete sentence. Then think aloud and model writing a second sentence that gives one good reason to support this opinion.

> **You might say:**
>
> "One reason I might give for not wearing my sister's hand-me-downs could be that the clothes don't really fit me and they're uncomfortable. I'll write: *Her old clothes don't fit me very well. They're tight and uncomfortable.*"

Teacher Note

If the students have difficulty generating ideas, suggest some from the diagram to the left and ask:

Q *What other ideas could we write for this sentence?*

Q *What is something you feel you should not have to do?*

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Use "Think, Pair, Share" to discuss:

Q *We always want to give several good reasons to support our opinion. What are some other reasons we could write for [not wearing my sister's hand-me-downs]?* [pause] *Turn to your partner.*

Use the students' suggestions to add a few more sentences to the letter.

WA2

March 11

Dear Dad,

I know you think I should wear my sister's hand-me-downs, but here's why I shouldn't. Her old clothes don't fit me very well. They're tight and uncomfortable. Also, there are little stains where she spilled spaghetti sauce or ketchup. They're out of style, too. I deserve to have my own clothes!

Love,

Rebecca

When you finish writing the letter, have the class read it aloud with you. Ask and briefly discuss:

Q *If someone wrote this letter to you, would you be persuaded? Why or why not?*

Explain that today the students will each write another "pretend" persuasive letter to their parents. Their letters should begin with the sentence, "I know you think I should _____, but here's why I shouldn't." Tell the students that they may use one of the ideas already listed on the "I know you think I should . . ." chart, or they may come up with their own ideas.

Teacher Note

Save the "I know you think I should . . ." chart and the shared letter on the lined writing chart (WA2) to use later in the unit.

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WRITING TIME

3 Write Persuasive Letters Independently

Ask the students to return to their seats and begin writing their "Here's Why I Shouldn't" letters. Have them write silently for 20–25 minutes. Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to complete the sentence frame with an idea they seem to care about?
- Can they give reasons that support their opinions?

If you notice many students struggling to start writing after 5–10 minutes, call for the class's attention and have a few volunteers share what they have written so far; then have the students resume writing on their own.

Support any student who continues to struggle by asking questions such as:

Q *What is something you feel you should not have to do? How might you write that in your letter?*

Q *What is one reason why you should not have to [clean your room]?*

Q *What are some other reasons you can write?*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 111 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Writing and Discuss Respectfully Disagreeing

Have the students bring their notebooks and gather with partners sitting together, facing you. Ask partners to share what they wrote with each other. Alert them to be ready to share what their partners wrote about with the class.

After allowing a few moments for partners to share, signal for the students' attention and ask:

Q *What opinion did your partner write about today? What reasons did he or she give to support that opinion?*

Q *Do you agree or disagree with your partner's opinion? Explain your thinking.*

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Explain that in the coming weeks, the students will continue to write persuasively about topics they care about. They will share their opinions with their partners and with the whole class, and they may sometimes disagree with one another. Ask:

Q *Why is it important that we find a respectful way to talk to one another about our opinions, even if we disagree?*

> **Students might say:**
>
> "It's important to talk about our opinions because that's how we learn from each other."
>
> "It's important to be respectful because everyone is allowed to have their own opinions."
>
> "It's okay if we disagree. We're not all going to think the same thing all the time."

Explain that the students will continue to explore ways to talk about their opinions in a respectful way.

EXTENSION

Share Persuasive Letters as a Class

Have the students read the persuasive letters they wrote this week to the class. Take time to discuss what the author's opinion is and the reasons he or she used to support that opinion in the piece. You may also wish to discuss whether the students think the author's parents would be persuaded by the piece, and why.

Open Day Writing Throughout the Week

Write Opinions About *I Wanna Iguana*

Have the students write opinions about whether they think Alex should have been allowed to adopt the iguana in *I Wanna Iguana* (see Writing About Reading on page 524).

Write Opinions About *I Wanna New Room*

Have the students write opinions about whether they think Alex should have been given his own room in *I Wanna New Room* (see Writing About Reading on page 528).

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Write More Persuasive Letters

Have the students each write another "pretend" persuasive letter to their parents. Tell them that they may write a "Here's Why I Should" or a "Here's Why I Shouldn't" letter. Direct the students' attention to the "I know you don't think I should . . ." and the "I know you think I should . . ." charts, and encourage them to use an idea already listed on one of these charts or to come up with their own ideas. Remind them to include the five parts of a friendly letter in their writing.

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Week 2 OVERVIEW



"An Argument for Pets: Good for the Animals"

from *Should We Have Pets? A Persuasive Text* by Sylvia Lollis, with Joyce Hogan and her second-grade class (page 561)

Students argue for pet ownership because it benefits the animals.

"An Argument Against Pets: Pets Cost Too Much"

from *Should We Have Pets? A Persuasive Text* by Sylvia Lollis, with Joyce Hogan and her second-grade class (page 563)

A student argues against pet ownership because caring for pets is expensive.

"An Argument for Pets: We Can Learn From Pets"

from *Should We Have Pets? A Persuasive Text* by Sylvia Lollis, with Joyce Hogan and her second-grade class (page 565)

Students argue that owning pets is educational and teaches responsibility.

"An Argument Against Pets: Animals Should Be Free"

from *Should We Have Pets? A Persuasive Text* by Sylvia Lollis, with Joyce Hogan and her second-grade class (page 567)

Students argue against pet ownership because keeping animals away from their natural habitats is cruel.

"Closing Sentences from Four Opinion Pieces"

from *Should We Have Pets? A Persuasive Text* by Sylvia Lollis, with Joyce Hogan and her second-grade class (page 569)

Four examples of strong closing sentences.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA3

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "Conference Notes" record sheet (CN1)

Reproducibles

- (Optional) Opinion Piece 1 (BLM2)
- (Optional) Opinion Piece 2 (BLM3)

Professional Development Media

- "Using 'Think, Pair, Share'" (AV12)
- "Conferring About Opinion Writing" (AV67)

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Writing Focus

- Students hear and discuss opinion writing.
- Students tap into intrinsic motivation to write persuasively.
- Students write persuasively for an identified purpose and audience.
- Students generate opinions they feel strongly about and write persuasive pieces.
- Students write opening and closing sentences that express their opinions.
- Students write reasons to support their opinions and use linking words to connect reasons to opinions.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students respectfully consider the opinions of others.
- Students express interest in and appreciation for one another's writing.
- Students build on one another's thinking.

DO AHEAD

✓ Prior to Day 1, consider previewing this week's read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and check for understanding.

✓ Prior to Day 1, make a class set of the "Conference Notes" record sheet (CN1) on page 115 of the *Assessment Resource Book*.

✓ Prior to Day 2, prepare to model writing a shared opinion piece (see the diagram on Day 2, Step 5 on page 548).

✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA3) on page 112 of the *Assessment Resource Book*.

TEACHER AS WRITER

"I'm still doing business at the same old stand—love, work, war, death, what the world is like outside this window tonight."

— Alan Dugan

Look at your list from Week 1 of topics you feel compelled to address and select one item from the list. Write a paragraph that expresses your opinion about why this topic is important and what you think should be done about it. Repeat this for several other topics on the list that you feel strongly about.

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Day 1 Exploring Opinion Writing

Materials

- "An Argument for Pets: Good for the Animals" (page 561)
- "An Argument Against Pets: Pets Cost Too Much" (page 563)
- *Student Writing Handbook* pages 34–37
- Class set of "Conference Notes" record sheets (CN1)

TEKS 10.A.i
Student/Teacher Narrative
Step 1

Teacher Note

In this unit, the students use the cooperative structure "Think, Pair, Share" to discuss their own writing and the writing of others. To see an example, view "Using 'Think, Pair, Share' " (AV12).

In this lesson, the students:

- Hear and discuss opinion writing
- Think about what makes writing persuasive
- Write persuasively
- Respectfully consider the opinions of others
- Share something their partners wrote with the class

GETTING READY TO WRITE

1 Review Opinion Writing

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Remind the students that last week they began exploring opinion writing. They heard the books *I Wanna Iguana* and *I Wanna New Room* and they wrote "pretend" persuasive letters to their parents. Ask:

Q *What are some things you learned last week about opinion writing?*

If necessary, remind the students that an author writes persuasively to get readers to agree with an opinion the author cares about. Briefly review that opinion writing tells the author's opinion clearly and gives several good reasons that support the opinion. Explain that this week the students will hear examples of opinion writing and spend time writing persuasively about things they care about.

2 Read Aloud Arguments For and Against Pets

Tell the students that you will read aloud two opinion pieces about pet ownership that were written by second-grade students. Explain that one of the pieces tries to persuade the reader that owning pets is a good thing, and one of the pieces tries to persuade the reader that owning pets is not a good thing. Use "Think, Pair, Share" to discuss:

Q *Before you hear these students' reasons for and against having pets, which side do you think you agree with? Why?* [pause] *Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

Read aloud "An Argument for Pets: Good for the Animals" and "An Argument Against Pets: Pets Cost Too Much", clarifying vocabulary as you read.

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Suggested Vocabulary

vet: animal doctor; shorter way of saying "veterinarian" (p. 562)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

homeless animal: animal without a home (p. 561)

starve to death: die from not having enough food (p. 561)

expensive food: food that costs a lot of money (p. 563)

3 Reread the Opinion Pieces and Discuss the Author's Purpose

TEKS 10.A.i
Student/Teacher Activity
Step 3

Have the students open to *Student Writing Handbook* pages 34–37, where "An Argument for Pets: Good for the Animals" and "An Argument Against Pets: Pets Cost Too Much" are reproduced. Ask them to follow along as you reread the opinion pieces aloud.

Briefly discuss the questions that follow. As the students respond, reread the relevant text aloud. Ask:

- Q *What do the authors of these pieces want to convince us about?*
- Q *What are some reasons the authors give to support the opinion that people should have pets?*
- Q *What are some reasons the author gives to support the opinion that people should not have pets?*

Then use "Think, Pair, Share" to discuss:

- Q *If you were going to write your opinion about whether people should own pets, would you write a piece for or against having a pet? Why?* [pause] *Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "Some authors want to convince us that it's good to have pets, and one author wants to convince us that it's bad to have pets."
>
> "One reason for having pets is that lots of pets are homeless and need a home."
>
> "One reason why people shouldn't have pets is that it costs a lot of money to take care of them."
>
> "I would write that people should have pets because pets make great friends."

Explain that today the students will write about whether they think people should or should not have pets. Ask them to look at the opinion pieces in their *Student Writing Handbooks*, and point out that the titles

Facilitation Tip

Continue to **avoid repeating or paraphrasing** students' responses. Help them learn to participate responsibly in class discussions by encouraging them to ask one another to speak up or to ask a question if they do not understand what a classmate has said. (See "Additional Strategies for Supporting ELLs" on page xlvii for special considerations for English Language Learners.)

ELPS 5.E.i
Steps 3 and 4

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Teacher Note

You might write the phrases "An Argument for Pets" and "An Argument Against Pets" where all of the students can see.

("An Argument for Pets" and "An Argument Against Pets") and the subtitles ("Good for the Animals" and "Pets Cost Too Much") give clues about the authors' opinions.

Invite the students to use these opinion pieces as models when they write their own opinion pieces for or against having pets. However, encourage the students to come up with their own reasons to support their opinions.

Tell the students that you will read two more opinion pieces about pet ownership tomorrow.

WRITING TIME

4 Write Opinion Pieces Independently

Ask the students to return to their seats. Have them work silently on their writing for 20–25 minutes. Join the students in writing for a few minutes; then confer with individual students.

TEACHER CONFERENCE NOTE

Over the next two weeks, confer with individual students about their writing. Have each student tell you about and read his opinion piece as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does this student give reasons that support his opinion?

Support the student's thinking by asking questions such as:

Q *What is the opinion you are writing about?*

Q *Do you clearly state what your opinion is in your piece? Where? If not, where can you put it?*

Q *What is one reason why you believe your opinion is right?*

Q *What are some other reasons you can write to support your opinion?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 115 of the *Assessment Resource Book*.

Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Opinion Writing" (AV67).

Signal to let the students know when Writing Time is over.

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SHARING AND REFLECTING

5 Share Writing in Pairs and Reflect

Have the students bring their notebooks and gather with partners sitting together, facing you. Ask partners to talk briefly to each other about what they wrote today. Alert them to be ready to share what their partners wrote about with the class.

After allowing a moment for partners to share, signal for the students' attention and ask:

Q *What opinion did your partner write about today?*

Q *Do you agree or disagree with your partner's opinion? Why? Turn to your partner.*

Q *How can you let your partner know that you respect his or her thinking, even though you might not agree with it?*

Explain that the students will continue to write about their opinions tomorrow.

Exploring Opinion Writing

Day 2

In this lesson, the students:

- Hear and discuss opinion writing
- Write opening sentences for opinion pieces
- Write persuasively
- Listen for statements of opinion
- Respectfully consider the opinions of others
- Use discussion prompts to agree and disagree

GETTING READY TO WRITE

1 Review Opinion Writing

Gather the class with partners sitting together, facing you. Remind the students that yesterday they heard opinion pieces about pet ownership and began writing about whether they think people should or should not have pets. Point out that in all opinion writing authors express their own opinions and that some readers might disagree with them. Remind the students that in a writing community, it is important for everyone to be

Materials

- "An Argument For Pets: We Can Learn From Pets" (page 565)
- "An Argument Against Pets: Animals Should Be Free" (page 567)
- *Student Writing Handbook* pages 38–41
- Chart paper and a marker
- Lined writing chart (WA3) for modeling
- "I know you think I should . . ." and "I know you don't think I should . . ." charts from Week 1

Teacher Note

This lesson may take an extended class period.

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Teacher Note

If necessary, direct the students' attention to the charted discussion prompts from Unit 5 and take this opportunity to review them. Remind the students to use these prompts during class discussions and when talking with their partners.

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

able to express their opinions and talk about them in a caring way. Ask and briefly discuss:

Q *Why might it be hard to express an opinion when you know people might disagree?*

Q *Do you think it's better to let people know your opinion or keep it to yourself?*

> **Students might say:**
>
> "It might be hard to express an opinion if you know your friends might not agree with you."
>
> "I agree with [Lenita] because it might be embarrassing if no one agrees with you."
>
> "In addition to what [Pierre] said, I think you might not want to say your opinion because people could get mad if you don't agree with them."
>
> "I think it's better to keep your opinion to yourself if you think people will get mad at you."
>
> "I disagree with [Lexi] because sometimes it's important for you to say what you think is right, even if people don't agree."

2 Read Aloud Arguments For and Against Pets

Explain that today you will read aloud two more opinion pieces about pet ownership that were written by second-grade students. Invite the students to think, as they listen, about whether the information on these pages is making them keep or change their opinions about owning pets.

Read aloud "An Argument for Pets: We Can Learn From Pets" and "An Argument Against Pets: Animals Should Be Free", clarifying vocabulary as you read.

Suggested Vocabulary

natural habitats: places where animals live as they do in nature (p. 567)
roam: wander (p. 568)
prowl: move very quietly (p. 568)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

cruel: mean (p. 567)

3 Reread the Opinion Pieces and Discuss

Have the students open to *Student Writing Handbook* pages 38–41, where "An Argument for Pets: We Can Learn From Pets" and "An Argument Against Pets: Animals Should Be Free" are reproduced. Ask them to follow along as you reread the opinion pieces aloud.

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Then use "Think, Pair, Share" to discuss:

Q *After hearing these students' reasons for and against having pets, which side do you agree with? Why?* [pause] *Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class. As the students respond, reread the relevant section aloud.

> **Students might say:**
>
> "I think people should have pets because, like some of the kids in the piece said, you can learn a lot from pets, and owning a pet teaches you to be responsible."
>
> "I agree with [Paulo] because you can learn what pets eat and how they act. Sometimes you can even watch them have their babies."
>
> "I disagree with [Paulo] because I think it's mean to keep animals in cages, especially animals that are meant to live outside like birds and snakes."

4 Generate Opinions to Write About

Remind the students that people write persuasively when they have strong opinions about something. They want readers to agree with their opinion that something is good or bad or right or wrong. For example, in the opinion pieces that were read aloud yesterday and today, some students believe that pet ownership is a good thing, while others believe that pet ownership is not a good thing. Write the title "Opinions We Can Write About" on a sheet of chart paper and then write the following sentences: *Owning pets is a good thing* and *Owning pets is not a good thing*.

Ask the students to pay attention as you write a few other opinions on the chart. Add sentences that reflect a few opinions you hold.

TEKS 11.B.i
Student/Teacher Narrative
Steps 4 and 5



Use "Think, Pair, Share" to discuss:

Q *What opinions do you have that you could write about?* [pause] *Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

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Students might say:

"It's not right to ignore people."

"Snakes make good pets."

"Four square is the most fun game at recess."

"The best breakfast is pancakes."

As the students respond, record their ideas on the chart.

5 Write a Shared Opinion Piece

Display the lined writing chart (WA3). Explain that you would like the students' help to begin writing an opinion piece using one of the ideas on the "Opinions We Can Write About" chart. Choose one idea from the chart, think aloud about an opening sentence that expresses that opinion, and write the sentence on the lined writing chart (WA3).

You might say:

"I want to write about my opinion that cherry tomatoes are fun to eat. For my opening sentence, I will clearly state my opinion. I'll write: *I think cherry tomatoes are fun to eat and here are some reasons why*."

Use "Think, Pair, Share" to discuss:

Q *What reasons might we give to persuade our reader that [cherry tomatoes are fun to eat]?* [pause] *Turn to your partner.*

Use the students' suggestions to add one or two more sentences.

You might say:

"Next I need to include reasons why cherry tomatoes are fun to eat. I'll write: *They are juicy and sweet and have a beautiful color*. I want to add another reason to support my opinion, so I'll connect this reason with the first one by using the word *also*. I'll write: *Also, they come in interesting shapes, like round, long, and pear-shaped*."

WA3

I think cherry tomatoes are fun to eat and here are some reasons why. They are juicy and sweet and have a beautiful color. Also, they come in interesting shapes, like round, long, and pear-shaped.

Teacher Note

If the students have difficulty generating ideas, suggest some ideas like those in the diagram below and ask:

Q *What other reasons might we give?*

Teacher Note

Save the "Opinions We Can Write About" chart, the "I know you think I should . . ." and "I know you don't think I should . . ." charts, and the shared opinion piece on the lined writing chart (WA3) to use on Days 3 and 4.

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Direct the students' attention to the "Opinions We Can Write About" chart, as well as the "I know you think I should . . ." and "I know you don't think I should . . ." charts from Week 1. Explain that during Writing Time today the students will each choose an idea from these charts and write new opinion pieces, write about any opinion they wish, or continue writing their opinion pieces from yesterday. Remind them that they are trying to persuade their readers to agree with them. Encourage the students to each write an opening sentence that expresses their opinions, and to give several good reasons to support their opinions.

WRITING TIME

6 Write Opinion Pieces Independently

Have the students return to their seats and work silently on their opinion pieces for 20–25 minutes. Join them in writing for a few minutes; then confer with individual students.

TEACHER CONFERENCE NOTE

Continue conferring with individual students about their writing. Have each student tell you about and read her opinion piece as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does this student include an opening sentence that clearly states her opinion?
- Does this student give reasons that support her opinion?

Support the student's thinking by asking questions such as:

Q *What is the opinion you are writing about?*

Q *Do you clearly state what your opinion is in your piece? Where? If not, where can you put it?*

Q *What opening sentence might you write to begin your piece?*

Q *What is one reason why you believe your opinion is right?*

Q *What are some other reasons you can write to support your opinion?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 115 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

Teacher Note

If you think the students will have trouble rereading the "I know you think I should . . ." and "I know you don't think I should . . ." charts on their own, take a moment to reread them aloud before dismissing the students to write.

TEKS 11.B.i
Student/Teacher Activity
Step 6 and Teacher Conference Note

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SHARING AND REFLECTING

7 Share Opening Sentences and Reflect

Have the students bring their notebooks and gather, facing you. Explain that they will each read their opening sentences aloud. Ask the students to listen carefully to one another's sentences and to think about whether they can tell the author's opinion from each sentence.

Go around the room and have the students each read their opening sentences aloud, without comment. When all have read, ask and briefly discuss:

Q *What opinions did you hear?*

Explain that the students will continue to write about their opinions tomorrow.

EXTENSION

Discuss an Opening Sentence

Remind the students that many opinion pieces start with opening sentences that express the author's opinion. Distribute a copy of "Opinion Piece 1" (BLM2) to each student, and ask the students to follow along as you read the paragraph aloud. After reading, ask:

Q *What opinion is this author writing about?*

Q *What do you notice about this piece?*

> **Students might say:**
>
> "I think the author's opinion is that playing games can help kids learn how to get along with others."
>
> "I noticed that the author gives reasons why playing games helps kids learn to get along, like playing games helps kids learn about taking turns and solving problems."
>
> "In addition to what [Jada] said, I noticed that the author wrote this opinion in the closing sentence but didn't write this opinion in the opening sentence."

If necessary, point out that this author's opinion is that playing games helps kids learn how to get along with others and that the first sentence ("I play games every day") does not state the author's opinion. Tell the students to cross out the first sentence of the paragraph ("I play games every day"). Use "Think, Pair, Share" to discuss:

Q *How might this author include his or her opinion in an opening sentence?* [pause] *Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Opinion Piece 1" (BLM2). Make enough copies for each student to have one; set aside a copy for yourself.

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Students might say:

"Maybe the author could write: *I think playing games is a fun way to help kids learn how to get along.*"

"The author might write: *It's important to get along with others and playing games can help kids learn how.*"

If you think your students would benefit from additional practice with discussing and thinking about opening sentences, you might repeat this activity with sample opinion pieces that you write.

Exploring Opinion Writing

Day 3

In this lesson, the students:

- Explore linking words in an opinion piece
- Write persuasively
- Write reasons that support opinions
- Use linking words to connect reasons to opinions
- Listen for reasons that support opinions
- Respectfully consider the opinions of others
- Use discussion prompts to agree and disagree

Materials

- "An Argument for Pets: Good for the Animals" (page 561) from Day 1
- Shared opinion piece on the lined writing chart (WA3) from Day 2
- "Opinions We Can Write About" chart from Day 2
- "I know you think I should . . ." and "I know you don't think I should . . ." charts from Day 2

GETTING READY TO WRITE

1 Review Discussion Prompts

Gather the class with partners sitting together, facing you. Remind the students that they used discussion prompts yesterday to help them agree and disagree with one another and add to one another's ideas. Direct the students' attention to the charted discussion prompts, and remind the students to use the prompts when they participate in the discussion today.

Ask and briefly discuss:

Q *What can you say or do to let someone know that you respect his or her opinion, even though you disagree?*

Students might say:

"I could say 'I respect your opinion, but I don't agree.'"

"In addition to what [Eli] said, I think you could listen to that person and think about what he or she is saying."

"I agree with [Marcia] because if you listen you might change your mind."

Teacher Note

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

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Remind the students to keep these suggestions in mind as they talk about their opinions today.

2 Explore Linking Words in an Opinion Piece on Pet Ownership

Tell the students that authors can make their opinion pieces more persuasive by using *linking words*. Explain that authors use linking words to connect their reasons to their opinions.

Remind the students that they heard "An Argument for Pets: Good for the Animals" earlier in the week. Reread the quote under the subheading aloud, slowly and clearly.

Point out that the authors used the linking word *because* to connect the reason (*it's good for animals*) to their opinion (*we think people should own pets*). Tell the students that there are other words, such as *and* and *also*, that authors can use to connect reasons and opinions.

3 Add Reasons to a Shared Opinion Piece

Display the shared opinion piece on the lined writing chart (WA3) from Day 2. Reread the piece aloud, and ask:

- **Q** *A good opinion piece needs to give several good reasons to support the opinion. What other reasons might we give to persuade someone that [cherry tomatoes are fun to eat]?*
- **Q** *How might we use a linking word to connect that reason to the opinion that [cherry tomatoes are fun to eat]?*
- **Q** *Why might a reader feel that [cherry tomatoes are not fun to eat]? What can we write that might change that reader's mind?*

Use the students' suggestions to add a few more sentences to the piece. As you write, look for opportunities to model using linking words such as *because*, *and*, and *also*.

> **Students might say:**
>
> "We can say that cherry tomatoes pop when you bite them. There aren't too many foods that pop like that."
>
> "We could write: *Cherry tomatoes are fun to eat because they pop when you bite them. There aren't too many foods that do that.*"
>
> "Someone who doesn't like cherry tomatoes might say they don't like the taste."
>
> "So maybe we could write: *If you don't like the taste, try them with a little salad dressing.*"

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WA3

I think cherry tomatoes are fun to eat and here are some reasons why. They are juicy and sweet and have a beautiful color. Also, they come in interesting shapes, like round, long, and pear-shaped. Cherry tomatoes are fun to eat because they pop when you bite them. There aren't too many foods that do that. Don't like the taste? Try them with a little salad dressing. You'll like them in no time!

Read the shared opinion piece aloud and point out any linking words you used. Remind the students that words like *because*, *and*, and *also* help make opinion pieces more persuasive by connecting reasons to their opinions.

Explain that during Writing Time today the students may continue writing the opinion pieces they started yesterday or they may begin new pieces. Encourage them to focus on writing several good reasons to support their opinions and using linking words to connect their reasons to their opinions. If necessary, briefly review the "Opinions We Can Write About" and the "I know you think I should . . ." and "I know you don't think I should . . ." charts, and remind the students that they may choose ideas from these charts or write about any opinions they wish.

WRITING TIME

4 Write Opinion Pieces Independently

Have the students return to their seats and work silently on their opinion pieces for 20–25 minutes. Join them in writing for a few minutes; then confer with individual students.

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TEACHER CONFERENCE NOTE

Continue conferring with individual students about their writing. Have each student tell you about and read his opinion piece as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does this student include an opening sentence that clearly states his opinion?
- Does this student give reasons that support his opinion?
- Does this student use linking words to connect reasons to his opinion?

Support the student's thinking by asking questions such as:

Q *What is the opinion you are writing about?*

Q *Do you clearly state what your opinion is in your piece? Where? If not, where can you put it?*

Q *What opening sentence might you write to begin your piece?*

Q *What is one reason why you believe your opinion is right?*

Q *What are some other reasons you can write to support your opinion?*

Q *How might you use linking words to connect reasons to your opinion?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 115 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share One Reason and Reflect

Have the students bring their notebooks and gather, facing you. Ask them to each reread the piece they wrote today and choose one sentence that they think gives a good reason to support their opinion. Give them a moment to do this and then explain that each student will read the sentence she has chosen aloud. Ask the students to listen carefully to their classmates' sentences and to think about which ones make them curious.

Go around the room and have the students each read their sentences aloud, without comment. When all of the students have read their sentences, ask and briefly discuss:

Q *What sentences did you hear that made you curious?*

Q *How did we do with using the discussion prompts during our class discussions today?*

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Q *How are we doing with talking about our opinions in a respectful way? What can we do better?*

Explain that the students will continue working on their opinion pieces tomorrow.

TECHNOLOGY EXTENSION

Use a Class Blog for Reflection

Create a class blog and invite the students to reflect on what they are learning about opinion writing. Post reflection questions such as:

Q *Why is it important to give lots of reasons to support your opinion?*

Q *How can you show that you respect someone's opinion, even though you might not agree with it?*

Invite the students to post their comments. You may wish to review the comments periodically and, with the respondents' permission, discuss them with the class.

TEKS 9.F.ii
Student/Teacher Activity
Technology Extension

Exploring Opinion Writing Day 4

In this lesson, the students:

- Discuss features of opinion writing
- Write persuasively
- Write closing sentences for opinion pieces
- Respectfully consider the opinions of others
- Use discussion prompts to agree and disagree

Materials

- "Closing Sentences from Four Opinion Pieces" (page 569)
- Shared opinion piece on the lined writing chart (WA3) from Day 3
- "Opinions We Can Write About" chart from Day 3
- "I know you think I should . . ." and "I know you don't think I should . . ." charts from Day 3
- "Class Assessment Record" sheet (CA3)

GETTING READY TO WRITE

1 Review Closing Sentences

Gather the class with partners sitting together, facing you. Explain that today the students will continue to discuss their opinions and write

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Teacher Note

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

persuasively. Remind them to use the discussion prompts to help them agree and disagree with one another and to add to one another's ideas.

Tell the students that next week they will each revise their opinion pieces and publish them in a class book. Ask and briefly discuss:

Q *What have we learned so far about what makes a good opinion piece?*

If necessary, remind the students that a good opinion piece clearly states the author's opinion early in the piece, gives several reasons to support the opinion, and uses linking words to connect reasons to the opinion. Tell the students that a good opinion piece also includes a closing sentence. Ask the students to listen as you reread the closing sentences from the opinion pieces they heard earlier in the week.

Read aloud "Closing Sentences from Four Opinion Pieces"; then ask and briefly discuss:

Q *What did you notice about these closing sentences?*

> **Students might say:**
>
> "They remind you of the authors' opinion—of what they want you to agree with."
>
> "In addition to what [Kevin] said, they all ask you to vote 'yes' or 'no.'"

Explain that when writing persuasively, an author often restates his opinion at the end of the piece. Authors use phrases like *this is why* and *for this reason* to remind their readers of what they want them to agree with. Point out that in these pieces, the readers are asked to vote "yes" or "no," but that most opinion writing does not end by asking for a vote.

2 Write the Closing Sentence of a Shared Opinion Piece

Display the shared opinion piece on the lined writing chart (WA3) from Day 3. Reread the piece aloud, and ask:

Q *How might we close our opinion piece by reminding the reader of our opinion?*

> **Students might say:**
>
> "We could write: *That's why I think cherry tomatoes are so fun to eat.*"
>
> "Or we could write: *For these reasons, I think cherry tomatoes are fun to eat. I hope you try them!*"

Write one of the students' suggestions as a closing sentence for the piece.

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WA3

I think cherry tomatoes are fun to eat and here are some reasons why. They are juicy and sweet and have a beautiful color. Also, they come in interesting shapes, like round, long, and pear-shaped. Cherry tomatoes are fun to eat because they pop when you bite them. There aren't too many foods that do that. Don't like the taste? Try them with a little salad dressing. You'll like them in no time! For these reasons, I think cherry tomatoes are fun to eat. I hope you try them!

Explain that during Writing Time today the students may continue working on opinion pieces they have already started or they may begin new pieces. Encourage them to focus on writing several good reasons to support their opinions, using linking words to connect their reasons to their opinions, and writing a closing sentence that restates their opinions. If necessary, briefly review the "Opinions We Can Write About" chart, as well as the "I know you think I should . . ." and "I know you don't think I should . . ." charts, and remind the students that they may choose an idea from these charts or write about any opinions they wish.

WRITING TIME

3 Write Opinion Pieces Independently

Have the students return to their seats and work silently on their opinion pieces for 20–25 minutes. Join them in writing for a few minutes; then walk around and observe, assisting students as needed.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students adding to their writing?
- Do they state their opinions clearly?
- Do the students give reasons to support their opinions?
- Do they use linking words to connect reasons to their opinions?
- Do the students write closing sentences for their pieces that restate their opinions?

Support any student who is struggling by asking questions such as:

Q *Do you clearly state what your opinion is in your piece? Where? If not, where can you put it?*

Q *What are some reasons you can write to support your opinion?*

Q *How might you use linking words to connect reasons to your opinion?*

Q *What might you write to close your piece?*

Record your observations on a "Class Assessment Record" sheet (CA3); see page 112 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Closing Sentences and Reflect

Have the students bring their notebooks and gather, facing you. Explain that the students will each read their closing sentences aloud. Ask the students to listen carefully to their classmates' sentences and to think about which ones make them curious.

Go around the room and have the students each read their closing sentences aloud, without comment. When all of the students have read their sentences, ask and briefly discuss:

Q *What sentences did you hear that made you curious?*

Q *Why do you think it's a good thing to know how to write persuasively?*

Explain that the students will choose one of their opinion pieces to publish next week.

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EXTENSION

Discuss a Closing Sentence

Review that opinion pieces end with closing sentences that remind readers of the author's opinion. Distribute a copy of "Opinion Piece 2" (BLM3) to each student, and ask the students to follow along as you read the paragraph aloud. After reading, ask:

Q *What opinion is this author writing about?*

Q *What do you notice about this piece?*

> **Students might say:**
>
> "I think the author's opinion is that popsicles are not the best things to eat on hot days."
>
> "I noticed that the author wrote the opinion that popsicles aren't good to eat on hot days in the opening sentence. Then the author gave reasons why, like the fact that popsicles will melt on hot days before you can eat them."
>
> "I noticed that the last sentence isn't a good closing sentence. It just tells us what the author's favorite popsicle flavor is."

If necessary, point out that the closing sentence does not remind readers of the author's opinion (popsicles are not the perfect food to eat on hot days). Cross out the last sentence ("My favorite popsicle flavor is grape.") and use "Think, Pair, Share" to discuss:

Q *How might this author remind readers of his or her opinion in a closing sentence?* [pause] *Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "The author could write: *Those are a few reasons why popsicles are not the perfect food to eat on hot days.*"
>
> "The author might write: *Popsicles may be cold, but they're not going to cool you down on hot days.*"

If you think your students would benefit from additional practice with discussing and thinking about closing sentences, you might repeat this activity with sample opinion pieces that you write.

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Opinion Piece 2" (BLM3). Make enough copies for each student to have one; set aside a copy for yourself.

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Open Day

Writing Throughout the Week

Write More Persuasive Letters

Last week the students practiced writing "pretend" persuasive letters to their parents. Have the students choose other recipients (for example, other family members, friends, or adults at school) and write a "Here's Why I Should" or a "Here's Why I Shouldn't" letter. Remind the students to include the five parts of a friendly letter in their writing. You may wish to have the students edit, proofread, and rewrite their letters and send them to their intended recipients.

Write More Opinion Pieces

Have the students write new opinion pieces about ideas from the "Opinions We Can Write About" chart, as well as the "I know you think I should . . ." and "I know you don't think I should . . ." charts, or write about any opinions they wish. Encourage them to each write an opening sentence that expresses their opinions, to give several good reasons to support their opinions, to use linking words to connect their reasons to their opinions, and to write a closing sentence that restates their opinions.

Write Freely

Provide an opportunity for the students to write freely. They might use the writing ideas section of their notebooks to get ideas for writing or they might write about a topic of their choice.

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Excerpt from "An Argument for Pets: Good for the Animals"

from *Should We Have Pets? A Persuasive Text*
by Sylvia Lollis, with Joyce Hogan and her second-grade class

An Argument for Pets

Good for the Animals

"Have you ever seen a dirty, homeless animal on the street? Well, we have, and that's why we think people should own pets—because it's good for animals."

—Amanda Abel and Elizabeth Dunaway



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Animals need food, water, and a place to live. Pet owners give their animals these things. Too many animals starve to death or die because they don't have a home.

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Excerpt from "An Argument for Pets: Good for the Animals"

(continued)

Pet owners take care of their animals. People feed pets, love them, and take them to the vet when they are sick.



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The vet is giving the cat a checkup.

Being kept as pets is good for animals. Vote YES to having pets.



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Excerpt from "An Argument Against Pets: Pets Cost Too Much"

from *Should We Have Pets? A Persuasive Text*
by Sylvia Lollis, with Joyce Hogan and her second-grade class

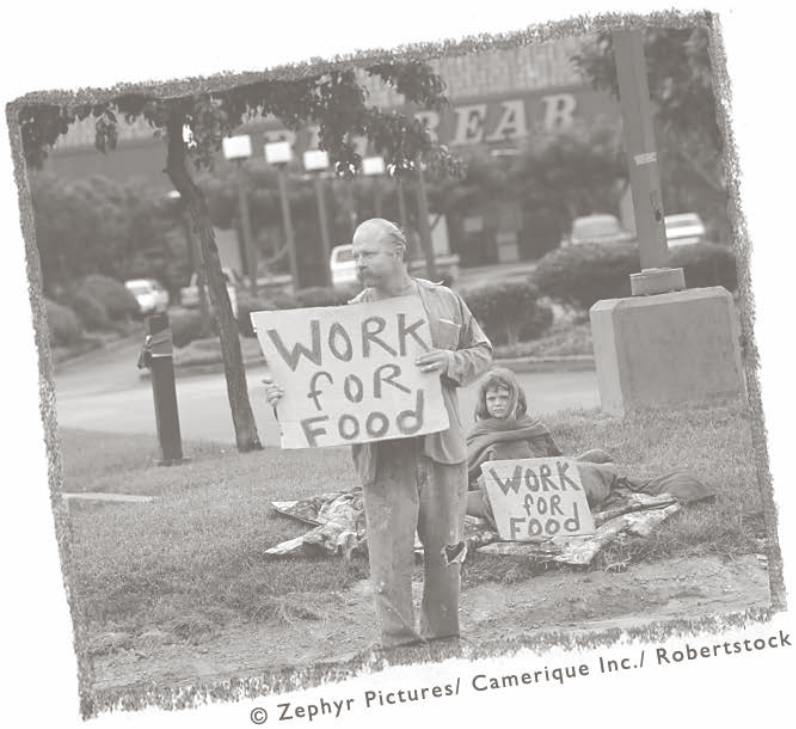
An Argument Against Pets

Pets Cost Too Much

"Pet owners spend a lot of money on food for their animals, but many Americans go hungry."

—BreAunna Gladmon

Sometimes it seems like people care more about animals than people. Some Americans go hungry while most pets are fed fancy, expensive food.



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These people are poor and hungry. They have to beg for food.

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Excerpt from "An Argument Against Pets: Pets Cost Too Much"

(continued)

Most pet owners buy collars, brushes, dishes, leashes, toys, and cages for their pets, too. When a pet gets sick, the owner must pay for the vet and medicine.



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This pet store sells expensive things people can buy for their pets.

I think the money pet owners spend on their animals should go to helping people instead. Vote NO to owning pets.



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Excerpt from "An Argument for Pets: We Can Learn From Pets"

from *Should We Have Pets? A Persuasive Text*

by Sylvia Lollis, with Joyce Hogan and her second-grade class

An Argument for Pets

We Can Learn From Pets

"Our pets have taught us a lot."

—Blane Williamson and Orin Fussell



Owning a pet is hard work. A pet owner must remember to feed and clean the animal and to bring it to the vet for checkups. Owning a pet teaches a person responsibility, which is an important quality.

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Excerpt from "An Argument for Pets: We Can Learn From Pets"

(continued)



a mother hamster and babies

© Animals Animals/ Maier, Robert

Having a pet is also educational. Pet owners learn what different animals eat, when they sleep, and how they act. They might even get to see their pet have babies. Owning a pet is a science lesson every day.

Taking care of a pet teaches responsibility and it's educational. We vote YES to owning pets.



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Excerpt from "An Argument Against Pets: Animals Should Be Free"

from *Should We Have Pets? A Persuasive Text*
by Sylvia Lollis, with Joyce Hogan and her second-grade class

An Argument Against Pets

Animals Should Be Free

"Pet birds have a small space to walk in but not enough room to fly. Some birds get so bored, they pull their own feathers out."

—Roshanda Harris and Franklin Sherman



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We think animals should be free. Animals kept as pets aren't free. It's cruel to keep dogs, cats, birds, fish, rabbits, or any other animals indoors, in cages, or away from their natural habitats.

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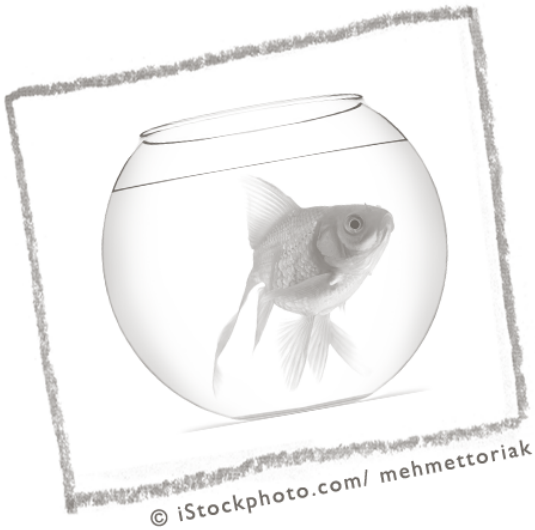
Excerpt from "An Argument Against Pets: Animals Should Be Free"

(continued)

Most dogs and cats are kept indoors. Most wild dogs roam in packs, and pet dogs would act this way, too, if they were free. Cats are natural hunters that prowl around hunting when given the chance.

Birds are meant to fly, but most pet birds are kept in tiny cages. Fish should be free to swim in ponds, lakes, or oceans, but most pet fish are kept in small bowls or tanks. Living in a cage or bowl your whole life would be very lonely.



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Animals should be free, not kept as pets. We vote NO to owning pets.



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"Closing Sentences from Four Opinion Pieces"

from *Should We Have Pets? A Persuasive Text*
by Sylvia Lollis, with Joyce Hogan and her second-grade class

Being kept as pets is good for animals. Vote YES to having pets.

—from "An Argument for Pets: Good for the Animals"

I think the money pet owners spend on their animals should go to helping people instead. Vote NO to owning pets.

—from "An Argument Against Pets: Pets Cost Too Much"

Taking care of a pet teaches responsibility and it's educational. We vote YES to owning pets.

—from "An Argument for Pets: We Can Learn From Pets"

Animals should be free, not kept as pets. We vote NO to owning pets.

—from "An Argument Against Pets: Animals Should Be Free"

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Week 3 OVERVIEW

Writing Focus

- Students confer about their opinion pieces.
- Students revise their writing based on partner feedback.
- Students proofread their opinion pieces for punctuation and spelling.
- Students write final versions of their opinion pieces.
- Students share their opinion pieces from the Author's Chair.

Social Development Focus

- Students help one another improve their writing.
- Students express interest in and appreciation for one another's writing.
- Students respectfully consider the opinions of others.
- Students listen respectfully to the thinking of others and share their own.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA4–WA5

Assessment Forms

- "Class Assessment Record" sheets (CA4–CA5)
- "Conference Notes" record sheet (CN1)
- "Individual Writing Assessment" record sheet (IA1)
- "Student Self-assessment" record sheet (SA1)

Reproducible

- Unit 7 family letter (BLM1)

Professional Development Media

- "Asking Facilitative Questions" (AV21)

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DO AHEAD

- ✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA4) on page 113 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA5) on page 114 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with a copy of each student's published piece.
- ✓ (Optional) If computers are available, consider having students type and print their opinion pieces this week. You might also recruit parent volunteers to help them.

TEACHER AS WRITER

"Look at what's happening in this world. Every day there's something exciting or disturbing to write about. With all that's going on, how could I stop?"

— Gwendolyn Brooks

Select one of the opinion paragraphs you wrote in Week 2 and develop it into a persuasive essay by listing several reasons that support your opinion. Devote a paragraph to each reason, providing information or rationale to justify your opinion. When you finish, consider having a friend or colleague read it to give you feedback about whether or not they are persuaded by your essay, and to explain why.

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Day 1

Selecting Opinion Pieces to Publish and Conferring in Pairs

Materials

- "Class Assessment Record" sheet (CA4)
- "Writing Time" chart (WA4)

In this lesson, the students:

- Review their opinion pieces from the unit
- Select a piece to complete and publish
- Discuss what would make one another's writing more persuasive
- Give feedback in a helpful way
- Ask one another questions about their writing

GETTING READY TO WRITE

1 Review and Select Drafts to Publish

Have the students get their notebooks and pencils and sit at desks with partners together. Review that during the past two weeks they heard opinion writing and wrote persuasively. Explain that today they will each review all of the opinion pieces they wrote, and then select one to work on and publish in a class book of opinions.

Tell the students that the piece they select does not need to be finished. Encourage them to select a piece about an opinion they feel strongly about and that they think will be interesting for other students to read. Have the students each take some time to reread their opinion pieces and select one to work on and publish.

As the students review their work, circulate and observe. Support individual students by asking them questions such as:

Q *Which piece is about an opinion you feel strongly about?*

Q *What more might you add to this piece to finish it?*

After a few minutes, call for the students' attention.

2 Confer in Pairs

Explain that each student will read the piece she has selected to her partner. Write the question *What would make the writing more persuasive?* where everyone can see it. Read the question aloud together. Explain that each student should ask herself this question as she listens to her partner's piece. Tell the students that after each partner has shared her piece, partners will take turns telling each other whether they were persuaded, and discussing what more they might add to make their pieces more persuasive.

You might model this procedure by having a student read his piece aloud to you.

TEKS 11.C.i
Student/Teacher Narrative
Step 2

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You might say:

"Alan, you wrote about your opinion that it's wrong to keep animals in zoos. I'm not sure I agree, but I might be persuaded if you explained more about what living in a cage might feel like to an animal. Can you include more about that in your piece?"

Have partners read their pieces to each other. Then have them take turns telling each other whether they agree or disagree and what else the author might write to make his piece more persuasive.

CLASS ASSESSMENT NOTE

Observe partners and ask yourself:

- Are partners listening carefully to each other's writing?
- Do they give each other feedback about their writing?
- Are they interacting in a helpful and respectful way?

Make note of productive ways you see partners interacting, as well as any problems you notice, so that you can discuss them at the end of the writing period.

Record your observations on the "Class Assessment Record" sheet (CA4); see page 113 of the *Assessment Resource Book*.

After several minutes, signal for the students' attention. Take a moment to mention some productive ways you saw partners interacting, as well as any problems you observed. Ask and briefly discuss:

Q *If you and your partner had a problem with [not listening carefully to each other], what can you do next time so you can be more helpful to each other?*

Q *What is one thing your partner said that will help you revise your piece?*

WRITING TIME

3 Work on Opinion Pieces

Display the "Writing Time" chart (WA4) and explain the following directions:

WA4

Writing Time

- Add to your opinion piece.
- Think about what your partner suggested you add to make your writing more persuasive.
- If you finish, work on another opinion piece.

TEKS 11.C.i
Student/Teacher Activity
Step 3

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Have the students work silently on their opinion pieces for 20–25 minutes. Join them in writing for a few minutes; then confer with individual students.

TEACHER CONFERENCE NOTE

Continue conferring with individual students about their writing. Have each student tell you about and read her opinion piece as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does this student include an opening sentence that clearly states her opinion?
- Does this student give reasons that support her opinion?
- Does this student use linking words to connect reasons to her opinion?
- Does this student write a closing sentence that restates her opinion?

Support the student's thinking by asking questions such as:

Q *What is the opinion you are writing about?*

Q *Do you clearly state what your opinion is in your piece? Where? If not, where can you put it?*

Q *What opening sentence might you write to begin your piece?*

Q *What is one reason why you believe your opinion is right?*

Q *What are some other reasons you can write to support your opinion?*

Q *How might you use linking words to connect reasons to your opinion?*

Q *How might you close your piece by reminding readers of your opinion?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 115 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Sentences and Reflect

Have the students bring their notebooks and gather, facing you. Explain that they will each choose one sentence they particularly like from their opinion pieces to share with the class. Ask the students to quietly reread their writing and each choose a sentence they like and that they think will interest their readers. Allow a moment for the students to choose; then go around the room and have each student read his sentence aloud, without comment.

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Ask and briefly discuss:

Q *What did you hear that got you interested in someone else's writing?*

Q *What questions do you want to ask [Otis] about what he wrote?*

Informal Proofreading Day 2

In this lesson, the students:

- Proofread their opinion pieces for spelling
- Proofread their opinion pieces for punctuation and capitalization
- Confer in pairs to make sure their writing makes sense
- Give feedback in a helpful way

Materials

- *Student Writing Handbooks*
- "Class Assessment Record" sheet (CA5)

GETTING READY TO WRITE

1 Discuss Proofreading for Spelling

Have the students get their notebooks, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Review that yesterday they each selected an opinion piece to publish in a class book of opinions.

Explain that the students will want to make their writing as clear as possible so nothing gets in the way of convincing their readers to agree with their opinions. Tell them that today they will proofread their pieces for spelling, punctuation, and capitalization and correct any mistakes they find.

Ask the students to reread their opinion pieces, circling any words they are unsure how to spell. Stop the students after a couple of minutes and ask:

Q *What words have you circled so far?*

Have a few volunteers share some of the words they circled. Then ask the students to open their *Student Writing Handbooks* to the Word Bank section. Remind them that this section contains an alphabetical list of correctly spelled words that students their age might use. Ask them to use their word banks to look up the first word they circled and, if the word is there, to correct the spelling in their drafts, if needed. Then ask:

Q *If the word does not appear in the Word Bank, what else might you do to check the correct spelling?*

Remind the students to add any new words they learn how to spell to their word banks by writing them on the blank lines under the appropriate letter.

Teacher Note

If necessary, take time to review how to look up the spelling of words in word banks and dictionaries. Write a word where everyone can see it and look it up together as a class. Repeat with other words, as needed.

Teacher Note

The students might check the spelling of a word by asking another student, asking you, finding the word in a published book, or looking it up in a dictionary or online.

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Explain that during Writing Time today, the students will finish writing their opinion pieces, if they have not yet finished, and then check and correct the spelling in their pieces. Once they are sure that all their spelling is correct, they may work on other opinion pieces in their notebooks.

WRITING TIME

2 Check Spelling

Have the students finish writing their opinion pieces, and then check their spelling for 10–15 minutes. Walk around and observe, assisting students as needed.

3 Read Aloud and Check Punctuation and Capitalization

Call for the students' attention. Explain that you would like the students to reread their pieces aloud (using quiet voices) to make sure they have used punctuation at the end of each sentence and capitalized the first letter of each sentence. Remind them to capitalize the first letter of all proper nouns as well.

Have the students reread their pieces to check their punctuation and capitalization; then give them several more minutes to finish proofreading their pieces for spelling. Walk around and observe, assisting students as needed.

Skill Practice Note

For more practice with punctuating sentences, see Lesson 1, Lesson 2, and Lesson 3 in the *Skill Practice Teaching Guide*. For more practice with capitalizing proper nouns, see Lesson 10.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students notice and correct misspelled words?
- Do they notice and correct incorrect or missing capitalization and punctuation?

Support any student who is struggling by asking him questions such as:

Q *What words are you unsure how to spell? How could you check the spelling?*

Q *Read this sentence aloud. Where does your voice naturally stop? What punctuation mark will you put there?*

Q *Do you need to capitalize any letters? Which ones? Why?*

Record your observations on the "Class Assessment Record" sheet (CA5); see page 114 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

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SHARING AND REFLECTING

4 Briefly Reflect as a Class

Ask and briefly discuss questions such as:

- Q *What words did you check the spelling of today?*
- Q *What words did you find in your word bank? How did you check on words that were not in your word bank?*
- Q *What words did you capitalize? Why did you capitalize them?*

Explain that tomorrow the students will work on their final versions for publication.

Writing Final Versions and Publishing

Day 3

In this lesson, the students:

- Write final versions of their opinion pieces
- Present their writing from the Author's Chair
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing
- Respectfully consider the opinions of others

Materials

- "Writing Time" chart (WA5)
- Loose, lined paper
- Unlined paper for illustrations
- Author's Chair
- (Optional) Computers for word processing

TEKS 11.E.i
Student/Teacher Narrative
Step 1

GETTING READY TO WRITE

1 Discuss Writing Final Versions

Have the students remain at their seats. Explain that during Writing Time today they will write the final versions of their opinion pieces. Show the lined paper and explain that they will rewrite their pieces onto this paper in their best handwriting. Then show the unlined paper and explain that they may use this paper for illustrations.

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Display the "Writing Time" chart (WA5) and explain the following directions:

WA5

Writing Time

- Finish proofreading your draft for spelling, punctuation, and capitalization.
- Write the final version of your opinion piece.
- Illustrate your piece, if you wish.
- Reread it to make sure there are no errors.
- If you finish, work on any other piece of writing.

WRITING TIME

2 Write Final Versions

TEKS 11.E.i
Student/Teacher Activity
Step 2

Distribute lined paper and have the students work silently on their final versions for 20–25 minutes. Provide unlined paper to students who want to include illustrations with their pieces. Join the students in writing for a few minutes; then confer with individual students.

TEACHER CONFERENCE NOTE

Continue conferring with individual students about their writing. Have each student tell you about and read his opinion piece as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does this student include an opening sentence that clearly states his opinion?
- Does this student give reasons that support his opinion?
- Does this student use linking words to connect reasons to his opinion?
- Does this student write a closing sentence that restates his opinion?

Support the student's thinking by asking questions such as:

Q *What is the opinion you are writing about?*

Q *Do you clearly state what your opinion is in your piece? Where? If not, where can you put it?*

Q *What opening sentence might you write to begin your piece?*

Q *What is one reason why you believe your opinion is right?*

Q *What are some other reasons you can write to support your opinion?*

(continues)

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TEACHER CONFERENCE NOTE *(continued)*

Q *How might you use linking words to connect reasons to your opinion?*

Q *How might you close your piece by reminding readers of your opinion?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 115 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Review Sharing from the Author's Chair

Have the students bring the final versions of their opinion pieces and gather with partners sitting together, facing the Author's Chair. Before asking a student to share from the Author's Chair, discuss how the students will act as members of the audience. Ask and discuss:

Q *How will you let the author know that you're interested in his or her piece? Why is it important to express interest in one another's writing?*

Q *How will you show that you respect the author's opinion, even if you disagree, and that you are carefully thinking about what he or she wrote?*

Remind the students that the purpose of opinion writing is to convince the reader to agree with a particular opinion. Encourage them to think, as they listen, about whether they agree or disagree with the author's opinion and whether the piece changes their minds.

4 Share Opinion Pieces from the Author's Chair

Ask for a volunteer who has finished the final version of her opinion piece to read it aloud from the Author's Chair. At the end of the sharing, facilitate a discussion using questions like those that follow, and give the author an opportunity to respond to the class's comments and questions:

Q *What did you learn about [recycling] from [Ellie's] piece?*

Q *Do you agree or disagree with [Ellie's] opinion? Why?*

Q *Were you persuaded to change your mind after hearing [Ellie's] piece? Why or why not?*

Q *What questions can we ask [Ellie] about what she wrote?*

Follow this procedure to have other students share from the Author's Chair.

Teacher Note

Continue to ask facilitative questions during class discussions to help the students build on one another's thinking and respond directly to one another, not just to you. For more information, view "Asking Facilitative Questions" (AV21).

Facilitation Tip

Reflect on your experience over the past three weeks with **avoiding repeating or paraphrasing** students' responses. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? Are they participating more responsibly in class discussions? Continue to try this practice and reflect on students' responses as you facilitate class discussions in the future. (See "Additional Strategies for Supporting ELLs" on page xlvii for special considerations for English Language Learners.)

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5 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

- Q *What did we do well as an audience today? What might we want to work on the next time authors share their work?*
- Q *If you shared your opinion piece today, did you feel that the audience was being respectful of your opinions and thinking about them carefully? Why or why not?*

Explain that more students will get a chain to share their pieces from the Author's Chair tomorrow.

Teacher Note

After the students share their opinion pieces from the Author's Chair, you may wish to make a copy of each student's piece to send home with this unit's family letter and then compile the students' original pieces into a class book titled *Our Opinions*.

EXTENSION

Explore Other Forms of Opinion Writing

Collect other examples of age-appropriate opinion writing to share with your students, such as reviews of books, toys, or movies, letters to the editor, persuasive essays, or articles. As you share each opinion piece, ask questions like the following:

- Q *What is the author's opinion statement?*
- Q *What reasons does the author give to tell why he or she thinks that?*
- Q *How does the author end his or her piece?*

Technology Tip

Examples of letters to the editor and book, movie, and toy reviews written by or for children are available online. Search online using the keywords "Letters to the Editor from kids," "[book/toy/movie] reviews written by kids," or "[book/toy/movie] reviews written for kids."

TECHNOLOGY EXTENSION

Write and Share Book Reviews

Provide more practice with opinion writing by having your students write book reviews. The book review should include the title and author of the book, the student's opinion about the book (if he liked it or not), and a few reasons that explain his thinking. Have the students post their book reviews on a student friendly book review site. To find websites that publish student book reviews, use the keywords "book review sites for kids." Alternatively, you might have your students write reviews of toys or movies.

TEKS 9.F.ii
Student/Teacher Activity
Technology Extension

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Publishing Day 4

In this lesson, the students:

- Finish writing their final versions
- Present their writing from the Author's Chair
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing
- Respectfully consider the opinions of others

Materials

- "Writing Time" chart (WA5) from Day 3
- Author's Chair
- Copy of this unit's family letter (BLM1) for each student
- (Optional) Computers for word processing

GETTING READY TO WRITE

1 Discuss Writing Final Versions

Explain that the students will remain at their seats today and finish working on the final versions of their opinion pieces. Explain that after Writing Time, students who have finished their pieces will have an opportunity to share their pieces from the Author's Chair.

Display the "Writing Time" chart (WA5) and review the directions on it.

WA5

Writing Time

- Finish proofreading your draft for spelling, punctuation, and capitalization.
- Write the final version of your opinion piece.
- Illustrate your piece, if you wish.
- Reread it to make sure there are no errors.
- If you finish, work on any other piece of writing.

WRITING TIME

2 Finish Final Versions

Have the students work on finishing their opinion pieces, illustrating them if they wish. When they finish, they may spend the remaining time writing about anything they choose. Join the students in writing for a few minutes; then confer with individual students.

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TEACHER CONFERENCE NOTE

Continue conferring with individual students about their writing. Have each student tell you about and read her opinion piece as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does this student include an opening sentence that clearly states her opinion?
- Does this student give reasons that support her opinion?
- Does this student use linking words to connect reasons to her opinion?
- Does this student write a closing sentence that restates her opinion?

Support the student's thinking by asking questions such as:

Q *What is the opinion you are writing about?*

Q *Do you clearly state what your opinion is in your piece? Where? If not, where can you put it?*

Q *What opening sentence might you write to begin your piece?*

Q *What is one reason why you believe your opinion is right?*

Q *What are some other reasons you can write to support your opinion?*

Q *How might you use linking words to connect reasons to your opinion?*

Q *How might you close your piece by reminding readers of your opinion?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 115 of the *Assessment Resource Book*.

In Unit 8, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Gather for Author's Chair Sharing

Have the students bring the final versions of their opinion pieces and gather with partners sitting together, facing the Author's Chair. Encourage them to think as they listen about whether they agree or disagree with the author's opinion and whether the piece changes their minds.

4 Share Opinion Pieces from the Author's Chair

Have a student read his opinion piece aloud from the Author's Chair. At the end of the sharing, facilitate a discussion using questions like those

ELPS 3.G.i
ELPS 3.G.ii
Step 4

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that follow, and give the author an opportunity to respond to the class's comments and questions:

- Q *What did you learn about [organic food] from [Trevor's] piece?*
- Q *Do you agree or disagree with his opinion? Why?*
- Q *Were you persuaded to change your mind after hearing [Trevor's] piece? Why or why not?*
- Q *What questions can we ask [Trevor] about what he wrote?*

Follow this procedure to have other students share from the Author's Chair.

5 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

- Q *How did we act as an audience today? What do we want to work on to be an even better audience the next time authors share their work?*
- Q *What is something an audience member did that showed respect when you read your piece today?*

Assure the students that they will all get to share their published pieces from the Author's Chair in the coming days. Explain that after all the pieces are read aloud, you will compile them into a class book called *Our Opinions*. Tell them that you will place the book in the class library so the students can read their classmates' opinions during independent reading time.

Teacher Note

If necessary, repeat today's lesson for a few more days, or even another week, to give all of the students time to finish writing their opinion pieces. Students who finish may begin new pieces of writing (opinion or otherwise) or continue working on pieces of writing they started earlier.

Even if you decide to begin the next unit immediately, continue to have the students share their opinion pieces from the Author's Chair until everyone has had a chance to do so.

EXTENSION

Publish Opinion Writing Beyond the Classroom

If the students are interested, help them identify and locate people and institutions they might write and send persuasive letters to. Consider sending letters to school or community newspapers or people in official capacities, or publishing the students' writing on websites or blogs. (You can search for websites that publish student writing using the keywords "publishing student writing.") If the pieces are to be mailed, you might teach the students how to write a brief cover letter to accompany them.

Teacher Note

For information about wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 585.

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Open Day Writing Throughout the Week

Write Letters Home About Opinion Writing

Have the students each write a letter home about what they learned about opinion writing. Stimulate their thinking by discussing questions such as:

- Q *What is special about opinion writing?*
- Q *Why might you do this kind of writing?*
- Q *What steps did you go through to develop and publish your opinion piece?*
- Q *What is one thing about your published piece that makes you proud?*

Encourage the students to include the five parts of a friendly letter in their letters and to proofread for spelling, punctuation, and capitalization. Send the letters home along with copies of the students' published pieces and this unit's family letter.

Write More Opinion Pieces

Have the students write new opinion pieces about ideas from the "Opinions We Can Write About" chart, as well as the "I know you think I should . . ." and "I know you don't think I should . . ." charts, or write about any opinions they wish. Encourage them to write an opening sentence that expresses their opinions, to give several good reasons to support their opinions, to use linking words to connect their reasons to their opinions, and to write a closing sentence that restates their opinions.

Share Opinion Pieces from the Author's Chair

Repeat the procedure in Day 4 to provide another opportunity for the students to share their published opinion pieces from the Author's Chair.

At the end of each reading, facilitate a discussion using questions like those that follow, and give the author an opportunity to respond to the class's comments and questions:

- Q *What did you learn about [eating healthy foods] from [Marisol's] piece?*
- Q *Do you agree or disagree with [Marisol's] opinion? Why?*
- Q *Were you persuaded to change your mind after hearing [Marisol's] piece? Why or why not?*
- Q *What questions can we ask [Marisol] about what she wrote?*

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End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 7. Partners will stay together for Unit 8.
- Send home with each student a copy of the student's published piece and a copy of this unit's family letter (BLM1). Encourage the students to share their published pieces with their families.
- Save the students' published writing (or copies of it) to use for reflection and discussion in Unit 8.

Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 118 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze his writing using the "Student Self-assessment" record sheet (SA1) on page 117 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment' " on page 277.

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Unit 8

Revisiting The Writing Community

During this one-week unit, the students reflect on what they enjoyed about writing this year and on their growth as writers and members of the writing community. They think about writing they might do during the summer and learn more about the writing habits of professional authors. They reflect on how they built a caring community of writers and write letters to next year's class about how to work well together. They consider their relationships to others, build on one another's thinking, and express interest in and appreciation for one another's writing.



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Unit 8 Revisiting the Writing Community

RESOURCES

Read-aloud

- "Writing Habits of Professional Authors"

Technology Extension

- "Publish Student Writing Online"

Extensions

- "Compare Beginning- and End-of-year Writing Samples"
- "Write a Shared Letter Home About Summer Writing"

Assessment Resource Book

- Unit 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Conference Notes" record sheet (CN1)
- "Social Skills Assessment Record" sheet (SS1)
- "End-of-year Writing Sample Record" sheet (WS2)

Reproducible

- Unit 8 family letter (BLM1)

Professional Development Media

- "Using Web-based Teaching Resources" tutorial (AV75)

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OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Reflecting on Writing** **Focus:** ▪ Discussing what they liked about the writing lessons ▪ Writing about the writing lessons ▪ Sharing writing from the Author's Chair	**Reflecting on Writing** **Focus:** ▪ Rereading their writing and selecting favorite pieces ▪ Reflecting on how their writing has changed ▪ Sharing writing from the Author's Chair	**Planning for Summer Writing:** "Writing Habits of Professional Authors" **Focus:** ▪ Learning about the writing habits of professional authors ▪ Making plans for writing during the summer	**Reflecting on Community** **Focus:** ▪ Discussing working well with others ▪ Writing letters to next year's class about how to work well together	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing letters home about summer writing ▪ Writing letters to third-grade teachers ▪ Sharing writing from the Author's Chair

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Week 1 OVERVIEW



"Writing Habits of Professional Authors"

(see page 609)

Four writers discuss habits that help them write.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Conference Notes" record sheet (CN1)
- "Social Skills Assessment Record" sheet (SS1)
- "End-of-year Writing Sample Record" sheet (WS2)

Reproducible

- Unit 8 family letter (BLM1)

Professional Development Media

- "Using Web-based Teaching Resources" tutorial (AV75)

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Writing Focus

- Students write about what they liked about the writing lessons this year.
- Students reflect on their growth as writers.
- Students learn about the writing habits of professional authors.
- Students plan their summer writing.
- Students write letters to next year's class about the writing community.

Social Development Focus

- Students reflect on the writing community.
- Students reflect on their relationships to others.
- Students build on one another's thinking.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ If you used the "Conference Notes: Focus 1" record sheet (CN1) from Unit 1 (see page 13 of the *Assessment Resource Book*) as a survey of the students' goals and interests, you might review the students' responses to those questions prior to beginning your independent writing conferences this week. Have the completed record sheets available to refer to during your conferences.

✓ Prior to Day 1, display a few of the read-aloud books that the students have heard during the program this year. Also display any class books of student writing you have from the year.

✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA1) on page 134 of the *Assessment Resource Book*.

✓ Prior to Day 2, gather the three pieces of each student's writing that you collected from the beginning, middle, and end of the year. (See "About Collecting Samples of Student Writing" on page 596.)

✓ Prior to Day 2, make a class set of the "Conference Notes" record sheet (CN1) on page 135 of the *Assessment Resource Book*.

(continues)

TEACHER AS WRITER

"Growth is exciting; growth is dynamic and alarming. Growth of the soul, growth of the mind."
— Vita Sackville-West

Reflect this week on your development as a writer and teacher of writing. What growth have you observed in yourself as a writer and writing teacher? In what ways do you hope to grow in the future? Jot down your thoughts and feelings in your notebook.

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DO AHEAD *(continued)*

- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student's notebook(s) and any published pieces you have collected.
- ✓ (Optional) Prior to beginning Unit 8, plan a time to obtain an end-of-year writing sample from your students. For more information, see "Beginning- and End-of-year Writing Samples" on page ix of the *Assessment Resource Book*. If you collected a beginning-of-year writing sample, your students can compare the two pieces of writing in the extension "Compare Beginning- and End-of-year Writing Samples" on page 599.

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Reflecting on Writing

Day 1

In this lesson, the students:

- Discuss what they liked about the writing lessons this year
- Write about the writing lessons
- Imagine and discuss how others might feel
- Ask one another questions about their writing

Materials

- Read-aloud books from earlier in the program
- Class books of student writing
- "Class Assessment Record" sheet (CA1)
- Author's Chair

GETTING READY TO WRITE

1 Discuss the Goals for the Week

Gather the class with partners sitting together, facing you. Explain that during this last week of the program the students will think about what they have enjoyed about writing this year and how they have grown as writers and as members of the writing community. Explain that they will also talk about writing they might do this summer.

Teacher Note

You will not assign new partners this week. Have the students work with their Unit 7 partners or with other students sitting near them.

2 Discuss What the Students Liked About Writing

Review that during the writing lessons this year the students did many things that helped them become stronger writers. Direct their attention to the display of read-aloud books. Remind them that they heard many examples of good writing and learned where authors get ideas and what they do to make their writing interesting and fun to read. Read two or three of the titles aloud and briefly talk about each book.

> **You might say:**
>
> "We read *'Let's Get a Pup!' Said Kate* and found out that authors tell more in their stories by adding details that help us imagine and get to know the characters better. We also read *Kate & Pippin* and learned that authors of nonfiction write about topics that interest them, ask themselves questions, look for answers, and write about what they find out."

Point to any of the class books you have displayed and remind the students that they wrote many stories, nonfiction pieces, letters, opinion pieces, and poems this year. Read a few of the titles aloud.

Review that the students also worked with many different partners, talking about their ideas, helping each other improve their writing, and sometimes writing together. They also shared their writing with one another from the Author's Chair.

Use "Think, Pair, Share" to discuss:

Q *What did you like best about the writing lessons this year?* [pause] *Turn to your partner.*

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After a moment, have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I liked writing fiction stories, especially ones about aliens."
>
> "I liked writing poems and making up funny words."
>
> "I think talking with my partner was the best thing."
>
> "Author's Chair sharing was my favorite part."

3 Think Before Writing

Explain that today the students will write about what they liked best about the writing lessons this year. Remind the students that this year they learned that good writers think about what they will write before they begin writing. Ask:

Q *What will you write about during Writing Time today? Turn to your partner.*

Explain that after Writing Time, the students will have a chance to share their writing from the Author's Chair.

WRITING TIME

4 Write About the Writing Lessons

Have the students return to their seats and write in their notebooks for 15–20 minutes about what they liked best about the writing lessons this year.

Encourage any student who finishes early to tell more by adding to his writing. As the students work, walk around the room and observe them, assisting as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students writing with confidence and enthusiasm?
- Does their writing make sense?
- Do they add to their writing to tell more?
- Do they capitalize and punctuate sentences correctly?
- Do they capitalize proper nouns and the pronoun *I*?
- Do they approximate spelling and use the word wall?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 134 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

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SHARING AND REFLECTING

5 Reflect on How Others Might Feel

Have the students bring their notebooks and gather, facing the Author's Chair. Explain that some of them will share their writing from the Author's Chair today. Ask and briefly discuss:

Q *What can we do to be a respectful audience when someone is sharing?*

Q *How do you think that will make the author feel?*

> **Students might say:**
>
> "We can listen."
>
> "We can tell the author what we liked about her writing."
>
> "It will make the author feel happy."

6 Share from the Author's Chair

Call on a student to share her writing from the Author's Chair. After the student has shared, allow her to call on two or three students who would like to comment on or ask questions about her writing. If students do not raise their hands to comment, raise your hand, comment about the author's writing, and then ask:

Q *What did you find out by listening to [Madison's] writing?*

Q *What questions can we ask [Madison] about her writing?*

As volunteers respond, encourage them to direct their comments to the author. Follow this same procedure to have more students share from the Author's Chair.

7 Reflect on Author's Chair Sharing

Ask and briefly discuss:

Q *What did you do to show the authors who shared today that you were interested in their writing?*

Q *What problems did we have? What can we do next time to avoid those problems?*

Explain that tomorrow the students will think more about the writing they have done this year.

SOCIAL SKILLS ASSESSMENT NOTE

During this final week of the program, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1); see page 138 of the *Assessment Resource Book*. Compare your notes from the fall, winter, and spring, and evaluate each student's social skill development over the course of the year.

Teacher Note

More students will have an opportunity to share from the Author's Chair on Day 2.

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Teacher Note

You might have the students share the pieces they chose with a parent volunteer who can then help them publish their writing online.

Technology Tip

To learn more about Internet resources you can use with students, view the "Using Web-based Teaching Resources" tutorial (AV75).

TECHNOLOGY EXTENSION

Publish Student Writing Online

Have the students look through their finished pieces. Invite each student to choose one piece to publish online for family members and friends to read. There are a number of websites where the students can safely publish their writing online; search for them using the keywords "publishing student writing online."

Day 2 Reflecting on Writing

Materials

- 3 samples of each student's writing, prepared ahead
- Author's Chair
- Class set of "Conference Notes" record sheets (CN1)

In this lesson, the students:

- Review some pieces of writing from this year and select favorite pieces to share
- Ask one another questions about their writing
- Reflect on how they benefit from the writing community
- Write freely

ABOUT COLLECTING SAMPLES OF STUDENT WRITING

Today the students will reread three pieces they wrote this year. They will think about how their writing has changed and how they have grown as writers. Select final versions of pieces from the beginning, middle, and end of the year that clearly illustrate growth in the students' writing. If possible, use the same pieces for all of the students. For example, you might select the stories about places they like to go from Unit 1, the published fiction pieces from Unit 3, and the published poems from Unit 6.

GETTING READY TO SHARE

Teacher Note

If you collected beginning- and end-of-year writing samples, you might have your students complete the extension "Compare Beginning- and End-of-year Writing Samples" (see page 599) rather than doing Steps 1 and 2.

1 Read and Select Favorite Pieces of Writing

Have the students sit at desks with partners together. Remind them that yesterday they wrote about what they liked best about the writing lessons this year. Explain that today they will look at some of the writing they did this year and think about how they have changed and grown as writers.

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Tell the students that you will give each of them three pieces of their own writing—one from the beginning of the year, one from the middle of the year, and one they wrote recently. Explain that you would like the students to read their three pieces quietly to themselves; then each student will decide which piece he likes best and why.

Distribute the pieces, briefly describe each piece, and give the students time to read them. Then ask:

Q *Which piece of writing do you like the best and why? Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I like the piece I wrote about the place I like to go. I still like to go there."
>
> "I like the fiction story I wrote because it has lots of good details."
>
> "I like the poem I wrote about the tree in the courtyard. I used interesting words like 'sparkly wet leaves' and 'rough brown trunk.' "

2 Think About How the Students' Writing Has Changed

Remind the students that they have examples of their writing from the beginning, middle, and end of the year. Ask them to read their three pieces again and see what they notice about how their writing has changed during the year.

Give the students a few minutes to reread their writing. Then ask:

Q *What do you notice about how your writing has changed this year? Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I didn't write very much at the beginning of the year. Now I write a lot more."
>
> "I write more details in my stories and poems now, so people can picture them in their minds."
>
> "I didn't know how to write poems before. Now I do."
>
> "I know how to spell more words, and I know how to use an exclamation point."

Share some of your own observations about changes you have noticed in the students' writing and how they have grown as writers.

> **You might say:**
>
> "I've noticed that you write much more now than you did at the beginning of the year and that you use descriptive words in your writing. I've also noticed that you have many good writing ideas and that you use ideas you've collected in your notebooks. In addition, I've noticed that you now write fiction, nonfiction, letters, poems, and opinion pieces."

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Tell the students that you appreciate the hard work they have done this year to become stronger writers.

SHARING AND REFLECTING

3 Prepare to Share from the Author's Chair

Have the students bring the writing they selected and gather, facing the Author's Chair. Explain that they will share their favorite pieces of writing from the Author's Chair. Ask and briefly discuss:

Q *How can authors who share today help us hear their writing?*

Q *Why is it important to help the audience hear what you've written?*

Tell the students to keep these ideas in mind as they share their writing from the Author's Chair today.

4 Share Favorite Pieces from the Author's Chair

Call on a student to share his writing from the Author's Chair. After the student has shared, allow him to call on two or three students who would like to comment on or ask questions about his writing. If necessary, ask:

Q *What did you find out by listening to [Terry's] writing?*

Q *What questions can we ask [Terry] about his writing?*

As volunteers respond, encourage them to direct their comments to the author. Follow this same procedure to have more students share from the Author's Chair. If there is not enough time for all of the students to share, tell them that the remaining students will share at another time.

Teacher Note

If necessary, plan more sharing time so all of the students have an opportunity to share their writing from the Author's Chair.

5 Reflect on the Writing Community

Ask and briefly discuss:

Q *What do you like about sharing your writing with the writing community?*

Q *How does sharing your writing with the writing community help you to become a stronger writer?*

Explain that tomorrow the students will think about writing they might do this summer.

FREE WRITING TIME

6 Write Freely

Explain that the students will now have time to write freely. Ask and discuss:

Q *What is something you might write about today?*

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Have the students return to their seats and write freely. As the students write, begin conferring with individual students.

TEACHER CONFERENCE NOTE

You may wish to confer with individual students one last time during this unit using the student's favorite piece as the topic of the conference. Ask each student to show you his favorite piece of writing and briefly tell you about it. Help the student think about what it was like to write this piece and how he has grown as a writer this year. Ask the student questions such as the following and record his responses:

- Q *What do you remember about working on this piece?*
- Q *What did you like best about writing this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *How do you think you have changed as a writer this year?*
- Q *What are some things you might want to write about this summer?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 135 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

EXTENSION

Compare Beginning- and End-of-year Writing Samples

Remind the students that at the beginning of the year they each wrote a story about a time in their lives that made them very happy, and that they recently wrote another story about the same topic. Explain that today they will look at the stories they wrote to see what they notice about how their writing has changed during the year.

Distribute each student's beginning- and end-of-year writing samples. Give the students a moment to look at and compare their pieces and see what they notice about how their writing has changed during the year. Ask the students to think to themselves as they listen to the questions that follow. Ask the questions one at a time, pausing after each question to give the students time to think.

Teacher Note

As you confer, you might compare the student's responses to the questions on the "Conference Notes: Focus 1" record sheet (CN1) from Unit 1 with his responses to the questions on the "Conference Notes" record sheet (CN1) from this unit. You may wish to share with the student some changes you have noticed in his writing and ask him what led to those changes.

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Q *What do you notice about your writing from the beginning of the year? What do you notice about your writing from the end of the year?*

Q *What kinds of words did you use at the beginning of the year? What kinds of words do you use now?*

Q *How do you think you have changed as a writer this year?*

Have a few students share their thinking with the class.

> **Students might say:**
>
> "I proofread my writing now to make sure my spelling and punctuation are as correct as possible."
>
> "I write words that help my readers make pictures in their minds."
>
> "At the beginning of the year, I didn't know what to write about. Now I have lots of ideas."

Encourage the students to continue writing as much as they can this summer and to focus on enjoying their own writing.

Day 3 Planning for Summer Writing

Materials

- "Writing Habits of Professional Authors" (see page 609)
- A highlighter or marker for each student

In this lesson, the students:

- Learn about the writing habits of professional authors
- Plan for summer writing
- Ask one another questions about their writing
- Get ideas by listening to one another

GETTING READY TO WRITE

1 Identify and List Summer Writing Topics

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you.

Review that this week the students looked back at their writing experiences and thought about the things they enjoyed about writing and how they have grown as writers this year. Explain that today they will look ahead and plan how they will keep writing this summer.

Ask the students to open to the writing ideas section of their notebooks and review the ideas they have listed. Use "Think, Pair, Share" to discuss:

Q *What are some ideas on your list that you didn't write about this year that you are still interested in writing about?* [pause] *Turn to your partner.*

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Distribute a highlighter or marker to each student, and explain that you would like them to highlight or mark the ideas they might write about this summer. Allow a few minutes for them to do so; then ask:

Q *What else could you write about this summer? Turn to your partner.*

Without discussing as a class, have the students turn to the next empty page in the writing ideas section and jot down any new ideas they have for their summer writing. If the students struggle to think of new ideas, support them by asking questions such as:

Q *What is something you like to do that you might write about?*

Q *What do you wonder about third grade? What might you write about that?*

Q *Who is someone you might write a letter to?*

Q *What do you hope to do this summer? What might you write about that?*

When most students have finished writing, ask and discuss as a class:

Q *What are some things you might write about this summer?*

Q *Why do you think it is important to keep writing during the summer?*

> **Students might say:**
>
> "It's important to keep writing so we won't forget how to be good writers."
>
> "I agree with [Justin] and in addition, it will help us get even better at writing."
>
> "There's a lot to write about in the summer."

2 Read and Discuss Authors' Writing Habits

Explain that many authors have daily habits that help them keep writing. They might have a special time or place they write, and they might write for a certain length of time. Sometimes they use particular materials, like a favorite kind of pen or paper. Explain that today you will read what four professional authors have to say about their writing habits. Ask the students to think about what kinds of writing habits might help them keep writing at home during the summer.

Read "Writing Habits of Professional Authors" (see page 609) aloud, clarifying vocabulary as you read.

Suggested Vocabulary

teak: wood

legal pads: sheets of writing paper

draftsman lamp: lamp used by someone who draws plans for buildings, ships, airplanes, or machines

limber: easily bent, flexible

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Ask and briefly discuss:

Q *What writing habits help these authors?*

Q *What habits might help you write this summer?*

If the students struggle to answer the question, stimulate their thinking by asking questions such as:

Q *How often might you write this summer?*

Q *What time of day might you write?*

Q *Where might you write?*

Q *What writing materials might you use?*

WRITING TIME

3 Write About Writing Habits

Explain that during Writing Time today, the students will write about what they will do to help them continue writing this summer. Encourage them to write about specific habits they want to establish, such as where and when they will write, how often and for how long, and what writing materials they will use.

Tell them that if they finish early, they may add to their lists of topics to write about this summer in the writing ideas section of their notebooks, or they may choose one of those ideas and write about it.

Have the students return to their seats and write silently for 20–25 minutes. When the students have settled into their writing, begin conferring with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students this week using the student's favorite piece as the topic of the conference. Ask each student to show you her favorite piece of writing and briefly tell you about it. Help the student think about what it was like to write this piece and how she has grown as a writer this year. Ask the student questions such as the following and record her responses:

Q *What do you remember about working on this piece?*

Q *What did you like best about writing this year?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

(continues)

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TEACHER CONFERENCE NOTE *(continued)*

Q *What do you do best as a writer?*

Q *How do you think you have changed as a writer this year?*

Q *What are some things you might want to write about this summer?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 135 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Plans for Summer Writing

Ask the students to quietly reread what they wrote today and each choose a sentence that tells one thing he will do to help him write this summer. Give the students a moment to select their sentences, and then have each student read his sentence aloud to the class, without comment.

When all of the students have read their sentences, ask and briefly discuss as a class:

Q *What ideas did you hear that you want to add to your summer writing plans?*

Q *What questions do you want to ask a classmate about the sentence he or she shared?*

Give the students a moment to add any new ideas to their notebooks, if they wish. Encourage them to continue writing as much as they can this summer and to focus on enjoying their own writing.

EXTENSION

Write a Shared Letter Home About Summer Writing

To further promote summer writing, consider writing a shared letter to the students' families that explains the importance of summer writing and encourages them to create time for their children to write during the summer. Make copies of the letter to send home with each student.

Teacher Note

As you confer, you might compare the student's responses to the questions on the "Conference Notes: Focus 1" record sheet (CN1) from Unit 1 with her responses to the questions on the "Conference Notes" record sheet (CN1) from this unit. You may wish to share with the student some changes you have noticed in her writing and ask her what led to those changes.

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Day 4 Reflecting on Community

Materials

- Unlined chart (WA1)
- Loose, lined paper or stationery for each student
- Copy of this unit's family letter (BLM1) for each student

Teacher Note

If you are teaching the *Making Meaning* reading comprehension program from the Center for the Collaborative Classroom, some questions in this lesson are similar to those asked in the final unit of the *Making Meaning* program. Read the lessons in both programs and decide if you want to teach them separately or combine them into one experience for the students. It is not necessary to ask the same questions in both lessons.

In this lesson, the students:

- Reflect on how they worked together to build the writing community
- Write letters to next year's class about working well together
- Thank one another for their work together this year

GETTING READY TO WRITE

1 Introduce Writing About the Writing Community

Gather the class with partners sitting together, facing you. Remind the students that they have worked hard this year to build a caring writing community. Explain that today they will each write a letter to next year's second-grade class about how to work together during the writing lessons. Tell the students that next year's second-graders can read the letters and learn what they can do to build a caring writing community.

2 Generate Ideas to Include in Letters

Display the unlined chart (WA1) and write the title "Ideas for Letters to Second-graders." Use "Think, Pair, Share" to discuss:

Q *What advice would you give next year's second-grade class about working together during the writing lessons?* [pause] *Turn to your partner.*

Q *What do you want to tell them about the writing they will do?* [pause] *Turn to your partner.*

You may want to model a few ideas to stimulate the students' thinking and encourage them to phrase their ideas in a positive way.

> **You might say:**
>
> "It is polite to look at people when they are talking. It is also fun to share ideas with your partner."

For each question, have a few volunteers share their thinking with the class. As the students share, record their ideas on the chart.

> **Students might say:**
>
> "Look at people when they talk. That shows you are listening."
>
> "Take turns when you're talking with your partner. That way, both of you get a chance to talk."
>
> "You'll do lots of different kinds of writing, like fiction writing and poetry writing."

If necessary, prompt the students' thinking with questions such as:

Q *What is important to do when you work with a partner?*

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Q *What is important to do during a whole-class discussion?*

Q *What did we do this year to be good listeners?*

Q *What is something that you know next year's second-graders will enjoy about writing in second grade?*

WA1

Ideas for Letters to Second-graders

Turn and look at the person who is talking.

If you can't hear, ask the person who is talking to speak up.

Make sure you have everyone's attention before you talk.

Take turns with your partner.

Share your writing from the Author's Chair.

Have pair conferences.

Make your own books.

Explain that each student will write a letter to next year's second-graders during Writing Time today. Explain that these letters will be collected in a book titled *The Writing Community in Second Grade*, and that you will share the book with next year's class. Explain that the letters they write today will be the final versions, so the students should use their best handwriting and try to make their letters as free of errors as possible.

WRITING TIME

3 Write Letters to Next Year's Second-grade Class

Distribute lined writing paper or stationery to the students, and have them return to their seats. Have them work on their letters for 20–25 minutes. Remind them to look at the "Ideas for Letters to Second-graders" chart (WA1) to help them get ideas. When the students have settled into their writing, begin conferring with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students using the student's favorite piece as the topic of the conference. Ask each student to show you his favorite piece of writing and briefly tell you about it. Help the student think about what it was like to write this piece and how he has grown as a writer this year. Ask the student questions such as the following and record his responses:

Q *What do you remember about working on this piece?*

(continues)

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TEACHER CONFERENCE NOTE *(continued)*

- Q *What did you like best about writing this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *How do you think you have changed as a writer this year?*
- Q *What are some things you might want to write about this summer?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 135 of the *Assessment Resource Book*.

Teacher Note

As you confer, you might compare the student's responses to the questions on the "Conference Notes: Focus 1" record sheet (CN1) from Unit 1 with his responses to the questions on the "Conference Notes" record sheet (CN1) from this unit. You may wish to share with the student some changes you have noticed in his writing and ask him what led to those changes.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Letters in Pairs

Have the students bring their letters and gather with partners sitting together, facing you. Have partners read their letters to each other; then signal for the students' attention. Ask and discuss:

- Q *How is your partner's letter similar to yours? How are the letters different?*

Collect the students' letters. Remind the students that you will compile their letters into a book titled *The Writing Community in Second Grade* and that you will share the book with next year's second-grade students in the fall.

5 Reflect on Growth as Caring Community Members

Share some observations about the ways your students have grown as members of the writing community this year.

> **You might say:**
>
> "I remember that at the beginning of the year some people didn't always listen to their partners when they shared ideas. Now I see you looking at your partners and nodding when you share your thinking. That shows me that you have learned how to listen respectfully to each other. I also remember that some people had trouble working quietly during Writing Time at the beginning of the year. Now you get to work right away and write silently the entire time."

Then ask:

- Q *What else have you done to be a caring member of our writing community?*

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Encourage the students to continue to write over the summer and to become caring members of their classroom writing communities next year. Have the students take a moment to thank one another for their work together during the writing lessons this year.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 608.

Writing Throughout the Week

Open Day

Write Letters Home About Summer Writing

Have the students each write a letter home about the importance of summer writing and the habits they want to have to help them keep writing during the summer. Stimulate their thinking by discussing questions such as:

- Q *Why do you think it's important to keep writing during the summer?*
- Q *What habits do you want to have to help you keep writing?*
- Q *What are some things you might write about this summer?*

Encourage the students to include the five parts of a friendly letter in their letters and to proofread for spelling, punctuation, and capitalization. Send the letters home along with this unit's family letter.

Alternatively, you might have the students write letters to themselves, describing their summer writing plans. Have them put their letters into envelopes and write their home addresses on the envelopes. Mail the letters so that the students receive them a few weeks after summer vacation begins.

Write Letters to Third-grade Teachers

Remind the students that earlier they wrote letters to next year's second-grade class. Have the students each write a letter to their third-grade teacher that introduces themselves as writers and tells their teachers what they are looking forward to writing and learning about during writing lessons next year. Ask and briefly discuss questions such as:

- Q *What do you do best as a writer?*
- Q *What parts of your writing would you like to improve?*
- Q *What kinds of writing are you excited to do next year?*
- Q *What are you looking forward to learning about writing next year?*

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Share Writing from the Author's Chair

Provide another opportunity for the students to share their writing about what they liked best about writing this year. After each student has shared, allow her to call on two or three students who would like to comment on or ask questions about her writing. If necessary, ask:

Q *What did you find out by listening to [Yelena's] writing?*

Q *What questions can we ask [Yelena] about her writing?*

End-of-unit Considerations

Wrap Up the Unit

- Send home with each student a copy of this unit's family letter (BLM1) along with the student's published pieces and writing notebook. Encourage the students to share their writing with their families.

Assessments

- (Optional) If you obtained end-of-year writing samples, you might want to reflect on each student's writing using the "End-of-year Writing Sample Record" sheet (WS2) on page 132 of the *Assessment Resource Book*. For more information on analyzing the writing samples, see "Beginning- and End-of-year Writing Samples" on page ix of the *Assessment Resource Book*. If you collected beginning-of-year writing samples, you might assess each student's growth as a writer by comparing your comments on the "Beginning-of-year Writing Sample Record" sheet (WS1) with your comments on the "End-of-year Writing Sample Record" sheet (WS2).

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Writing Habits of Professional Authors

". . . I try to write every day. It's like physical exercise . . . if you just do it once a week, it's not going to be as good as if you do it every day . . ."

— Max Apple

"I generally write for three or four hours at a sitting, mornings as a rule."

— Saul Bellow

"Have some sort of private place to work in. Put up a sign to keep from being interrupted. Mine says: 'PLEASE, do *not* knock, do *not* say hello or goodbye, do *not* ask what's for dinner, do *not* disturb me unless the police or firemen have to be called.'"

— Judith Krantz

"I have a nice teak desk, long and wide, on which I keep special things: crisp new legal pads and No. 2 pencils with good rubber erasers that don't leave red smears; a dark blue draftsman lamp that twists and bends like a tall, limber skeleton; a small quartz clock that silently flicks the minutes . . . and an orange tomcat who lies on a blanket and snores."

— Gail Godwin

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Appendix A

GRADE 2 READ-ALOUD TEXTS

Week	Title	Author/Source	Format	Genre/Type
UNIT 1				
1	*Bigmama's*	Donald Crews	picture book	realistic fiction
2	"About Donald Crews"	James Preller	article	biography
3	*Shortcut*	Donald Crews	picture book	realistic fiction
3	*Night in the Country*	Cynthia Rylant	picture book	realistic fiction
4	*Miss Tizzy*	Libba Moore Gray	picture book	realistic fiction
5	*Dogs Don't Wear Sneakers*	Laura Numeroff	picture book	fiction
5	*Click, Clack, Moo: Cows That Type*	Doreen Cronin	picture book	fiction
5	*My Little Sister Ate One Hare*	Bill Grossman	picture book	fiction
6	*Harry and the Terrible Whatzit*	Dick Gackenbach	picture book	fiction
6	*The Little Old Lady Who Was Not Afraid of Anything*	Linda Williams	picture book	fiction
UNIT 2				
2	*I Will Never NOT EVER Eat a Tomato*	Lauren Child	picture book	fiction
3	*"Let's Get a Pup!" Said Kate*	Bob Graham	picture book	realistic fiction
3	*Sheila Rae, the Brave*	Kevin Henkes	picture book	fiction
4	*Alexander and the Terrible, Horrible, No Good, Very Bad Day*	Judith Viorst	picture book	realistic fiction
UNIT 3				
1	*Dogzilla*	Dav Pilkey	picture book	fiction
1	*Brave Charlotte*	Anu Stohner	picture book	fiction
1	*HONK! The Story of a Prima Swanerina*	Pamela Duncan Edwards	picture book	fiction
2	*Beardream*	Will Hobbs	picture book	legend
2	*Ducky*	Eve Bunting	picture book	fiction

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(continued)

Week	Title	Author/Source	Format	Genre/Type
UNIT 4				
1	*Kate & Pippin: An Unlikely Love Story*	Martin Springett	picture book	narrative nonfiction
1	"Q&A with Isobel Springett: The Photographer of *Kate & Pippin: An Unlikely Love Story*"	Center for the Collaborative Classroom	article	expository nonfiction
1 and 5	*How to Be a Friend: A Guide to Making Friends and Keeping Them*	Laurie Krasny Brown and Marc Brown	picture book	functional nonfiction
2	*Paper*	Chris Oxlade	chapter book	expository nonfiction
2	"Which Is Stronger?"	adapted from "Corrugated Paper" in *Super Science Experiments* by Muriel Mandell Sterling	functional text	expository nonfiction
2	"Suck It Up!"	Unknown	functional text	expository nonfiction
3–5	*Polar Lands*	Margaret Hynes	chapter book	expository nonfiction
3–4	*Polar Regions*	Melanie Waldron	chapter book	expository nonfiction
3–4	*Polar Animals*	Deborah Hodge	chapter book	expository nonfiction
UNIT 5				
1	*First Year Letters*	Julie Danneberg	picture book	realistic fiction
2	*Dear Baby: Letters from Your Big Brother*	Sarah Sullivan	picture book	realistic fiction
2	*Love, Lizzie: Letters to a Military Mom*	Lisa Tucker McElroy	picture book	realistic fiction
UNIT 6				
1	"Tree House"	Shel Silverstein	poem	poetry
1	"Boa Constrictor"	Shel Silverstein	poem	poetry
1	"The Coyote"	Douglas Florian	poem	poetry
1	"The Tiger"	Douglas Florian	poem	poetry
1	"Knoxville, Tennessee"	Nikki Giovanni	poem	poetry
1	"Lettuce"	Alma Flor Ada	poem	poetry
1	"Peaches"	Alma Flor Ada	poem	poetry
2	"My Baby Brother"	Mary Ann Hoberman	poem	poetry

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(continued)

Week	Title	Author/Source	Format	Genre/Type
2	"Wind Song"	Lilian Moore	poem	poetry
2	"Weather"	Aileen Fisher	poem	poetry
2	"Fish"	Mary Ann Hoberman	poem	poetry
3	"Clouds"	Christina G. Rossetti	poem	poetry
3	"Rain Poem"	Elizabeth Coatsworth	poem	poetry
3	"Buses"	Maxine Kumin	poem	poetry
UNIT 7				
1	*I Wanna Iguana*	Karen Kaufman Orloff	picture book	realistic fiction
1	*I Wanna New Room*	Karen Kaufman Orloff	picture book	realistic fiction
2	"An Argument for Pets: Good for the Animals"	Amanda Abel and Elizabeth Dunaway	editorial	essay
2	"An Argument Against Pets: Pets Cost Too Much"	BreAunna Gladmon	editorial	essay
2	"An Argument Against Pets: Animals Should Be Free"	Roshanda Harris and Franklin Sherman	editorial	essay
2	"An Argument for Pets: We Can Learn From Pets"	Blane Williamson and Orin Fussell	editorial	essay
UNIT 8				
1	"Writing Habits of Professional Authors"	various	excerpt	expository nonfiction

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Appendix B

READ-ALOUD TEXTS ACROSS THE GRADES

Kindergarten

Title	Author/Source
"Alligators Are Unfriendly"	Jack Prelutsky
"Blowing Bubbles" in *Read-Aloud Rhymes for the Very Young*	Margaret Hillert
"Chums" in *Read-Aloud Rhymes for the Very Young*	Arthur Guiterman
City Signs	Zoran Milich
Cookie's Week	Cindy Ward
"Crunch and Lick" in *Read-Aloud Rhymes for the Very Young*	Dorothy Aldis
"Fish" in *Read-Aloud Rhymes for the Very Young*	Mary Ann Hoberman
Freight Train	Donald Crews
"The Frog on the Log" in *Read-Aloud Rhymes for the Very Young*	Ilo Orleans
I Have Feelings	Bobbie Kalman
I Love My Hair!	Natasha Anastasia Tarpley
I Love School!	Philemon Sturges
I Want to Be a Chef	Dan Liebman
I Went Walking	Sue Williams
"Just Watch" in *Read-Aloud Rhymes for the Very Young*	Myra Cohn Livingston
Lunch	Denise Fleming
"Mice" in *Read-Aloud Rhymes for the Very Young*	Rose Fyleman
"The Meal" in *Read-Aloud Rhymes for the Very Young*	Karla Kuskin
My Favorite Bear	Andrea Gabriel
My Friends	Taro Gomi
Red Is a Dragon	Roseanne Thong
Round Is a Mooncake	Roseanne Thong
"Shore" in *Read-Aloud Rhymes for the Very Young*	Mary Britton Miller
"Somersaults" in *Read-Aloud Rhymes for the Very Young*	Jack Prelutsky
"The Squirrel" in *Read-Aloud Rhymes for the Very Young*	Anonymous
Titch	Pat Hutchins
"Toaster Time" in *Read-Aloud Rhymes for the Very Young*	Eve Merriam
Vegetables	Nancy Dickmann
What Happens at an Airport?	Amy Hutchings
When I Get Bigger	Mercer Mayer
When Sophie Gets Angry—Really, Really Angry . . .	Molly Bang
"Wide Awake" in *Read-Aloud Rhymes for the Very Young*	Myra Cohn Livingston
"Yellow Butter" in *Read-Aloud Rhymes for the Very Young*	Mary Ann Hoberman

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Grade 1

Title	Author/Source
All by Myself	Mercer Mayer
Bee	Karen Hartley and Chris Macro
Best Friends Sleep Over	Jacqueline Rogers
"Cat"	Mary Britton Miller
Chinatown	William Low
Chrysanthemum	Kevin Henkes
Daddy Calls Me Man	Angela Johnson
Down the Road	Alice Schertle
"Ears Hear"	Lucia and James L. Hymes, Jr.
Farmer Duck	Martin Waddell
Fire Trucks	Valerie Bodden
"First Snow"	Marie Louise Allen
Growing Vegetable Soup	Lois Ehlert
"Hide-and-Seek Shadow"	Margaret Hillert
I Love Animals!	Flora McDonnell
"Jump or Jiggle"	Evelyn Beyer
Knuffle Bunny: A Cautionary Tale	Mo Willems
"Lessie," "Riding on the Train," and "Rope Rhyme" in *Honey, I Love and Other Love Poems*	Eloise Greenfield
"The March Wind"	Anonymous
Meet my neighbor, the dentist	Marc Crabtree
Mouse Views: What the Class Pet Saw	Bruce McMillan
"My Puppy"	Aileen Fisher
"Our Washing Machine"	Patricia Hubbell
Reading Makes You Feel Good	Todd Parr
Sheep on a Ship	Nancy Shaw
"Showers"	Marchette Chute
"Sleeping Bag"	Kristine O'Connell George
The Snowy Day	Ezra Jack Keats
"Swimming"	Alice Higgins
"Swinging"	Kay Winters
Things I Like	Anthony Browne
"To Walk in Warm Rain"	David McCord
"Umbrellas"	Barbara Juster Esbensen
"Vegetables"	Meish Goldish
Wait and See	Robert Munsch
When I Grow Up . . .	Peter Horn
When I Was Five	Arthur Howard

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Grade 2

Title	Author/Source
"About Donald Crews"	James Preller
Alexander and the Terrible, Horrible, No Good, Very Bad Day	Judith Viorst
"An Argument Against Pets: Animals Should Be Free"	Roshanda Harris and Franklin Sherman
"An Argument Against Pets: Pets Cost Too Much"	BreAunna Gladmon
"An Argument for Pets: Good for the Animals"	Amanda Abel and Elizabeth Dunaway
"An Argument for Pets: We Can Learn From Pets"	Blane Williamson and Orin Fussell
Beardream	Will Hobbs
Bigmama's	Donald Crews
"Boa Constrictor"	Shel Silverstein
Brave Charlotte	Anu Stohner
"Buses"	Maxine Kumin
Click, Clack, Moo: Cows That Type	Doreen Cronin
"Clouds"	Christina G. Rossetti
"The Coyote"	Douglas Florian
Dear Baby: Letters from Your Big Brother	Sarah Sullivan
Dogs Don't Wear Sneakers	Laura Numeroff
Dogzilla	Dav Pilkey
Ducky	Eve Bunting
First Year Letters	Julie Danneberg
"Fish"	Mary Ann Hoberman
Harry and the Terrible Whatzit	Dick Gackenbach
HONK! The Story of a Prima Swanerina	Pamela Duncan Edwards
How to Be a Friend: A Guide to Making Friends and Keeping Them	Laurie Krasny Brown and Marc Brown
I Wanna Iguana	Karen Kaufman Orloff
I Wanna New Room	Karen Kaufman Orloff
I Will Never NOT EVER Eat a Tomato	Lauren Child
Kate & Pippin: An Unlikely Love Story	Martin Springett
"Knoxville, Tennessee"	Nikki Giovanni
"Let's Get a Pup!" Said Kate	Bob Graham
"Lettuce"	Alma Flor Ada
The Little Old Lady Who Was Not Afraid of Anything	Linda Williams
Love, Lizzie: Letters to a Military Mom	Lisa Tucker McElroy
Miss Tizzy	Libba Moore Gray

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Grade 2 *(continued)*

Title	Author/Source
"My Baby Brother"	Mary Ann Hoberman
My Little Sister Ate One Hare	Bill Grossman
Night in the Country	Cynthia Rylant
Paper	Chris Oxlade
"Peaches"	Alma Flor Ada
Polar Animals	Deborah Hodge
Polar Lands	Margaret Hynes
Polar Regions	Melanie Waldron
"Q&A with Isobel Springett: The Photographer of *Kate & Pippin: An Unlikely Love Story*"	Center for the Collaborative Classroom
"Rain Poem"	Elizabeth Coatsworth
Sheila Rae, the Brave	Kevin Henkes
Shortcut	Donald Crews
"Suck It Up!"	Unknown
"The Tiger"	Douglas Florian
"Tree House"	Shel Silverstein
"Weather"	Aileen Fisher
"Which Is Stronger?"	adapted from "Corrugated Paper" in *Super Science Experiments* by Muriel Mandell Sterling
"Wind Song"	Lilian Moore
"Writing Habits of Professional Authors"	various

Grade 3

Title	Author/Source
1-2-3 Draw Ocean Life	Freddie Levin
The ABCs of Endangered Animals	Bobbie Kalman
"About Eloise Greenfield"	James Preller; eduplace.com
"About Joanne Ryder"	James Preller
"About Judy Blume"	judyblume.com
"About Kevin Henkes"	kevinhenkes.com
Are You a Dragonfly?	Judy Allen
Atlantic	G. Brian Karas
"Autumn Leaves"	Eve Merriam
"Believing in Myself"	Joshua Jay L., age 10
"Bottlenose Dolphin"	Deborah Zemke
Boundless Grace	Mary Hoffman

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Grade 3 *(continued)*

Title	Author/Source
Cherries and Cherry Pits	Vera B. Williams
"Chores" and "John and the Snake" in *Childtimes: A Three-Generation Memoir*	Eloise Greenfield and Lessie Jones Little
"Computers in Our Classrooms"	Center for the Collaborative Classroom
"Don't Change Our Start Time"	Center for the Collaborative Classroom
"First Day of School"	Jennifer, age 10
"Fresh Pop-Corn"	Laura Purdie Salas
"Galoshes"	Rhoda Bacmeister
Grandma's Records	Eric Velasquez
Grandpa's Face	Eloise Greenfield
Hello Ocean	Pam Muñoz Ryan
"Hotel Swimming Pool's Evening Lament"	Stefi Weisburd
"How I Saved a Dog's Life"	Kate, age 7
"Ice Cubes"	Joan Bransfield Graham
If You Were a Writer	Joan Lowery Nixon
In November	Cynthia Rylant
Into the Sea	Brenda Z. Guiberson
"It's Raining!"	Heidi B. Roemer
I Wonder Why the Sea Is Salty	Anita Ganeri
Julius, the Baby of the World	Kevin Henkes
Kittens	Niki Walker and Bobbie Kalman
"More About Judy Blume"	Leonard S. Marcus; judyblume.com
My Father's Hands	Joanne Ryder
My Pet Puppy	Marilyn Baillie
"Oak's Introduction"	Kristine O'Connell George
Oceans and Seas	Nicola Davies
"Open Hydrant"	Marci Ridlon
A Pack of Wolves and Other Canine Groups	Anna Claybourne
The Pain and the Great One	Judy Blume
Panda Kindergarten	Joanne Ryder
The Paper Bag Princess	Robert Munsch
"The Polliwogs"	Douglas Florian
"Puzzle Sticks" in *Fun-To-Make Crafts for Every Day*	Tom Daning
"Rats Are the Coolest Pets"	Center for the Collaborative Classroom

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Grade 3 *(continued)*

Title	Author/Source
Reptiles	Tom Greve
Scarecrow	Cynthia Rylant
"School Should Start Later in the Morning"	Center for the Collaborative Classroom
She Come Bringing Me That Little Baby Girl	Eloise Greenfield
Silver Seeds	Paul Paolilli and Dan Brewer
"Sunning"	James S. Tippett
Tacky the Penguin	Helen Lester
Things Will Never Be the Same	Tomie dePaola
"Two Voices in a Tent at Night"	Kristine O'Connell George
Where Butterflies Grow	Joanne Ryder
"Which is the Best?"	James Stevenson
"Why You Should Get a Dog"	Center for the Collaborative Classroom

Grade 4

Title	Author/Source
"1, 2, 3 Dragon"	students at Germantown Academy, PA
1-2-3 Draw Cartoon People	Steve Barr
"About Allen Say"	Allen Say
"About Jane Yolen"	Jane Yolen
"About William Steig"	James Preller
Australia	Xavier Niz
The Bicycle Man	Allen Say
"Bike Helmets"	Center for the Collaborative Classroom
The Book of Cards for Kids	Gail MacColl
"Bugs Are Creepy"	Center for the Collaborative Classroom
"Carrot and Raisin Salad"	Judi Gillies and Jennifer Glossop
"Carrot Salad"	Angela Wilkes
"Catching Stars"	students at Germantown Academy, PA
"cow"	Valerie Worth
"Crickets"	Myra Cohn Livingston
The Day of Ahmed's Secret	Florence Parry Heide and Judith Heide Gilliland

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Grade 4 *(continued)*

Title	Author/Source
Desert Voices	Byrd Baylor and Peter Parnall
"Egg"	Kristine O'Connell George
Everything Reptile	Cherrie Winner
"Expressions"	Anna Milbourne
"Feeling Ill"	Michael Rosen
"First Days," "Hot Rolls," "Joe Louis," "Learning the Hard Way," and "Mama Sewing" in *Childtimes: A Three-Generation Memoir*	Eloise Greenfield and Lessie Jones Little
"The Fly Is In"	Shel Silverstein
"Helping Other Countries"	Center for the Collaborative Classroom
"I'm Much Too Tired to Play Tonight"	Jack Prelutsky
"I'm Sorry!"	Jack Prelutsky
"Insects Are Amazing"	Center for the Collaborative Classroom
"It Is Our Money and We Need It"	Center for the Collaborative Classroom
Kenya: A Question and Answer Book	Sara Louise Kras
"lawnmower"	Valerie Worth
"Little Things"	Sara Roberts
"Lullaby"	Kristine O'Connell George
"Making a character"	Anna Milbourne
Mexico	Colleen Sexton
"The Mirror"	Jijo Vilayanickal
Miss Rumphius	Barbara Cooney
"More About Allen Say"	Stephanie Loer
Morning on the Lake	Jan Bourdeau Waboose
Night of the Gargoyles	Eve Bunting
"Over My Toes"	Michael Rosen
Owl Moon	Jane Yolen
"Poet Quotes: What Is Poetry?"	various
Roxaboxen	Alice McLerran
"A Snake Named Moon" and "The Missing Moon" in *The Moon and I*	Betsy Byars
Sylvester and the Magic Pebble	William Steig
Tar Beach	Faith Ringgold
Tea with Milk	Allen Say
The Ultimate Fact Book	Andrew Wojtanik
"Up and Down"	Douglas Florian
A Visit to Italy	Rachael Bell
A Visit to Japan	Peter and Connie Roop

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Grade 4 *(continued)*

Title	Author/Source
"Windy Nights"	Rodney Bennett
Wizzil	William Steig
"Writing Habits of Professional Authors"	various

Grade 5

Title	Author/Source
"About Chris Van Allsburg"	Chris Van Allsburg
"About Jon Scieszka"	Leonard S. Marcus
"About Patricia Polacco"	Patricia Polacco
"Animal Experimentation Saves Lives"	Giovanny P.
"Animal Testing: Here Is the Truth"	Emma H.
Can It Rain Cats and Dogs?	Melvin and Gilda Berger
"Child Frightened by a Thunderstorm"	Ted Kooser
Extreme Earth Records	Seymour Simon
"fireworks"	Valerie Worth
"flamingo"	Valerie Worth
The Frog Prince, Continued	Jon Scieszka
"Gentle Sound of Rain"	Lee Emmett
Global Warming	Seymour Simon
"I Love the Look of Words"	Maya Angelou
I Wonder Why Penguins Can't Fly	Pat Jacobs
I Wonder Why The Sahara Is Cold At Night	Jackie Gaff
Knots in My Yo-yo String	Jerry Spinelli
Just a Dream	Chris Van Allsburg
"Lemonade" and "Backyard Bubbles"	Rebecca Kai Dotlich
The Lotus Seed	Sherry Garland
Meteor!	Patricia Polacco
Moira's Birthday	Robert Munsch
"More About Jon Scieszka"	Leonard S. Marcus
My Rotten Redheaded Older Brother	Patricia Polacco
Nothing Ever Happens on 90th Street	Roni Schotter
"On Helping Others"	Laia Mitchell
"On Respect"	Nick Maney
"Poet Quotes: What Is Poetry?"	various
"Porch Light"	Debra Chandra

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Grade 5 *(continued)*

Title	Author/Source
Rainforests	James Harrison
"School Uniforms"	Akinyi R. (student writing)
Scranimals	Jack Prelutsky
"The Sea"	Debra Chandra
"September"	John Updike
Still Firetalking	Patricia Polacco
The Summer My Father Was Ten	Pat Brisson
Sweet Music in Harlem	Debbie A. Taylor
The Sweetest Fig	Chris Van Allsburg
"Television: The Most Disparaged Resource of the Information Age"	Salmaan S. (student writing)
The True Story of the 3 Little Pigs!	Jon Scieszka
Uncle Jed's Barbershop	Margaree King Mitchell
"WARNING: Too Much TV Is Hazardous to Your Health"	TV-Turnoff Network; Center for Screen-Time Awareness
Water Dance	Thomas Locker
"Windshield Wiper"	Eve Merriam
The Wreck of the Zephyr	Chris Van Allsburg
"Writing Habits of Professional Authors"	various

Grade 6

Title	Author/Source
"A Paper Clip Trick"	Center for the Collaborative Classroom
A Teen Guide to Being Eco in Your Community	Cath Senker
"About Joan Aiken"	lib.usm.edu and indiebound.org
"About Kristi Holl"	Kristi Holl, edited by Sandy Asher
"About Louis Sachar"	louissachar.com
"April Rain Song"	Langston Hughes
Birmingham 1963: How a Photograph Rallied Civil Rights Support	Shelley Tougas
"Bring Naps, Recess, and the Arts Back to School"	Annie Murphy Paul
"Bull snake rattle"	Barbara Esbensen
"Do Not Raise the Driving Age to 18"	Center for the Collaborative Classroom
"Echoes Down the Rails"	Kristi Holl

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Title	Author/Source
"Excerpt from *I Am Malala: How One Girl Stood Up for Education and Changed the World*"	Malala Yousafzai
"Fireflies"	J. Patrick Lewis
"giraffe"	Valerie Worth
Goldilocks and Just One Bear	Leigh Hodgkinson
"How to Make a Friendship Bracelet"	Center for the Collaborative Classroom
"How to Make a Jumping Frog"	Center for the Collaborative Classroom
If the World Were a Village: A Book about the World's People	David J. Smith
"Losing Is Good for You"	Ashley Merryman
"Milk," "Journey," and "Mosquito"	Barry Yourgrau
"More About Louis Sachar"	louissachar.com
"My Mother's Hands"	Dan Feng Mei (student writing)
Mysterious Disappearances	John Townsend
"No Place I'd Rather Be"	Kristi Yamaguchi
"Ode to Pablo's Tennis Shoes"	Gary Soto
Ouch! The Weird & Wild Ways Your Body Deals with Agonizing Aches, Ferocious Fevers, Lousy Lumps, Crummy Colds, Bothersome Bites, Breaks, Bruises & Burns & Makes Them Feel Better!	Joe Rhatigan
"Pencils"	Barbara Esbensen
"Poet Quotes: What Is Poetry?"	various
Probuditi!	Chris Van Allsburg
Rattlesnake Mesa: Stories from a Native American Childhood	EdNah New Rider Weber
Sideways Stories from Wayside School	Louis Sachar
"Sleep Deprivation and Teens: 'Walking Zombies'"	Vicki Abeles and Abigail Baird, PhD
"Smells"	Kathryn Worth
Sneed B. Collard III's Most Fun Book Ever About Lizards	Sneed B. Collard III
"Spring Is"	Bobbi Katz
"Steam Shovel"	Charles Malam
Survival Challenge: Lost!	Stephanie Turnbull
Thank You, Mr. Falker	Patricia Polacco
"The Elves in the Shelves"	Joan Aiken

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Title	Author/Source
"The Minimum Driving Age Should Be Raised"	Rameysh Ramdas
"The pickety fence"	David McCord
The Secret Shortcut	Mark Teague
"The Sneeze"	Alex Roan
"The Stray"	Gary Soto
The Technology Behind Amazing Built Structures	Nicolas Brasch
The Technology Behind Everyday Appliances	Nicolas Brasch
"They're Made Out of Meat"	Terry Bisson
"Why Parents Should Push Their Kids to Play Team Sports"	Lisa Endlich Heffernan and Mary Dell Harrington
"Writing Habits of Professional Authors"	various
"You Can Talk About Your Hummingbirds"	Arnold Adoff

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Appendix C

SKILLS AND CONVENTIONS TABLES

Kindergarten Skills and Conventions

Skill/Convention	Unit 1: The Writing Community	Unit 2: Getting Ideas	Unit 3: Telling More	Unit 4: Just the Facts	Unit 5: Exploring Words Through Poetry	Unit 6: Opinion Writing	Unit 7: Revisiting the Writing Community
Draw pictures to tell stories	■	□					
Tell stories/ideas orally before writing		■	□	□	□	□	□
Label pictures using letters or words that relate to the writing		■	□	□	□	□	□
Write left-to-right and top-to-bottom		■	□	□	□	□	□
Use a word wall to spell high-frequency words		■	□	□	□	□	□
Use spaces between words		■	□	□	□	□	□
Write sentences		■	□	□	□	□	□
Capitalize the first letters of sentences		■	□	□	□	□	□
Use periods at the ends of sentences		■	□	□	□	□	□
Approximate spelling using letter-sound correspondence		■	□	□	□	□	□
Use frequently occurring prepositions			■	□	□	□	□
Add *-s* or *-es* to form plural nouns			■	□	□	□	□
Understand and use question words				■	□	□	□

■ skill introduced □ skill practiced

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Grade 1 Skills and Conventions

Skill/Convention	Unit 2: Getting Ideas	Unit 3: Telling More	Unit 4: Writing Stories About Me	Unit 5: Writing Nonfiction	Unit 6: Exploring Words Through Poetry	Unit 7: Opinion Writing	Unit 8: Revisiting the Writing Community
GRAMMAR AND USAGE							
Complete sentences	■	■					
Singular nouns						■	
Plural nouns						■	
Verbs	■				■		
Using nouns and verbs in sentences	■			■	■		
Declarative and interrogative sentences				□			
Common and proper nouns		□					
Present- and past-tense verbs		■			■		
Exclamatory sentences			□				
Adjectives					■		
Prepositions			■				
Pronouns	■	■					
PUNCTUATION AND CAPITALIZATION							
Commas in a series		■		■			
Conjunctions and commas in compound sentences			■			■	

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

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Grade 2 Skills and Conventions

Skill/Convention	Unit 1: The Writing Community	Unit 2: Telling More	Unit 3: Fiction	Unit 4: Nonfiction	Unit 5: Letter Writing	Unit 6: Poems and Words	Unit 7: Opinion Writing	Unit 8: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	■	■			■		■	
Declarative and interrogative sentences	■	■	□	■	■		■	
Exclamatory and imperative sentences	■	■	□		■		■	
Compound sentences					■			
Collective nouns			■					
Proper nouns	□	□		■			■	
Reflexive pronouns					■			
Adjectives			■			■	■	
PUNCTUATION AND CAPITALIZATION								
Commas in a series		□						
Commas in greetings and closing of letters					□			
Apostrophes in contractions	■							
Apostrophes in possessives				■				
Quotation marks			□					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

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Grade 3 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	☐	☐	☐	☐		☐		
Recognize and correct incomplete sentences		☐		☐		☐		
Compound sentences					■			
Complex sentences						■		
Singular and plural nouns		☐		☐				
Common and proper nouns	☐							
Subjects, objects, and pronouns				■				
Possessive pronouns		☐						
Verbs	■		☐					
Regular and irregular verbs			■					
Adjectives	■	☐				☐		
Comparative and superlative adjectives			☐	☐				
Adverbs			☐					
Comparative and superlative adverbs			☐					
PUNCTUATION AND CAPITALIZATION								
Words in titles	■		■					
Contractions		☐						
Commas in addresses		■	■	■	■		■	
Commas and quotation marks in dialogue			☐					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

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Grade 4 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	☐	☐	☐	☐		☐		
Recognize and correct sentence fragments		☐		☐				
Recognize and correct run-on sentences		☐	☐	☐		☐		
Singular, plural, and possessive nouns			■					
Subject and object pronouns			■					
Possessive pronouns			■					
Commonly misused words		☐						
Verbs	☐						☐	
Progressive verb tenses		☐	☐					
Adjectives and order of adjectives in sentences	☐		☐					
PUNCTUATION AND CAPITALIZATION								
Commas in dates, addresses, greetings, and closings of letters		■	■	■	■	■	■	■
Commas and quotation marks in dialogue and direct quotations			☐					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

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Grade 5 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	☐	☐	☐	☐		☐		
Compound sentences			☐	☐				
Recognize and correct fragments and run-on sentences		☐	☐	☐		☐		
Nouns and possessive nouns		■						
Possessive pronouns			■					
Verbs	■							
Perfect verb tenses		☐						
Shifts in verb tense		☐	☐					
Adjectives	☐							
Prepositions and prepositional phrases			☐					
Correlative conjunctions					☐			
PUNCTUATION AND CAPITALIZATION								
Commas in a series					☐			
Commas after introductory phrases and clauses						☐		
Commas to set off *yes* and *no*, tag questions, and nouns of direct address			■					
Commas and quotation marks in dialogue and direct quotations			☐					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

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Grade 6 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Argumentative Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	☐	☐	☐	☐		☐		
Compound sentences	☐	☐	☐	☐		☐		
Dependent and independent clauses	☐	☐	☐	☐		☐		
Combining sentences	■			■		■		
Recognize and correct sentence fragments and run-on sentences		☐	☐	☐		☐		
Subject and object pronouns			■					
Possessive and intensive pronouns			■					
Pronoun antecedents and noun-pronoun agreement			☐					
Verbs	☐							
Adjectives	☐							
Formal and informal English				☐		☐		
Consistency in style and tone				■		■		
PUNCTUATION AND CAPITALIZATION								
Commas, parentheses, and dashes to set off nonrestrictive/ parenthetical information		☐						
Punctuating dialogue			■	■		■		
Capitalizing and punctuating titles				☐		☐		
Commas and quotation marks in dialogue and direct quotations			☐					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

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The Collaborative Classroom

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—Eve Cheung, principal, K–6 elementary school

Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
800.666.7270
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Skill Practice Teaching Guide

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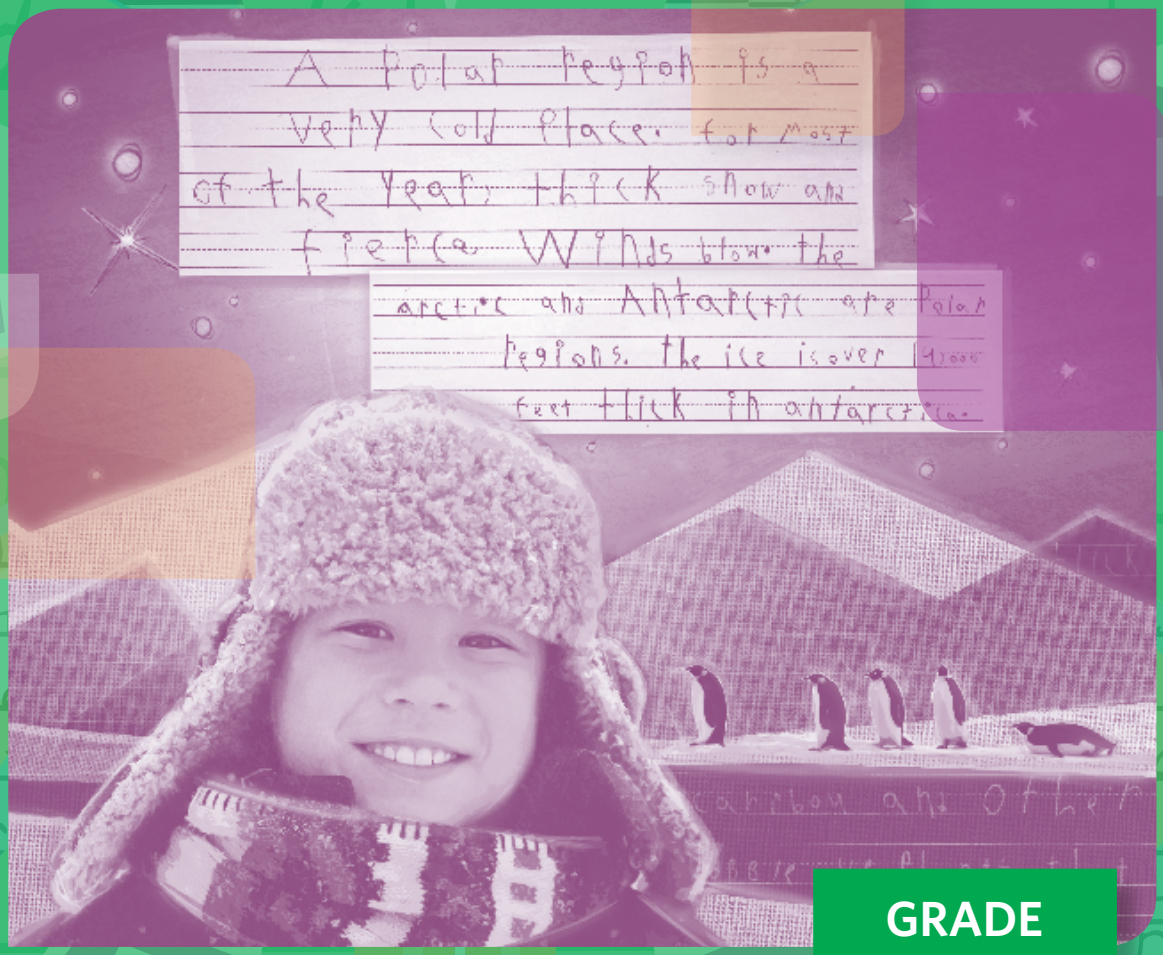

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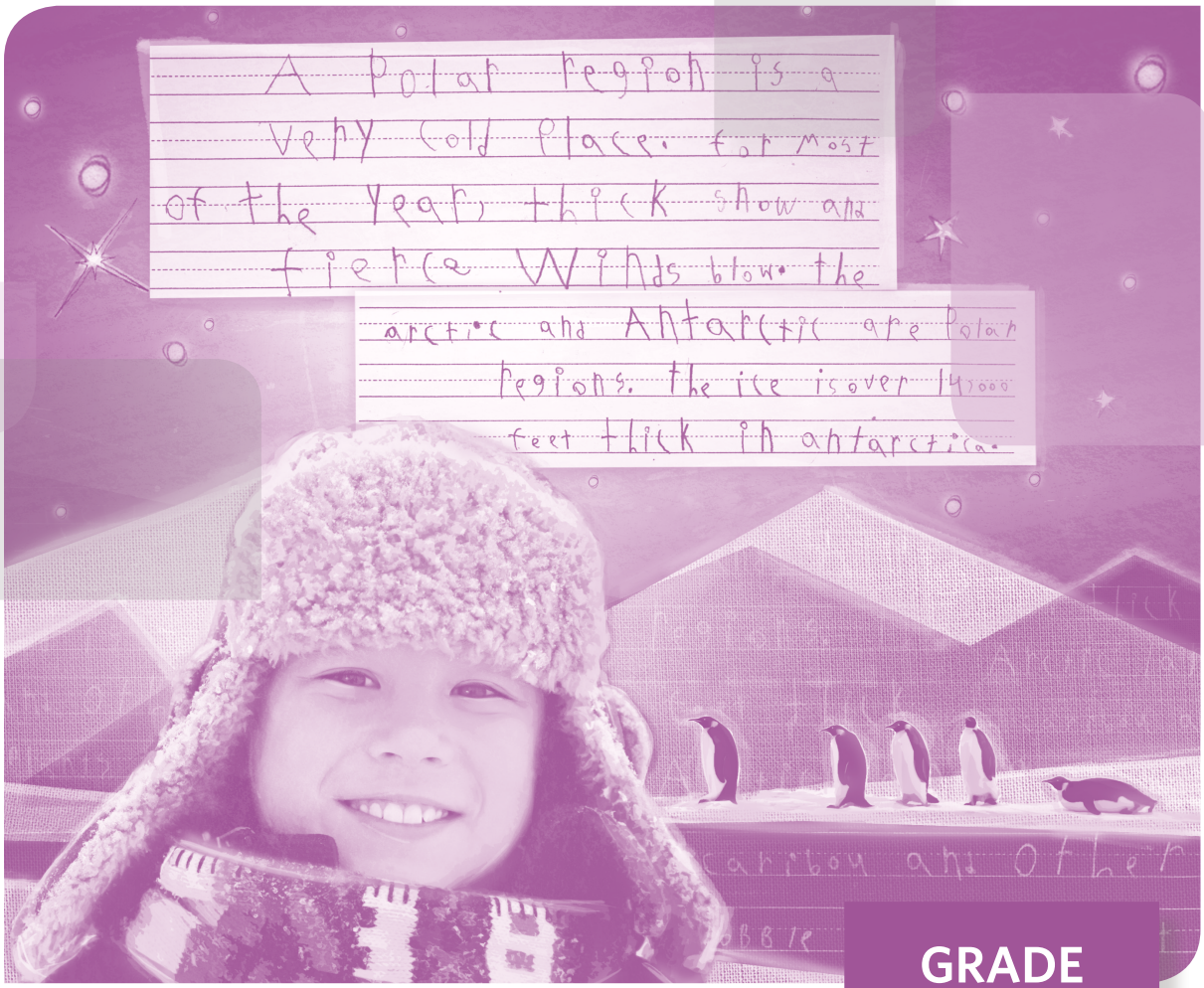

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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270; fax: (510) 464-3670
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Introduction

The *Skill Practice Teaching Guide*, along with the *Student Skill Practice Book*, provides 30 weeks of mini-lessons in grammar, usage, and mechanics skills that supplement writing instruction in the *Being a Writer* program. Skill Practice Notes in the *Being a Writer Teacher's Manual* alert you to instructional moments when a mini-lesson in grammar, usage, capitalization, or punctuation might help your students with their writing. At grades 1–2, most skill instruction in the core lessons occurs during the shared or modeled portions of the lesson. At grades 3–6, most skill instruction occurs during the revision and proofreading phases of the writing process. Additional instruction and practice in skills and conventions for grades 1–6 are provided in this teaching guide and the accompanying practice pages.

The *Skill Practice Teaching Guide* includes:

- 25 mini-lessons and 5 review lessons
- Interactive whiteboard activities to promote student participation and support instruction
- *Student Skill Practice Book* corrections
- Individual student and class assessment forms
- Two diagnostic language skills task scoring keys

The *Student Skill Practice Book* includes:

- Three practice book pages per lesson (the third of which can be scored)
- A *Student Grammar Guide* containing grammar terms with definitions and examples
- Two diagnostic language skills tasks for formative assessment of language standards

Language Skills Support in the *Being a Writer Teacher's Manual*

The *Being a Writer* program supports students' acquisition of grammar, usage, and mechanics skills. The "Grade 2 Skills Correlation to *Being a Writer*" table on the following pages shows where a skill is taught in the grade 2 *Teacher's Manual* and where Skill Practice Notes refer to lessons in the *Skill Practice Teaching Guide*.

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Grade 2 Skills Correlation to *Being a Writer*

	Unit in the Core *Being a Writer Teacher's Manual*							
SKILL PRACTICE TEACHING GUIDE LESSON	UNIT 1 THE WRITING COMMUNITY	UNIT 2 TELLING MORE	UNIT 3 FICTION	UNIT 4 NONFICTION	UNIT 5 LETTER WRITING	UNIT 6 POEMS AND WORDS	UNIT 7 OPINION WRITING	UNIT 8 REVISITING THE WRITING COMMUNITY
Lesson 1, Complete Sentences	Weeks 5 and 6 ☐	Week 1 ☐			Week 3 ☐		Week 3 ☐	
Lesson 2, Declarative and Interrogative Sentences	Weeks 5 and 6 ☐	Week 1 ☐	Week 3 ■	Weeks 1 and 5 ☐	Week 3 ☐		Week 3 ☐	
Lesson 3, Exclamatory and Imperative Sentences	Weeks 5 and 6 ☐	Week 1 ☐	Week 3 ■		Week 3 ☐		Week 3 ☐	
Lesson 4, Incomplete Sentences								
Lesson 5, Compound Sentences					Week 2 ☐			
Lesson 6, Review								
Lesson 7, Singular Nouns								
Lesson 8, Regular and Irregular Plural Nouns								
Lesson 9, Collective Nouns			Week 1 ☐					
Lesson 10, Common and Proper Nouns	Week 5 ■ Weeks 5 and 6 ☐	Week 1 ■		Week 5 ☐			Week 3 ☐	
Lesson 11, Review								
Lesson 12, Verbs								
Lesson 13, Present-tense and Regular Past-tense Verbs								
Lesson 14, Irregular Past-tense Verbs								

■ Instruction provided in the unit and Skill Practice Note points to *Skill Practice Teaching Guide* lesson.

☐ Skill Practice Note points to *Skill Practice Teaching Guide* lesson.

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	Unit in the Core *Being a Writer Teacher's Manual* (continued)							
SKILL PRACTICE TEACHING GUIDE LESSON	UNIT 1 THE WRITING COMMUNITY	UNIT 2 TELLING MORE	UNIT 3 FICTION	UNIT 4 NONFICTION	UNIT 5 LETTER WRITING	UNIT 6 POEMS AND WORDS	UNIT 7 OPINION WRITING	UNIT 8 REVISITING THE WRITING COMMUNITY
Lesson 15, Future-tense Verbs								
Lesson 16, Subject-Verb Agreement								
Lesson 17, Review								
Lesson 18, Subject and Object Pronouns								
Lesson 19, Possessive Pronouns								
Lesson 20, Reflexive Pronouns					Week 1 ☐			
Lesson 21, Adjectives			Week 3 ☐			Weeks 1 and 2 ☐	Week 1 ☐	
Lesson 22, Adverbs								
Lesson 23, Formal and Informal English								
Lesson 24, Review								
Lesson 25, Commas in a Series		Week 2 ■ Week 3 ☐						
Lesson 26, Commas in Greetings and Closings of Letters					Week 2 ■			
Lesson 27, Apostrophes in Contractions	Week 5 ☐							
Lesson 28, Apostrophes in Possessives				Week 3 ☐				
Lesson 29, Quotation Marks			Week 1 ■					
Lesson 30, Review								

■ Instruction provided in the unit and Skill Practice Note points to *Skill Practice Teaching Guide* lesson.

☐ Skill Practice Note points to *Skill Practice Teaching Guide* lesson.

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Making the Most of a Mini-lesson

There are three main ways to incorporate the lessons in the *Skill Practice Teaching Guide* into the *Being a Writer* program:

- Teach the 30 lessons in sequence.
- Teach specific skills to support work in a particular genre, as suggested by Skill Practice Notes in the *Being a Writer Teacher's Manual*.
- Use the formative assessments in Appendix C at the beginning and middle of the year to determine which lessons to teach and to whom.

Each mini-lesson includes an introduction, teacher-guided practice, and a set of three optional practice pages for students. Many lessons also offer opportunities for students to collaborate with peers; the icon  serves as a marker for collaborative activities. Mini-lessons also encourage student participation via interactive whiteboard activities. The interactive whiteboard activities challenge students to complete tasks designed to help them identify and use common English language conventions. Students might be asked to the whiteboard to drag a correct answer from a word box into a blank, to click a blank to reveal an answer, or to use the pen tool to correct a sentence fragment. Facsimiles of the whiteboard activities appear with answers in each lesson of the *Skill Practice Teaching Guide* at point of use. All whiteboard activities are also available on the CCC Learning Hub to print and project, or to use as paper-and-pencil activities.*

Using the *Student Skill Practice Book*

Three optional student practice pages are provided in the *Student Skill Practice Book* for each lesson. Activities are scaffolded. For example, the first page of a lesson might involve a simple task, such as identifying a language element; the second page might invite students to choose which language element works best in a specific context; and the third page might call for more sophisticated tasks, such as proofreading a written work for accuracy. All three pages offer a brief writing prompt to give the students an opportunity to use the language skill in original writing. For grade 2, you may want to help your students complete the practice book pages by reading the directions aloud and guiding them through the items.

The third page of each set of practice pages for each lesson can be scored to evaluate student progress and inform instruction. The scores can be added to the "Skill Practice Student Record" sheet and the "Skill Practice Class Record" sheet to record individual and class results. For students who need additional support, this page is also available as an interactive

*Drag-and-drop activities become fill-in-the-blank activities; click-to-reveal activities become activities in which you write a label above a picture, word, or phrase, or cross out a word and write the correction above it.

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whiteboard activity for reteaching. For more information about using the practice pages in the *Student Skill Practice Book* to evaluate student progress, see "Skill Practice Assessment" found in Appendix B.

Assessing Language Skills

Two diagnostic language skills tasks in Appendix C of this guide offer the opportunity to assess students' development and mastery of grade-level language standards.

Student copies of the proofreading and editing tasks appear in the back of the *Student Skill Practice Book* on page 103. In Appendix C of this guide, you will find instructions for conducting, scoring, and analyzing the assessment, along with annotated versions of the tasks that serve as scoring keys. The scoring keys also list the standard(s) addressed by each item.

You may wish to administer a diagnostic language skills task at the beginning and middle of the year. Appendix C includes two cumulative report forms per task—one for recording individual student results and one for recording class results—that allow you to track progress and to identify specific skills requiring additional review, reteaching, and practice. These forms are also available on the CCC Learning Hub (ccclearninghub.org), and they can be accessed through the CCC ClassView™ assessment app (classview.org).

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Skill Practice Mini-lessons

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Sentences



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Lesson 1 Complete Sentences

Student Skill Practice Book

- Pages 1–3

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Complete Sentences" activity (WA1)
- "Complete Sentences" activity (WA2)
- "Complete Sentences" activity (WA3)
- (Optional reteaching) "Complete Sentences" activity (WA4)
- (Optional reteaching) "Complete Sentences" activity (WA5)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Tell the students that today they will learn about sentences. Explain that a **sentence** is a group of words that tells a complete thought.
2. Display the "Complete Sentences" activity (WA1). Read the first sample sentence in the box aloud. Explain that every sentence has a part that tells whom or what the sentence is about. Ask:

   Q *Who swims in the pond?* (Three ducks)

   Then ask:

   Q *Which words tell what the ducks do?* (swim in the pond)

   Point to the words *swim in the pond*. Then explain that a sentence is a group of words that tells a complete thought. To be a sentence, the group of words must have a part that tells who or what and a part that tells what happens.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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3. Read the second sample sentence in the box aloud: *Sits on a brown log.* Explain to the students that this is not a sentence because it is missing a part. Ask:

   Q *Which part is missing? (the part that tells who or what sits on a brown log) What do you think is sitting on the log? (a frog)*

   Invite a volunteer to complete the sentence. (*A frog sits on a brown log.*) Have volunteers suggest other people or animals that can sit on a log. Use their suggestions to complete the sentence in different ways, for example: *A turtle sits on a brown log. A boy sits on a brown log.*

WA1

Three ducks swim in the pond.
Sits on a brown log.



Sentence
1. Two birds fly over the water.

Not a sentence
2. Runs quickly around the pond.

Not a sentence
3. The small green turtle.

Sentence
4. A girl feeds the ducks.

4. Guide the students through items 1–4 to determine which are complete sentences. Click each item to reveal its label. For item 2, ask:

   Q *What's missing from* Runs quickly around the pond *to make it a complete sentence?*

   > **Students might say:**
   >
   > "The words that tell who *runs quickly around the pond* are missing."
   >
   > "I agree with Hannah. I'd write: *A puppy runs quickly around the pond.*"

   Say the complete sentence aloud with the class. Repeat the procedure for item 3. If needed, provide an example such as *The small green turtle climbs out of the water*.

5. Display the next "Complete Sentences" activity (WA2). Remind the students that every sentence must have a part that tells whom or what the sentence is about and a part that tells what happens. Read the two sample sentences in the chart aloud, pausing to point to each part. Explain that the words in the first column tell whom the sentence is about, and the words in the second column tell what happens in the sentence.

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6. Read the first sample sentence in the chart aloud and ask:

   Q *What is the part of this sentence that tells who?* (Kevin) *What is the part that tells what happens?* (throws a ball to his dog)

   Invite a volunteer to the whiteboard to circle the part that tells who and underline the part that tells what happens. Repeat this process using the second sample sentence.

WA2

Who	What Happens
Kevin	throws a ball to his dog.
Rusty	jumps up in the air.

1. The dog catches the ball.
2. Kevin's grandfather calls Kevin for lunch.
3. Kevin and Rusty run to the picnic table.
4. Grandpa gives Kevin a sandwich.
5. Rusty finds a tasty bone under the table.

7. Work through sentences 1–5, having volunteers circle each part that tells who and draw a line under each part that tells what happens. After the students have completed all five sentences, ask:

   Q *What do you notice about the first word of each sentence? (It begins with a capital letter.) How does each sentence end? (with an end mark)*

   Point to the capital letter and period in each sentence, telling the students that a sentence always begins with a capital letter and ends with an end mark.

GUIDED PRACTICE

8. Display the last "Complete Sentences" activity (WA3). Explain that together you will form complete sentences by matching parts that tell *who* to parts that tell *what happens*.
9. Read aloud the first part that tells who. (*Grandma*) Then read aloud each of the parts that tell what happens, and have a volunteer choose the one that best completes the sentence. (*takes Deana to the park*) Draw a line between *Grandma* and *takes Deana to*

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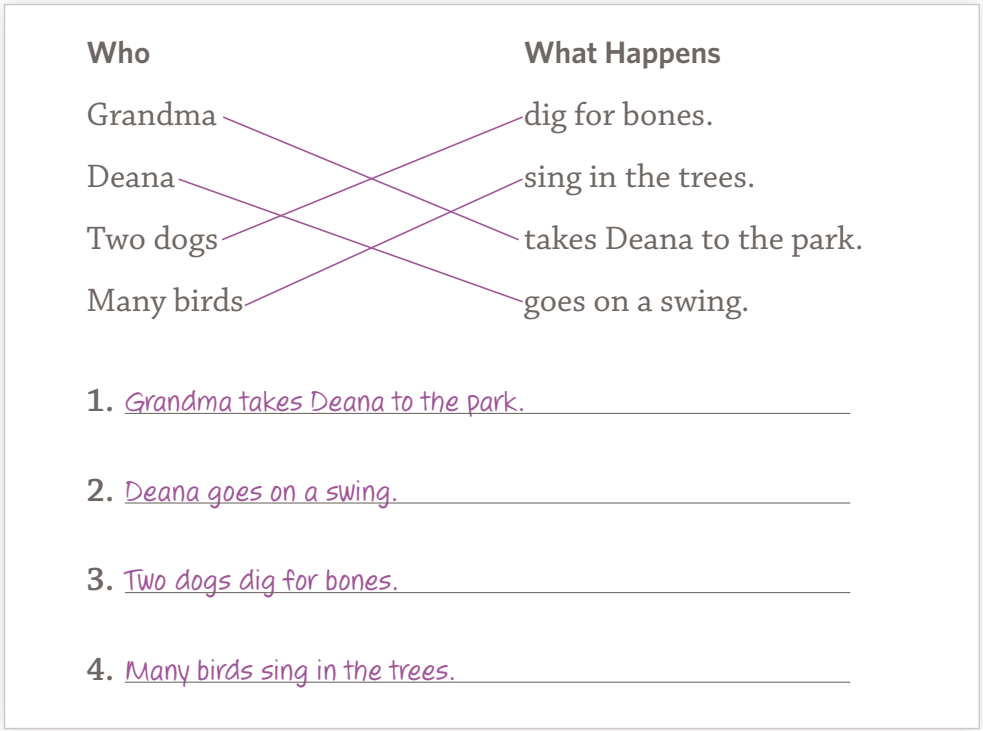
the park, and then write the complete sentence in the blank and read it aloud. Point out the capital letter at the beginning and the period at the end.

WA3



10. Repeat the process to form sentences 2–4.
11. Work with the students to write complete sentences about things they might see or do in a park.

ELL Note

In some languages, such as Spanish, Russian, and Tagalog, the verb may precede the subject. Students with these language backgrounds may need more practice identifying the parts of a sentence.

Optional Practice

Have the students complete pages 1–3 in their *Student Skill Practice Books*, independently or in pairs, to practice writing complete sentences. Note that page 3 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 3 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 2 Declarative and Interrogative Sentences

Prerequisite Lesson

- Lesson 1, "Complete Sentences"

Student Skill Practice Book

- Pages 4–6

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Declarative and Interrogative Sentences" activity (WA6)
- "Declarative and Interrogative Sentences" activity (WA7)
- "Declarative and Interrogative Sentences" activity (WA8)
- (Optional reteaching) "Declarative and Interrogative Sentences" activity (WA9)
- (Optional reteaching) "Declarative and Interrogative Sentences" activity (WA10)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Remind the students that a sentence is a group of words that tells a complete thought. Explain to the students that there are different kinds of sentences and today they will learn about two of them: statements and questions. Tell the students that knowing how to write different kinds of sentences will make their writing clearer and more interesting.
2. Display the "Declarative and Interrogative Sentences" activity (WA6). Read the sentence in the box aloud and ask:

   Q *What does this sentence tell you? (the time that school starts)*

   Explain that a sentence that tells something is called a **statement**. Point out that a statement starts with a capital letter and ends with a period. Circle the capital letter and the period.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Teacher Note

As needed, review that a sentence has a part that tells whom or what the sentence is about and a part that tells what happens. Identify each part of the sample sentence.

WA6

School starts at nine in the morning.

1. The children read at their desks.
2. They talk about the story.
3. The class goes outside for recess.
4. A few girls play ball together.
5. Two boys race each other.

3. Repeat the process with the remaining sentences. After completing the sentences, have the students read them aloud with you.
4. Display the next "Declarative and Interrogative Sentences" activity (WA7). Read the first sentence in the box aloud and ask:

   Q *Does this sentence tell something or ask something? (It asks something.)*

   Explain that a sentence that asks something is called a **question**. Point out that it starts with a capital letter and ends with a question mark. Read the second sentence in the box aloud and ask:

   Q *Does this sentence tell something or ask something? (It tells something.)*

   If necessary, remind the students that a telling sentence is called a *statement*. It begins with a capital letter and ends with a period.

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Who is your teacher?
My teacher is Mr. Chang.

1. **a.** What did you learn in school today?
   b. We learned about some workers in our town.
2. **a.** Where will your class go on your field trip?
   b. My class will go to a fire station.
3. **a.** When will you visit the fire station?
   b. We will visit the fire station next week.

5. Read the first sentence pair aloud. Invite a volunteer to the whiteboard to identify each sentence as either a question or a statement and write a period or a question mark at the end of each one.
6. Ask:

   Q *How are the two sentences related? (The statement answers the question.)*
7. Repeat this process for the remaining sentence pairs.

   After all of the items have been completed, explain to the students that many questions begin with *who*, *what*, *where*, *when*, or *why*. Have a volunteer identify the word that begins each question and circle it. Ask:

   Q *Which question word did we leave out?* (why)



Have the students work in pairs to think of a question to ask using the question word *why*. You may wish to post an example, such as *Why is the sky blue?* Invite a few volunteers to share their questions.

Teacher Note

You might have the students write the five question words in the Proofreading Notes section of their *Student Writing Handbooks*. To help the students remember the question words, tell them that these words are often known as the five *W*s. Point out that the word *how* can also be a question word, as in the sentence: "How do you make lemonade?"

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GUIDED PRACTICE

8. Display the next "Declarative and Interrogative Sentences" activity (WA8). Draw the students' attention to the words in the word box. Explain that together you will fill in the blanks in the sentences to form questions and to answer those questions by writing statements. Read the first sentence aloud and ask, pausing after each question for one or two volunteers to answer:

   Q *Which word should we use to begin the question?* (What)

   Q *What punctuation do we use at the end of the question? (a question mark)*

   Write *What* in the blank and add the question mark. Then read the completed question aloud. Invite a few volunteers to answer the question. Drawing on students' responses, write a statement such as *On weekends I play with my friends* in the blank. Ask a volunteer to add the period at the end of the statement.

WA8

Question words: Who What Where When Why

1. What do you do on weekends?

   On weekends I play with my friends.

2. Who comes over to play?

   Mia and Taro come over to play.

3. Where do you play ball?

   We play in my yard.

Sample answers are listed above. Answers may vary.

9. Repeat the process for items 2–3.

10. Work with the students to write questions about the things they do at school, beginning with the words *Who*, *What*, *When*, and *Where*. Then help them write statements to answer each question.

ELL Note

In Russian and Asian languages such as Cantonese and Hmong, the order of the subject and verb in some questions is the same as in statements, for example: "When he will arrive?" Therefore, students from these language backgrounds may need additional practice in forming questions, or interrogative sentences.

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Optional Practice

Have the students complete pages 4–6 in their *Student Skill Practice Books*, independently or in pairs, to practice writing declarative and interrogative sentences. Note that page 6 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 6 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 3 Exclamatory and Imperative Sentences

Prerequisite Lessons

- Lesson 1, "Complete Sentences"
- Lesson 2, "Declarative and Interrogative Sentences"

Student Skill Practice Book

- Pages 7–9

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Exclamatory and Imperative Sentences" activity (WA11)
- "Exclamatory and Imperative Sentences" activity (WA12)
- "Exclamatory and Imperative Sentences" activity (WA13)
- (Optional reteaching) "Exclamatory and Imperative Sentences" activity (WA14)
- (Optional reteaching) "Exclamatory and Imperative Sentences" activity (WA15)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Remind the students that there are different kinds of sentences. They have already learned about two kinds: statements that tell something and questions that ask about something. Explain that in this lesson they will learn about two more kinds of sentences.
2. Display the first "Exclamatory and Imperative Sentences" activity (WA11). Read the sentence in the box aloud with expression and ask:

   Q *What feeling do you get when you hear this sentence? (excitement)*

   Explain that a sentence that shows a strong feeling such as excitement, surprise, or anger is called an **exclamation**. Circle the end punctuation, and point out that an exclamation ends with an end mark called an **exclamation point**.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Fireworks are so exciting!

1. Wow, the fireworks are really loud!
2. How bright the colors are!
3. What a great show this is!
4. What fun we are having!

3. Read sentence 1 aloud, using expression to show strong feeling. Ask, pausing after each question for one or two volunteers to answer:

   Q *Does this sentence show a strong feeling about something or just tell about something? (It shows a strong feeling.)*

   Q *What punctuation should we use at the end of this sentence? (an exclamation point)*

   Invite a volunteer to the whiteboard to add the exclamation point.

4. Read sentence 2 aloud, again with expression that shows strong feeling, and ask the students whether they think this sentence is an exclamation. Then circle the first word in the sentence and explain that sometimes an exclamation begins with a question word, such as *how*. Invite one or two volunteers to reread the sentence with excitement in their voices. Ask:

   Q *What punctuation should we use at the end of this sentence? (an exclamation point)*

   Invite a volunteer to add the exclamation point.

5. Repeat the process with sentences 3 and 4. Then remind the students that, like all kinds of sentences, exclamations begin with a capital letter. Then read all the sentences aloud again. Explain that the exclamations show the writer's delight and excitement about fireworks. Knowing how to write exclamations will help you express strong feelings, such as excitement, anger, or surprise, in your writing.

6. Display the next "Exclamatory and Imperative Sentences" activity (WA12). Read the sentence in the box aloud and ask:

   Q *What do you notice about this sentence? What does it do? (It tells you to come to a picnic.)*

   Explain that a sentence that tells someone to do something is called a **command**. Circle the capital *C* and the end punctuation. Tell the students that a command begins with a capital letter and usually ends with a period.

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Come to our Fourth of July picnic.

1. Bring a blanket.
2. Wear a hat.
3. Pack some snacks.
4. Be there at noon.

7. Read sentence 1 aloud and ask:

   Q *Is this sentence a command? (Yes.) Why? (It tells you to do something—bring a blanket.)*

   Q *What punctuation do we use at the end of the command? (a period)*

   Invite a volunteer to the whiteboard to add the period and circle the capital *B*.

8. Repeat the process with sentences 2–4. Then invite volunteers to read the commands aloud. Point out to the students that they should include commands in their writing when they want to say that someone should do something.

Teacher Note

You might want to point out to the students that a command begins with a word that shows action. The name of the person or animal being spoken to is left out. Have volunteers identify the action words that begin the commands.

GUIDED PRACTICE

9. Display the next "Exclamatory and Imperative Sentences" activity (WA13). Explain that together you will identify whether a sentence is an exclamation or a command and then add the correct end punctuation. Read the first sentence aloud and ask:

   Q *Is this sentence an exclamation or a command? Why?*

   > **Students might say:**
   >
   > "It's an exclamation. I can tell because it shows a strong feeling."
   >
   > "I agree with Max. It also begins with a question word, but it isn't a question."

   Q *What punctuation do we use at the end of the exclamation? (exclamation point)*

   Write the word *exclamation* in the blank and invite a volunteer to the whiteboard to add the exclamation point. Then reread the exclamation aloud.

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1. What yummy food people brought ! — exclamation
2. I ate so much at the picnic ! — exclamation
3. How full I am ! — exclamation
4. Wait ! — exclamation
5. Take home some leftovers . — command

10. Repeat the process for items 2–5. Use item 4 to point out that an exclamation may be just one word: *Wait*.

Teacher Note

Challenge the students to think of other one-word exclamations, for example: *Stop*; *Look*; *Listen*; and *Hurry*. To help the students respond, ask questions such as "What do you tell someone to do before crossing the street?" Point out to the students that these exclamations also serve as commands.

11. Work with the students to write exclamations and commands related to a Fourth of July celebration. Help the students include sentences, for example: *Blow up red, white, and blue balloons. Hang the balloons. Put out the flag. What fun we'll have!*

ELL Note

In Asian languages, such as Vietnamese and Hmong, a command can be formed by adding an adverb after the verb, for example: "Stop right now" (Vietnamese) or "Stop now" (Hmong). In Vietnamese, the verb *go* may be added at the end of the command for emphasis, for example: "Get my books, go." Therefore, students from these language backgrounds may need additional practice with commands.

Optional Practice

Have the students complete pages 7–9 in their *Student Skill Practice Books*, independently or in pairs, to practice writing exclamatory and imperative sentences. Note that page 9 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 9 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 4 Incomplete Sentences

Prerequisite Lessons

- Lesson 1, "Complete Sentences"
- Lesson 2, "Declarative and Interrogative Sentences"
- Lesson 3, "Exclamatory and Imperative Sentences"

Student Skill Practice Book

- Pages 10–12

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Incomplete Sentences" activity (WA16)
- "Incomplete Sentences" activity (WA17)
- (Optional reteaching) "Incomplete Sentences" activity (WA18)
- (Optional reteaching) "Incomplete Sentences" activity (WA19)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Remind the students that a sentence tells a complete thought or idea. Also review that every sentence has two parts—a part that tells whom or what the sentence is about and a part that tells what happens. Explain that the part that tells whom the sentence is about is called the **subject**. The part that tells what happens is called the **predicate**. Tell the students that they will practice recognizing and correcting sentences that are missing one of these parts.

2. Display the "Incomplete Sentences" activity (WA16). Read the complete sentence in the chart aloud. Ask:

   Q *Who or what is this sentence about?* (Ivan) *What does Ivan do?* (plays kickball on my team)

   Remind the students that this sentence is complete because it has a subject—*Ivan*—and a predicate—*plays kickball on my team*.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Subject	Predicate
Ivan	plays kickball on my team.

1. Kicks the ball high into the air.

   Ivan kicks the ball high into the air.

2. The ball.

   The ball sails into the outfield.

3. Catches the ball.

   A player catches the ball.

3. Remind the students that a complete sentence has a subject and a predicate. Explain that an **incomplete sentence** is missing a subject or a predicate. A group of words may have a capital letter at the beginning and an end mark, but if it is missing a subject or a predicate it is not a complete sentence.
4. Direct the students' attention to item 1. Read it aloud and ask:

   Q *Is this a complete or an incomplete sentence? (incomplete) What is missing? (the part that tells who; the subject)*

   Click the blank to reveal the complete sentence with its subject. Invite a volunteer to read the complete sentence aloud. Ask:

   Q *What was added to make this a complete sentence? (the subject*; Ivan*)*
5. For items 2 and 3, invite a volunteer to tell whether each sentence is complete or incomplete and identify what is missing. Click the blank for each one to reveal the complete sentence.

Teacher Note

If students have difficulty determining whether the sentences are complete or incomplete, ask:

Q *Do we know what happens to the ball in item 2?*

Q *Do we know who catches the ball in item 3?*



Have the students work in pairs to suggest a predicate for item 2 and a subject for item 3. Invite a few volunteers to share their responses. Click to reveal the complete sentences.

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Ask:

Q *Why is it important to use complete sentences in your writing?*

> **Students might say:**
>
> "If a sentence is missing a subject, we won't know who it's about."
>
> "I agree with Rachel. And if a sentence is missing a predicate, we won't know what the person or thing is doing."
>
> "Sentences that aren't complete can be hard to understand."

GUIDED PRACTICE

6. Tell the students that next you will work together to correct incomplete sentences.
7. Display the next "Incomplete Sentences" activity (WA17). Read the first incomplete sentence in item 1 aloud and ask:

   Q *What is missing: the part that tells who or what the sentence is about or the part that tells what happens?*

   Invite a volunteer to respond. Then click the first option to highlight the complete sentence. Guide the students to see that the predicate *kicks the ball* was added to form a complete sentence. Invite a volunteer to explain why the other option is incorrect. (It is still missing the part that tells what happens; it is still missing the predicate.)

WA17

1. Our best kicker.
   - **a.** Our best kicker kicks the ball.
   - **b.** Our best kicker at home plate.
2. Moves toward her.
   - **a.** Moves toward her so fast.
   - **b.** The ball moves toward her.
3. The players on our team.
   - **a.** The players on our team watch her.
   - **b.** The players on our team and their team.

8. Continue working through items 2 and 3, reading them aloud and helping volunteers determine what is missing and how to correct each one.

Teacher Note

You may wish to provide more practice by inviting volunteers to supply their own subject or predicate to each incomplete sentence.

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9. Work with the students to write complete sentences about sports they enjoy playing. Check each sentence with the students to make sure that it has a subject and a predicate. As appropriate, ask questions to elicit other details they might add to the subject or the predicate.

Optional Practice

Have the students complete pages 10–12 in their *Student Skill Practice Books*, independently or in pairs, to practice correcting incomplete sentences. Note that page 12 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 12 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Teacher Note

You might have the students write an example of a complete sentence in the Proofreading Notes section of their *Student Writing Handbooks*, and label each part with the word *subject* or *predicate*.

ELL Note

In Spanish and some Asian languages such as Chinese and Japanese, complete sentences do not always include a subject. Students with these language backgrounds may need additional practice correcting incomplete sentences.

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Lesson 5 Compound Sentences

Prerequisite Lessons

- Lesson 1, "Complete Sentences"
- Lesson 2, "Declarative and Interrogative Sentences"

Student Skill Practice Book

- Pages 13–15

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Compound Sentences" activity (WA20)
- "Compound Sentences" activity (WA21)
- "Compound Sentences" activity (WA22)
- "Compound Sentences" activity (WA23)
- (Optional reteaching) "Compound Sentences" activity (WA24)
- (Optional reteaching) "Compound Sentences" activity (WA25)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Tell the students that today they will learn how to join two simple sentences to make one longer sentence. Explain that a **simple sentence** has a subject and a predicate, and expresses a complete thought.
2. Display the "Compound Sentences" activity (WA20). Ask the students to listen carefully as you read the sentence pair in the box aloud. Point out that these are simple sentences—they each have a subject and a predicate. Reread the sentences and ask:

   Q *What did you notice about how these sentences sounded as I read them?*

   Students might say:

   "The sentences were really short."

   "I agree with Connor. They also sounded choppy."

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Allow a few volunteers to respond. Explain that we can join these two sentences together with the word *and* to make a longer, smoother sentence. Read the compound sentence in the box aloud. Tell the students that the **connecting word** *and* connects two ideas that are alike—*loving flowers* and *growing them*.

Explain that, when we use a connecting word like *and* to join simple sentences, we form a **compound sentence**. Point out the comma before the word *and*, and explain that a comma goes before the connecting word in a compound sentence.

WA20

I love flowers. I grow them.
I love flowers, and I grow them.

1. I plant tulips, and I water them.
2. I smell the flowers, and I smile.
3. I pick some tulips, and I give them to my aunt.

3. Read item 1 aloud. Explain that we can use a comma and the word *and* to join the two sentences. In the blank between the sentence pair in item 1, write the word *and*. Then replace the period after the word *tulips* with a comma, and read the new sentence: *I plant tulips, and I water them.*
4. Read the remaining sentence pairs aloud, pausing after each one to ask:

   Q *How can we use the word* and *to join these two sentences?*

   Write *and* in the appropriate space and replace the period with a comma before *and*. Read the new sentences aloud. Tell the students that when they write, they should use a mix of long and short sentences so that all their sentences do not sound the same.
5. Display the next "Compound Sentences" activity (WA21). Ask the students to listen carefully as you read the sentence pair in the box aloud. Explain that the sentences show a choice between two actions—*growing carrots* and *buying them*. Explain that we use the connecting word *or* to join two sentences that show a choice. Read aloud the compound sentence in the box.

   Point out that we use a comma after the word *carrots*. Also point out that the *h* in *He* is a lowercase letter instead of a capital letter because *he* is no longer the first word in the sentence.

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Teacher Note

As needed, review that a statement begins with a capital letter and ends with a period.

WA21

Dan can grow carrots. He can buy them.
Dan can grow carrots, or he can buy them.

1. Dan can do all the work, ___or___ he can ask Lila for help.

2. Lila can help dig, ___or___ she can just add the seeds.

3. The children can eat all the raw carrots, ___or___ they can put some in a stew.

6. Read the sentence pair in item 1 aloud. Guide the students to see that we can use the word *or* to join the two sentences because they show a choice between the two actions—*Dan doing all the work himself* and *asking Lila for help*. Write the word *or* in the blank. Then replace the period after the word *work* with a comma, and change the capital *H* in *He* to a lowercase *h*. Read the new sentence aloud.

7. Continue this procedure with the remaining sentence pairs. You may want to invite volunteers to the whiteboard to add a comma to each sentence and to write the lowercase letters. Then read the new sentences aloud and have the students read along with you.

8. Display the next "Compound Sentences" activity (WA22). Ask the students to listen carefully as you read the sentence pair in the box aloud. Explain that these sentences compare two ideas—*watering the garden* and *forgetting to water it*. Explain that to join sentences that compare different ideas, we use the connecting word *but*.

   Read the compound sentence in the box aloud. Point out that we use a comma after the word *garden*. Invite a volunteer to tell you why the *H* in *He* should be changed to a lowercase letter. (Because *He* is no longer the first word in the sentence.)

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Dan usually waters the garden. He forgot yesterday.
Dan usually waters the garden, but he forgot yesterday.

1. The tomatoes grow large, but The onions look small.
2. The dog likes carrots, but He does not eat tomatoes.
3. A strong wind blows, but It does not hurt the plants.

9. Read the sentence pair in item 1 aloud. Tell the students that we can use the word *but* to join the two sentences together because they show a difference between the sizes of the vegetables—large tomatoes and small onions. In the blank between the sentence pair, write the word *but*. Then replace the period after the word *large* with a comma, and change the capital *T* in *The* to a lowercase *t*. Have a volunteer explain why you made these changes. Then read the new sentence aloud.
10. Repeat the procedure for the remaining sentence pairs. Invite volunteers to the whiteboard to add a comma to each sentence and to write the lowercase letters. Then read the new sentences aloud as the students read along with you.

GUIDED PRACTICE

11. Display the next "Compound Sentences" activity (WA23). Explain that the students will now practice using the connecting words *and*, *or,* and *but* to join simple sentences. Review that *and* joins ideas that are alike, *or* shows a choice, and *but* compares different ideas.

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and or but

1. My family loves flowers. We go to the flower show.
   My family loves flowers, and we go to the flower show.
2. We could drive there. We could ride our bikes.
   We could drive there, or we could ride our bikes.
3. I stay all day. My sister leaves early with Grandma.
   I stay all day, but my sister leaves early with Grandma.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

12. Read sentence pair 1 aloud and ask:

    Q *Are the ideas in these sentences alike or different, or do they show a choice? (They are alike.) Which connecting word should we use to join them together?* (and)

    Give the students a few moments to respond. Then invite a volunteer to write the word *and* in the blank and place the comma where it belongs. If necessary, point out that *and* connects two ideas that are alike—*loving flowers* and *going to the flower show*. Reread the sentence aloud, reminding the students that the capital *W* in *We* has changed to a lowercase *w*.

13. Repeat the process with the remaining sentences, guiding the students to understand that sentence pair 2 shows a choice between driving and riding bikes, and sentence pair 3 shows a difference between staying all day and leaving early.

14. Have the students work in pairs to write compound sentences using *and*, *or*, and *but*.

Teacher Note

If the students have difficulty thinking of topics to write about, provide sentence starters, such as these: *Every morning we; Every evening we; My favorite game is _____, but my best friend likes; On rainy days, I _____, or I _____.*

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Optional Practice

Have the students complete pages 13–15 in their *Student Skill Practice Books*, independently or in pairs, to practice forming compound sentences. Note that page 15 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 15 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Teacher Note

You might have the students write brief explanations of how *and*, *or*, and *but* are used to connect ideas in the Proofreading Notes section of their *Student Writing Handbooks*.

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Lesson 6 Review

Prerequisite Lessons

- Lesson 1, "Complete Sentences"
- Lesson 2, "Declarative and Interrogative Sentences"
- Lesson 3, "Exclamatory and Imperative Sentences"
- Lesson 4, "Incomplete Sentences"
- Lesson 5, "Compound Sentences"

Student Skill Practice Book

- Pages 16–18

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Review" activity (WA26)
- "Review" activity (WA27)
- "Review" activity (WA28)
- "Review" activity (WA29)

REVIEW

1. Explain to the students that they are going to review what they have learned about sentences in Lessons 1–5. Remind students that they have learned how to:
   - Recognize complete sentences
   - Recognize and correct incomplete sentences
   - Recognize and write four different kinds of sentences
   - Form compound sentences
2. Display the "Review" activity (WA26). Read aloud the definitions of a sentence, a subject, and a predicate. Have the students read the three sample sentences aloud with you. Ask:

   Q *What is the subject of the first sample sentence? Who is the sentence about?*

   Invite a volunteer to respond. Confirm the student's response by clicking the subject. (*A little mouse*)

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A **sentence** is a group of words that tells a complete thought. It has a part that tells who or what and a part that tells what happens.

The **subject** is the part that tells who or what.

A little mouse sees a sleeping lion.

The **predicate** is the part that tells what happens.

The lion wakes up suddenly. He grabs the mouse.

3. Repeat the process for the predicate using the next two sample sentences. Ask:

   Q *Which words in each sentence tell you what happens or what the lion does?* (wakes up suddenly; grabs the mouse)

   Invite volunteers to respond. Confirm the students' responses by clicking the predicate in each sentence.

Teacher Note

You might point out that the sample sentences for these review activities, taken together, retell Aesop's fable, "The Lion and the Mouse." As you read sample sentences 1–4 on the next whiteboard, ask the students which character is saying the words. (In sentences 1 and 3, the lion is speaking. In sentences 2 and 4, the mouse is speaking.)

4. Display the next "Review" activity (WA27). Explain that there are four kinds of sentences. Read the definitions and examples aloud.

5. Remind the students that every sentence begins with a capital letter and ends with an end mark. Invite volunteers to read each sample sentence aloud as you circle the capital letter and end punctuation. After each end mark is circled, have the class say the name of the mark in unison. (*exclamation point* for sample sentence 1; *period* for sample sentence 2; *question mark* for sample sentence 3; *period* for sample sentence 4)

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WA27

There are four different kinds of sentences.

An **exclamation** is a sentence that shows strong feeling or surprise.

What a great snack you are!

A **command** is a sentence that tells someone to do something.

Please let me go.

A **question** is a sentence that asks something.

Why should I let you go?

A **statement** is a sentence that tells something.

Maybe I can help you someday.

6. Display the next "Review" activity (WA28). Explain that an incomplete sentence does not tell a complete thought. It is missing either a subject or a predicate. Point to the first example of an incomplete sentence and ask:

   Q *What needs to be added to make this a complete sentence?*

   If necessary, point out that the predicate needs to be added. Click the blank to reveal the predicate. (*trap the lion in a net*) Have a volunteer read the complete sentence aloud.

WA28

An **incomplete sentence** does not tell a complete thought. It is missing either a subject or a predicate.

Some hunters trap the lion in a net.

The lion tries to escape.

A tiny mouse chews a hole in the net.

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7. Repeat the process for the next two sample sentences. Ask the students what needs to be added—a subject or a predicate. Then click the blank to see what's missing. (*The lion*; *chews a hole in the net*) Have volunteers read the complete sentences aloud.

8. Display the next "Review" activity (WA29). Remind the students that they have learned how to join two simple sentences to form a compound sentence. Read aloud the definition of a compound sentence and the sample sentences. Then ask:

   Q *Which connecting word best joins the thoughts in these sentences?*

   Invite a volunteer to respond, and click the text to confirm the student's answer. Point out that a comma precedes the word *and*.

WA29

A **compound sentence** is two simple sentences joined by a comma and a connecting word, such as *and*, *but*, or *or*.

The lion thanks the mouse, and they hurry away.

Optional Practice

Have the students complete pages 16–18 in their *Student Skill Practice Books*, independently or in pairs, to practice writing sentences correctly.

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Nouns



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Lesson 7 Singular Nouns

Student Skill Practice Book

- Pages 19–21

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Singular Nouns" activity (WA1)
- "Singular Nouns" activity (WA2)
- (Optional reteaching) "Singular Nouns" activity (WA3)
- (Optional reteaching) "Singular Nouns" activity (WA4)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Tell the students that today they will learn about nouns. Explain that a **noun** is a word that names a person, place, or thing. Tell the students that knowing how to use nouns correctly makes their writing clear and easy to understand.
2. Display the "Singular Nouns" activity (WA1). Read aloud the sample noun for person (*boy*), place (*school*), and thing (*sign*), pointing to each word. Explain that *boy* names a person, *school* names a place—somewhere you can go—and *sign* names a thing.

   Explain that each of these nouns is a **singular noun** because each names only one.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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flag	street	bus
man	classroom	woman

Person	Place	Thing
boy	school	sign
man	street	flag
woman	classroom	bus

3. Draw the students' attention to the words in the word box and the column headings. Read the first noun, *flag*, aloud, and ask:

   Q *Does this noun name a person, place, or thing? (thing)*

   Give the students a few moments to think, and invite a volunteer to respond. Then tell the students that a flag is a thing, and drag and drop *flag* into the first blank in the column labeled *Thing*. Then ask:

   Q *Does* flag *name one thing or more than one thing? (one thing)*

   Point out that *flag* is a singular noun because it names one thing.

4. Repeat the process for each of the remaining words in the word box until all of the nouns have been sorted.

GUIDED PRACTICE

5. Display the next "Singular Nouns" activity (WA2). Explain that the students will now practice identifying nouns and telling whether they name a person, place, or thing. Read sentence 1 aloud and ask:

   Q *Which word in the sentence names a person, place, or thing?*

   Have pairs of students confer, and invite a volunteer to respond. Click *town* to reveal the highlight and confirm that it is the noun in the sentence. Then ask:

   Q *Does* town *name a person, place, or thing? (place)*

   Click *place* to reveal the highlight for the correct answer. Remind the students that *town* is a singular noun because it names one place.

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1. The town is busy.	person	**place**	thing
2. A car goes by.	person	place	**thing**
3. The driver waves.	**person**	place	thing
4. A baby cries.	**person**	place	thing
5. An airplane flies.	person	place	**thing**
6. The airport is near.	person	**place**	thing

6. Repeat the process for the remaining sentences. Invite volunteers to the whiteboard to click the noun in each sentence and the label that tells what it names.

Teacher Note

You may wish to point out the first word in each sentence. Explain that the words *a*, *an*, or *the* can come before a noun. Tell the students that we use:

- *A* before a noun, such as *car*, that begins with a consonant sound
- *An* before a noun, such as *airplane*, that begins with a vowel sound
- *The* to talk about a particular noun (for example: "The airplane is flying very low.")

7. Work with the students to write sentences about places in their neighborhoods, using singular common nouns. Begin by helping students brainstorm words they might use, such as *storekeeper*, *shop*, *shelf*, *bakery*, *baker*, *loaf*, *school*, *teacher*, and *desk*.

Optional Practice

Have the students complete pages 19–21 in their *Student Skill Practice Books*, independently or in pairs, to practice using singular nouns. Note that page 21 can be scored, allowing you to assess how well each student understands the lesson skill.

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Reteaching

For students who need additional instruction, note that activities A and B on page 21 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Teacher Note

You might have the students write examples of singular nouns that name a person, place, or thing in the Proofreading Notes section of their *Student Writing Handbooks*.

ELL Note

In some Asian languages, such as Chinese, Hmong, and Vietnamese, nouns do not have plural forms. Students with these language backgrounds may need additional practice with the concept of singular and plural nouns.

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Lesson 8 Regular and Irregular Plural Nouns

Prerequisite Lesson

- Lesson 7, "Singular Nouns"

Student Skill Practice Book

- Pages 22–24

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Regular and Irregular Plural Nouns" activity (WA5)
- "Regular and Irregular Plural Nouns" activity (WA6)
- "Regular and Irregular Plural Nouns" activity (WA7)
- (Optional reteaching) "Regular and Irregular Plural Nouns" activity (WA8)
- (Optional reteaching) "Regular and Irregular Plural Nouns" activity (WA9)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Tell the students that today they are going to learn more about nouns. Remind the students that a noun is a word that names a person, place, animal, or thing.
2. Display the "Regular and Irregular Plural Nouns" activity (WA5). Explain that the picture shows people visiting a zoo. Have the students name each person, animal, or thing they see in the picture. Click each item to reveal the noun that it names.
3. When all the nouns are revealed, tell the students that each of these nouns is singular. Remind the students that a singular noun names one person, place, thing, or animal. Explain that a **plural noun** names more than one person, place, thing, or animal. Ask:

   Q *How do we say the plural of* tree? (trees)

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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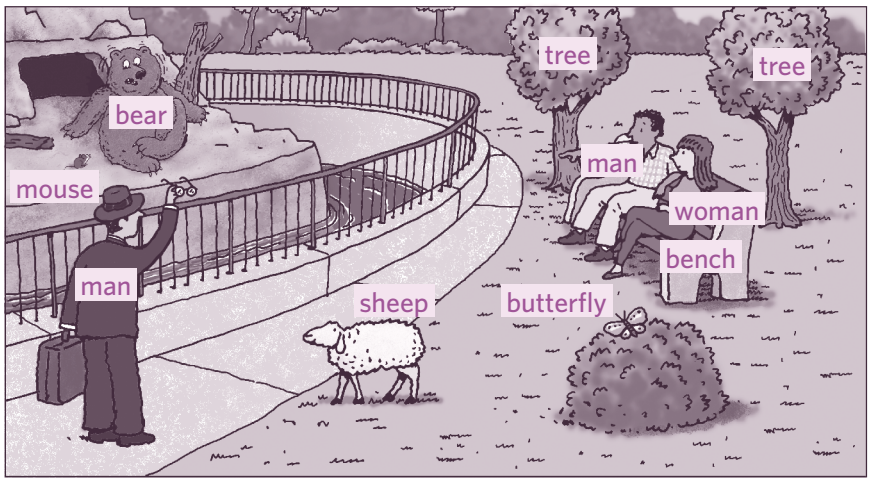
Allow one or two volunteers to respond. Then have the students say *one tree*; *two trees* aloud with you. Repeat the process with each singular noun, modeling how to say the plural form as needed. In the next whiteboard activity, the students will write the plural forms of these words.

WA5



4. Display the next "Regular and Irregular Plural Nouns" activity (WA6). Explain that, to make many nouns plural, all you have to do is add *-s* at the end. Write *trees* on the line. Then ask the students how to make the word *bear* plural. (Add *-s*.) Write *bears*.
5. Point to *bench*. Explain that, if a singular noun ends with *s, ss, x, sh*, or *ch*, you add *-es* to make it plural. Write *benches* and have the students say it aloud with you.

WA6

Singular	Plural
1. tree	trees
2. bear	bears
3. bench	benches
4. butterfly	butterflies
5. man	men
6. woman	women
7. mouse	mice
8. sheep	sheep

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6. Point to *butterfly* and explain that this word ends with a consonant and *y*. Tell the students that, to form the plural of a noun that ends this way, you change the *y* to *i* and then add *-es*. Write *butterflies*.

7. Explain that some nouns change their spelling in the plural form. Demonstrate how to form the plural of *man*, *woman*, and *mouse*, and have the students pronounce each plural noun with you. Tell the students that these words are called **irregular nouns**. There is no one rule that tells how to spell the plural forms. You just have to learn and remember them.

8. Finally, explain that some singular nouns are spelled exactly the same in their singular and plural forms. Point to *sheep* and explain that its plural form is spelled the same way. Have the students say *one sheep*; *two sheep* aloud with you. Write *sheep*. Then have volunteers read the complete list of plural nouns aloud.

GUIDED PRACTICE

9. Display the next "Regular and Irregular Plural Nouns" activity (WA7). Then read the words in the word box aloud. Tell the students that together you will complete sentences by using these plural nouns. Then read the first sentence pair aloud and point to the underlined singular noun. Ask:

   Q *Which noun in the word box is the plural form of* child? (children)

   Write *children* in the blank. Ask a volunteer to tell how the spelling of *children* is different from *child*. Point out that *children* is an irregular noun that the students must learn and remember. Then have them read the completed sentence pair aloud with you.

WA7

foxes	feet	elephants	children

1. A child won a trip to the zoo. Three other children won, too.
2. An elephant rolled in mud. Two elephants flapped their ears.
3. One elephant stamped its foot. Its four feet were huge.
4. A fox slept. Two foxes played together.

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10. Repeat the process with the remaining sentence pairs, reviewing the rules for forming plurals in sentence pairs 2 and 4, and pointing out that *feet* in item 3 is also an irregular plural noun. Tell the students that other irregular nouns include *goose/geese*, *tooth/teeth*, and *fish/fish*.

11. Work with the students to write sentences about what they might see at a zoo or petting farm. Have them use at least one plural noun in each sentence.

Optional Practice

Have the students complete pages 22–24 in their *Student Skill Practice Books*, independently or in pairs, to practice writing plural nouns. Note that page 24 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 24 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Teacher Note

You might have the students write the rules for forming plural nouns, and some examples, in the Proofreading Notes section of their *Student Writing Handbooks*.

ELL Note

In Chinese, Vietnamese, and some other Asian languages, nouns do not have plural forms. The plural is formed by adding a number word before the noun (*three toy*) or an adjective such as *several* (*several day*) or *many* (*many answer*). Students from these language backgrounds may need additional practice with plural nouns.

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Lesson 9 Collective Nouns

Prerequisite Lessons

- Lesson 7, "Singular Nouns"
- Lesson 8, "Regular and Irregular Plural Nouns"

Student Skill Practice Book

- Pages 25–27

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Collective Nouns" activity (WA10)
- "Collective Nouns" activity (WA11)
- (Optional reteaching) "Collective Nouns" activity (WA12)
- (Optional reteaching) "Collective Nouns" activity (WA13)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Tell the students that today they will learn more about nouns. Remind them that a noun is a word that names a person, place, animal, or thing.
2. Display the "Collective Nouns" activity (WA10). Draw the students' attention to the illustration next to the box, and ask the students to describe it. (It shows three kittens sleeping.) Then read the sentence in the box aloud. Explain that the noun *litter* names a group of kittens. Tell the students that nouns that name a group of animals, people, or things are called **collective nouns**. Explain that the word *collective* is related to the word *collection*; a collection is a group of things someone has gathered in one place.
3. Say the following collective nouns and have the students tell you who is in each group:
   - *Team* (a group of players)
   - *Band* (a group of musicians)
   - *Class* (a group of students in a school)

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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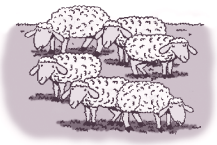
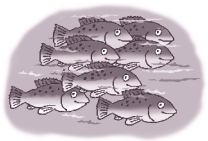
The litter of kittens was sound asleep.

1.  flock of sheep

2.  school of fish

3.  pack of wolves

4. Tell the students that many collective nouns name groups of animals. Draw the students' attention to the illustration in item 1 and ask the students to describe it. Explain that the collective noun for a group of sheep is *flock*. Click the blank to reveal the word *flock*. Then have the students read the phrase *flock of sheep* aloud with you.

5. Repeat the process with items 2 and 3 to introduce students to the collective nouns *school* and *pack*.

Teacher Note

Explain that collective nouns are singular nouns when the group acts as one: "a **team** of players"; "a **band** of musicians"; "a **swarm** of bees"; "a **gaggle** of geese." In these instances, the verb must agree with a singular noun, for example: "The **swarm** of bees **chases** the bear."

Teacher Note

You may wish to add other collective nouns for animals to a class chart:

An army of ants	A gaggle of geese
A herd of cattle	A pride of lions
A band of coyotes	A parcel of pigs
A pod of dolphins	A flock of sheep

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GUIDED PRACTICE

6. Display the next "Collective Nouns" activity (WA11). Tell the students they will now practice using collective nouns. Draw the students' attention to the illustration, and read aloud the collective nouns. (*family*, *class*, *band*, *team*) Point out that each of these collective nouns names a group of people. Read sentence 1 aloud, and ask:

   Q *Which noun best completes the sentence?*

   Invite a volunteer to respond. Then write the word *family* into the blank. Invite a volunteer to read the completed sentence aloud.

WA11

family class band team



1. My family watched me play baseball.
2. My team won by one point.
3. The class of students cheered loudly.
4. A band played music after the game.

7. Repeat the process with the remaining sentences. You might invite volunteers to the whiteboard to write the nouns in the blanks.

8. To introduce additional collective nouns, create and post the following chart. You may want to include pictures to illustrate the nouns. Work with the students to make up sentences using the collective nouns. Keep the chart on display as reference for the skill practice pages that follow.

Group of People	Group of Animals	Group of Things
band	army of ants	bunch of bananas
chorus	litter of puppies	stack of presents
crowd	herd of cattle	flight of stairs
team	troop of monkeys	pile of twigs
class	pride of lions	forest of trees

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9. Work with the students to write sentences about a sports or entertainment event. Have them use a collective noun in each sentence. Begin by helping them brainstorm collective nouns they might use.

Optional Practice

Have the students complete pages 25–27 in their *Student Skill Practice Books,* independently or in pairs, to practice using collective nouns. Note that page 27 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 27 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Teacher Note

You might have the students write one example each of collective nouns that name a group of animals or people—for example, *flock of sheep*—in the Proofreading Notes section of their *Student Writing Handbooks*.

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Lesson 10 Common and Proper Nouns

Prerequisite Lessons

- Lesson 7, "Singular Nouns"
- Lesson 8, "Regular and Irregular Plural Nouns"

Student Skill Practice Book

- Pages 28–30

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Common and Proper Nouns" activity (WA14)
- "Common and Proper Nouns" activity (WA15)
- (Optional reteaching) "Common and Proper Nouns" activity (WA16)
- (Optional reteaching) "Common and Proper Nouns" activity (WA17)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Remind the students that a noun names a person, place, or thing and can also name an animal. Tell the students that in this lesson they will learn about nouns that name special people, places, things, or animals.
2. Display the first "Common and Proper Nouns" activity (WA14). Read the first word pair in the chart aloud and ask:

   Q *Which word or words name any person:* woman *or* Betsy Ross? (woman)

   Q *Which word names any place someone might live:* city *or* Philadelphia? (city)

   Invite one or two volunteers to respond. Explain that *woman* and *city* are called **common nouns** because they name any person, place, thing, or animal. They do not begin with a capital letter. Then explain that *Betsy Ross* and *Philadelphia* are called **proper nouns** because they name special people, places, things, or animals.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Betsy Ross is a special person—the woman who made the first American flag; Philadelphia is a special place—it's the city where Betsy Ross was born. Point out that each student's name is a proper noun, as is the name of the city or town where the student lives. Explain that proper nouns also name special places, such as states, countries, and stores.

WA14

Common Noun	Proper Noun
woman	Betsy Ross
city	Philadelphia
song	"America the Beautiful"

1. Flag Day (proper noun) is an important holiday (common noun).
2. It began in our country (common noun), the United States (proper noun).
3. We eat hot dogs (common noun) called Frank's Famous Franks (proper noun).

3. Repeat the process with the remaining word pair, pointing out that proper nouns also name specific songs, books, plays, movies, etc. Then ask:

   Q *What do you notice about proper nouns?*

   > **Students might say:**
   >
   > "Most of the words begin with capital letters."
   >
   > "I agree with Daria. *Betsy* and *Ross* begin with capital letters. That's how I write my first and last name."
   >
   > "*Philadephia* starts with a capital letter, too."

   As needed, explain that almost all proper nouns begin with capital letters. Point out that each important word in a proper noun is capitalized; for example, in a person's name, such as Betsy Ross, both the first name, *Betsy*, and the last name, *Ross*, begin with capital letters. In "America the Beautiful," only the most important words are capitalized.

4. Read sentence 1 aloud. Tell the students that they are going to identify common nouns and proper nouns in sentences. Ask:

   Q *Which word names any day when we celebrate?* (holiday) *Which word tells the name of a specific holiday?* (Flag Day)

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Click *holiday* to reveal the label *common noun*. Click *Flag Day* to reveal the label *proper noun*. As needed, explain that *holiday* is a common noun because it names any day of celebration, and *Flag Day* is a proper noun because it names a specific holiday. Point out that *Flag* and *Day* begin with capital letters.

5. Repeat the process for the remaining sentences.

Teacher Note

Explain that most brand names, or the names of specific soaps, toothpastes, crayons, and other things we buy, are proper nouns too. They also begin with capital letters. As needed, provide examples of product names familiar to the students, or invite volunteers to name particular products they use every day. You might want to list the proper nouns on the board and point out the capital letters.

GUIDED PRACTICE

6. Display the next "Common and Proper Nouns" activity ( WA15). Explain that you will guide the students to identify and sort common and proper nouns. Read the first sentence aloud. Point to the underlined words and ask:

   Q *Which word names any day when you celebrate?* (holiday)

   Q *Which words name a specific holiday?* (Presidents' Day)

   Give the students time to think, and invite one or two volunteers to respond. Then write *holiday* in the column with the heading *Common Noun* and *Presidents' Day* in the column with the heading *Proper Noun*. Invite another volunteer to explain the difference between a common and a proper noun, and when to use capital letters.

7. Read the second sentence aloud and invite a volunteer to identify the common noun and the proper noun. (*president*; *Abraham Lincoln*) Write each noun in the appropriate column. Point out that in this sentence the word *president* does not name a specific president, so it is not capitalized. The proper noun *Abraham Lincoln* names a specific person/president, so both words in the name are capitalized.

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Another holiday we have is Presidents' Day. Abraham Lincoln is one president we honor. He was born in the state of Kentucky. Some people watch fireworks to celebrate. Sparky's Fireworks are the best.

Common Noun	Proper Noun
holiday	Presidents' Day
president	Abraham Lincoln
state	Kentucky
fireworks	Sparky's Fireworks

8. Repeat the process for the remaining sentences. After all the nouns have been sorted and written in the correct columns, have volunteers take turns rereading each noun aloud and explaining what each proper noun names.
9. Work with the students to write sentences about a holiday celebration that takes place where they live. Have them include names of particular people and places (city or town, and state), and a holiday. Begin by helping them brainstorm common and proper nouns they might use in their sentences.

Optional Practice

Have the students complete pages 28–30 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying common and proper nouns. Note that page 30 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 30 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Teacher Note

You might have the students make a chart similar to the one on WA14 of common and proper nouns in the Proofreading Notes section of their *Student Writing Handbooks*.

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Lesson 11 Review

Prerequisite Lessons

- Lesson 7, "Singular Nouns"
- Lesson 8, "Regular and Irregular Plural Nouns"
- Lesson 9, "Collective Nouns"
- Lesson 10, "Common and Proper Nouns"

Student Skill Practice Book

- Pages 31–33

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Review" activity (WA18)
- "Review" activity (WA19)
- "Review" activity (WA20)

REVIEW

1. Explain to the students that they are going to review what they have learned about nouns in Lessons 7–10. Remind the students that they have learned how to:
   - Recognize and use singular nouns
   - Form and use plural nouns
   - Recognize and use collective nouns
   - Recognize and use common and proper nouns
2. Display the "Review" activity (WA18). Read aloud the definitions of a noun, a singular noun, and a plural noun, drawing students' attention to the illustrations. Then point to a single item in the classroom and have volunteers identify it, for example: *one pencil*. Point to more than one of the same items and ask volunteers to supply the plural forms, for example: *two pencils*.

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A **noun** names a person, place, animal, or thing.

A **singular** noun names only one: **bee**. 

A **plural noun** names more than one: **bees**. 

- Add *-s* to form the plural of most nouns: **bugs**, **flowers**.
- Add *-es* to nouns that end with *s*, *x*, *sh*, *ch*: **glasses**, **boxes**, **benches**, **dishes**.
- Change the *y* to an *i* and add *-es* to a noun that ends with a consonant + *y*: **fly – *y* + *i* + *es* = flies**.
- Change the spelling to form the plural of some nouns: **child/children**; **mouse/mice**.
- The spelling of some nouns stays the same: **one deer/two deer**; **one sheep/two sheep**.

3. Read aloud the first two possible ways to form plural nouns. Invite volunteers to the whiteboard to circle the letter or letters that form the plural. Have the students pronounce the singular and plural forms of each noun with you.
4. Read aloud the next two possible ways to form plural nouns. Circle *-ies* in *flies*. Then have the students pronounce the singular and plural forms with you. For each irregular noun that changes to form the plural, circle the part of the plural noun that is different. Have the class pronounce the singular and plural forms of the irregular nouns with you. Remind the students that they need to learn and remember the plural forms since there is no one rule that tells how to form them. Read the final point aloud, and invite a volunteer to the whiteboard to circle the words that are the same in the singular and in the plural. Then have the students read the phrases aloud with you.

Teacher Note

You might ask volunteers to make up sentences using *deer* and *sheep* as singular and plural nouns, for example:

- *A deer ran across the road.*
- *Three baby deer ran behind their mother.*

5. After reviewing all of the rules, read the singular form of each noun aloud again. Invite a volunteer to tell whether it names a person, a place, a thing, or an animal.

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6. Display the next "Review" activity (WA19). Draw the students' attention to the picture and ask them to describe it. (*five fish/a group of fish*) Then read the definition of a collective noun aloud. Have the students read the phrase *a school of fish* aloud with you.

   Read the collective nouns in the word box aloud, and review the definitions as needed. (*family*: a group of people who are related; *chorus*: a group of singers; *stack*: a neat pile) Then read each sentence aloud, and invite a volunteer to complete it with one of the collective nouns. Drag and drop the word into the blank. Then have the volunteer read the sentence aloud.

Teacher Note

Remind the students that collective nouns are singular when the group acts as one, for example: "The whole troop of monkeys runs into the jungle at once." To review other collective nouns, use the chart created for Lesson 9, if available, or share these examples: "**army** of ants," "**bunch** of bananas," "**crowd** of people."

WA19

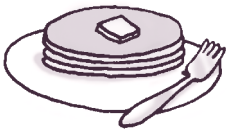
A **collective noun** names a group of animals, people, or things:

a **school** of fish 

stack | chorus | family

Eli has four brothers in his ___family___.

Two of them sing in a ___chorus___.

They sing a funny song about a ___stack___ of pancakes. 

7. Display the next "Review" activity (WA20). Read aloud the definitions and examples of common and proper nouns. Then read the first sentence aloud, and click *holiday* to reveal the label *common noun*. Click *New Year's Eve* to reveal the label *proper noun*. Ask the students to explain why the three words in the proper noun are capitalized. (They are all important words.)

   Read the remaining two sentences aloud, and invite volunteers to the whiteboard to click the common and proper nouns. Remind the students that the names of specific products, or things you can buy, are also proper nouns and begin with capital letters, for example: *Penny's Perfect Pencils*.

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A **common noun** names any person, place, thing, or animal. It does not begin with a capital letter: **girl**.

A **proper noun** names a specific person, place, thing, or animal. It begins with a capital letter: **Lisa**.

1. My favorite holiday (common noun) is New Year's Eve (proper noun).
2. We celebrate in Salem (proper noun), the city (common noun) where I grew up.
3. We go to a diner (common noun) called Sadie's Super Suppers (proper noun).

Optional Practice

Have the students complete pages 31–33 in their *Student Skill Practice Books*, independently or in pairs, to practice using singular nouns, regular and irregular plural nouns, collective nouns, and common and proper nouns correctly.

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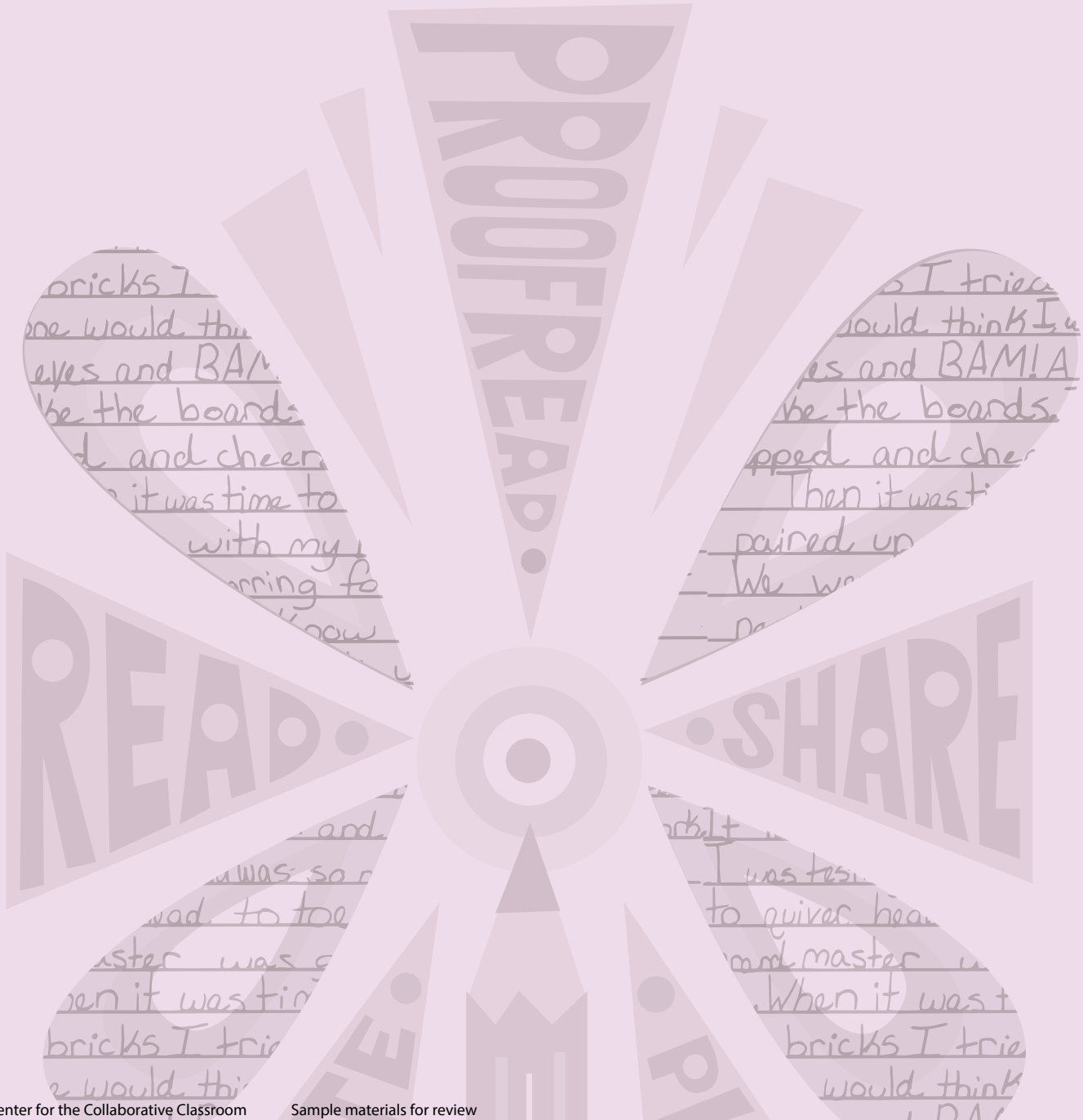
Verbs



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Lesson 12 Verbs

Prerequisite Lesson

- Lesson 1, "Complete Sentences"

Student Skill Practice Book

- Pages 34–36

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Verbs" activity (WA1)
- "Verbs" activity (WA2)
- "Verbs" activity (WA3)
- (Optional reteaching) "Verbs" activity (WA4)
- (Optional reteaching) "Verbs" activity (WA5)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Explain to the students that in this lesson they will learn about **verbs**, or words that tell what someone or something does or is.
2. Display the first "Verbs" activity (WA1). Tell the students that some verbs tell what someone or something does. They are called **action verbs**, and they can make your writing exciting. Read the verbs in the word box aloud and point out that these are some examples of action verbs.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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WA1

float go look fall

Charlie and Sasha play outside.

1. Dark clouds __float__ in the sky.
2. The children __look__ at the clouds.
3. Soon raindrops __fall__ from the sky.
4. Charlie and Sasha __go__ back inside.

3. Read the sample sentence in the box aloud and have the students identify whom the sentence is about. (*Charlie and Sasha*) Then point out the verb *play*. Explain that, in this sentence, *play* is the word that tells us what *Charlie and Sasha* do; it shows action.
4. Read sentence 1 aloud and ask:

   Q *What do clouds do in the sky?*

   Invite one or two volunteers to respond. Then point out the verb *float* in the word box. Drag and drop *float* into the blank and read the completed sentence aloud. Explain that *float* is an action verb that tells what the clouds are doing. Use a similar process for the remaining sentences.
5. Tell students that when they write they should try to use strong, colorful verbs that tell exactly what someone or something did. Reread sentence 4 and point out that the verb *go* is not a very exciting or exact verb. Then ask:

   Q *If you were outside when it started to rain, how might you go? Would you walk? Would you run? What other verbs could you use?*

   Help the students think of colorful verbs to describe going quickly (for example, *dash*, *dart*, *hurry*, *rush*, *race*). Then invite the students to think of colorful action verbs that could be used in sentences 1–3. For example, students might list the following:
   - For sentence 1: *drift*, *rise*, *hover*
   - For sentence 2: *gaze*, *stare*, *point*
   - For sentence 3: *pour*, *sprinkle*, *trickle*

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6. Display the second "Verbs" activity (WA2). Explain that some verbs do not show action. They show what a person or thing is or is like. They are called **linking verbs**, because they link, or connect, the person or thing that the sentence is about to other words that give more details. Read the verbs in the word box and explain that they are linking verbs.

WA2

is are am was were

Charlie and Sasha are my friends.

1. The sky is gray today.
2. I am cold.
3. The sun was bright yesterday.
4. The playground was full.

7. Read the sample sentence aloud and have the students identify whom the sentence is about. (*Charlie and Sasha*) Underline *Charlie and Sasha*. Then ask:

   Q *Which words tell us more about* Charlie and Sasha*? (*my friends*)*

   Underline *my friends*. Circle the verb *are* and draw an equal sign above it as you explain that the verb *are* links the words *Charlie and Sasha* and the words *my friends*. Tell the students to think of a linking verb as an equal sign and that *Charlie and Sasha* equal *my friends*.

8. Read sentence 1 aloud. Have the students identify the words that tell what the sentence is about and the words that give more information about the sky. (*The sky*; *gray today*) Draw a line under each sentence part. Then have the students identify the linking verb that connects the sentence parts. (*is*) Circle *is* and draw an equal sign above it.

9. Repeat the process with the remaining sentences. You may want to use the sentences to point out that:
   - *Is* and *was* are used when the subject is one person or thing.
   - *Are* and *were* are used when the subject is more than one person or thing.
   - *Am* and *was* are used when the subject is *I*.

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GUIDED PRACTICE

10. Display the third "Verbs" activity (WA3). Explain to the students that they will work together to read each sentence and decide which verb completes it.

WA3

Action verbs:	jump	splash
Linking verbs:	is	are

1. Today ___is___ a rainy day. (linking verb)
2. Charlie and Sasha __jump__ over puddles. (action verb)
3. Then they __splash__ through water. (action verb)
4. Now their boots ___are___ wet. (linking verb)

11. Read the verbs in the word box aloud. Then read aloud sentence 1 and the words in parentheses, explaining that the sentence needs a linking verb to complete it. Help the students choose the correct linking verb from the word box. (*is*) Point out that the sentence tells about a single day—*today*—so *is* is correct. Drag and drop *is* into the blank and have the students read the completed sentence aloud with you.
12. Read sentence 2 aloud and clarify that the sentence needs an action verb to complete it. Ask:

    Q *Which action verb,* jump *or* splash*, tells what you do when you go over a puddle?* (jump)

    Drag and drop *jump* into the blank and have the students read the completed sentence aloud with you. Then invite volunteers to suggest other action verbs that could describe going over a puddle. (*hop*, *leap*)
13. Use a similar process for sentence 3, having volunteers suggest other action verbs that could describe going through water. (*swish*, *skip*, *run*)
14. For sentence 4, help the students choose the correct linking verb by pointing out that the sentence tells about more than one thing—*boots*. Drag and drop *are* into the blank and have the students read the completed sentence aloud with you.
15. Work with the students to write sentences about the weather in recent weeks, using action verbs and linking verbs.

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Optional Practice

Have the students complete pages 34–36 in their *Student Skill Practice Books*, independently or in pairs, to practice using action and linking verbs. Note that page 36 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 36 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 13 Present-tense and Regular Past-tense Verbs

Prerequisite Lesson

- Lesson 12, "Verbs"

Student Skill Practice Book

- Pages 37–39

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Present-tense and Regular Past-tense Verbs" activity (WA6)
- "Present-tense and Regular Past-tense Verbs" activity (WA7)
- (Optional reteaching) "Present-tense and Regular Past-tense Verbs" activity (WA8)
- (Optional reteaching) "Present-tense and Regular Past-tense Verbs" activity (WA9)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

ELPS 5.D.iii
Introduction and
Guided Practice (Steps 1–9)

1. Explain to the students that in this lesson they will learn how to use verbs to show when something happened.
2. Display the first "Present-tense and Regular Past-tense Verbs" activity (WA6). Explain to the students that a verb can show that an action is happening right now. Read the first sample sentence in the chart aloud, emphasizing *walk*. Then tell the students that a verb can also show that the action has happened already. Read the second sample sentence aloud, emphasizing *walked*. Ask:

   Q *What do you notice about the verb in the second sentence? (The verb ends with* -ed.*)*

   Explain that when a verb ends in *-ed* it shows that the action has already happened. Tell the students that the term **present** refers to something happening right now, and **past** refers to something that already happened.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Present	I walk my dogs today.
Past	I walked my dogs yesterday.

1. We **crossed** the street.
2. We **stopped** at the corner.
3. The dogs **spied** a cat.
4. The dogs **chased** the cat.

3. Read sentence 1 aloud, and have the students identify the verb. (*cross*) Ask:

   Q *Is the action happening now or in the past? (now)*

   Q *If we wanted to show that it has already happened, what would we do? (add* -ed *to* cross*)*

   Click *cross*, changing it to *crossed*. Tell the students that you can add *-ed* to many verbs to show that an action happened in the past.

4. Repeat the process for sentences 2–4, using the verbs in these sentences to explain the spelling rules for adding *-ed* to some verbs:
   - If a verb ends with a short vowel sound and a single consonant (such as *stop*), double the consonant before adding *-ed* (as in *stopped*).
   - If a word ends with a consonant + *y* (such as *spy*), change the *y* to *i* before adding *-ed* (as in *spied*).
   - If a word ends with silent *e* (such as *chase*), drop the silent *e* before adding *-ed* (as in *chased*).

GUIDED PRACTICE

5. Display the next "Present-tense and Regular Past-tense Verbs" activity (WA7). Explain to the students that they will work together to read each sentence and decide whether to use the present or the past form of the verb to complete the sentence.

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spot spotted

1. Yesterday my dogs _____spotted_____ a cat by a tree.

race raced

2. Then the cat _____raced_____ under a bush.

smell smelled

3. Right now my dogs _____smell_____ a rabbit in the grass.

bark barked

4. My dogs _____bark_____ at the rabbit.

6. Read aloud the first sentence and the two verb choices above it. Ask:

   Q *Which verb do you think we should use in this sentence?* (spotted) *Why? (The action happened yesterday, so it happened in the past.)*

   Write *spotted* in the blank and have the students read the completed sentence aloud with you. Point out that *spot* ends in a short vowel sound and a single consonant, so the *t* was doubled before *-ed* was added.

7. Read aloud the second sentence and the two verb choices. Point out that the sentence continues to tell about what happened with the cat, so it is still in the past. Have a volunteer identify the correct verb to complete the sentence. (*raced*) Write *race* in the blank and have the volunteer read the completed sentence aloud. Point out that *raced* ends with a silent *e*, so the *e* was dropped before *-ed* was added.

8. Use a similar process for sentences 3 and 4, guiding the students to see that the words *Right now* indicate that the action is taking place in the present. Invite volunteers to the whiteboard to write the present-tense forms of the verbs in the blanks and to read them aloud.

9. Work with the students to write about something funny or interesting a particular animal does. Help them write two sentences in which the action takes place in the past and two in which the action takes place in the present.

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Optional Practice

Have the students complete pages 37–39 in their *Student Skill Practice Books*, independently or in pairs, to practice using present-tense and regular past-tense verbs. Note that page 39 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 39 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

Teacher Note

After teaching this lesson, have the students write the spelling rules for adding *-ed* in the Proofreading Notes section of their *Student Writing Handbooks*.

ELL Note

In Chinese, Hmong, and Vietnamese, verbs do not change forms to show different tenses. Instead, verb tense is usually shown through time words and other context clues. For example: "When my family move [instead of *moved*] last year, I start [instead of *started*] at a new school."

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Lesson 14 Irregular Past-tense Verbs

Prerequisite Lessons

- Lesson 12, "Verbs"
- Lesson 13, "Present-tense and Regular Past-tense Verbs"

Student Skill Practice Book

- Pages 40–42

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Irregular Past-tense Verbs" activity (WA10)
- "Irregular Past-tense Verbs" activity (WA11)
- (Optional reteaching) "Irregular Past-tense Verbs" activity (WA12)
- (Optional reteaching) "Irregular Past-tense Verbs" activity (WA13)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

ELPS 5.D.iii
Introduction and
Guided Practice (Steps 1–9)

1. Explain to the students that in this lesson they will learn more about how to show action in the past.
2. Display the first "Irregular Past-tense Verbs" activity (WA10). Remind the students that they have already learned how to add *-ed* to a verb to tell about something that happened in the past. Explain that some past-tense verbs do not end with *-ed*; they are irregular verbs. **Irregular verbs** have a different spelling when they tell about the past. Point to each verb pair in the chart and have the students read the present- and past-tense forms aloud with you. Then explain that the students will have to learn and remember these verbs. They don't follow any rules.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Present	go	sit	find	hide	say
Past	went	sat	found	hid	said

Yesterday I **went** into my room. I **hid** in the closet. I **sat** quietly. Soon Kim **found** me. I **said**, "Hello!"

3. Explain that you are going to read a story about playing hide-and-seek. Read the first sentence aloud and have the students identify the verb. (*go*) Then point out the word *Yesterday*. Explain that this story is about something that happened yesterday, so we need to change *go* to tell about the past. Ask:

   Q *What should we change* go *to in order to make it tell about the past?* (went)

   Invite a volunteer to respond. Confirm by clicking *go* to reveal *went*. Have the students read the new sentence aloud with you.

4. Repeat the process for the remaining sentences. After all of the verbs have been changed to the past tense, read the entire paragraph aloud.

5. Create and post the following chart to show additional past-tense verb forms. Have the students work in pairs to make up one or two sentences using these verbs. Invite a few volunteers to share their responses. Keep the chart on display for reference.

Present	Past
see	saw
get	got
run	ran
make	made
tell	told
give	gave
keep	kept

Teacher Note

You may want to review the linking verb *be* and explain that it is also an irregular verb. Use the following examples to introduce the past-tense forms of *be* and when to use them:

- *I **was** quiet.* (Use *was* when the first part of the sentence is *I* or tells about one person or thing.)
- *You **were** in the room.* (Use *were* when the first part of the sentence is *you* or tells about more than one person or thing.)

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GUIDED PRACTICE

6. Display the next "Irregular Past-tense Verbs" activity (WA11). Explain to the students that they will read each sentence and choose the correct verb from the word box to tell about the past.

WA11

told got went hid sat

1. Last night I __went__ upstairs. (go)
2. I __got__ into my bed. (get)
3. My big brother __sat__ next to me. (sit)
4. He __told__ me a bedtime story. (tell)
5. The story was scary, so I __hid__ under the covers. (hide)

7. Read the verbs in the word box aloud, pointing out that they all tell about the past. Then read sentence 1 aloud. Point to the present-tense verb in parentheses (*go*) and ask:

   Q *Which verb in the word box shows the same action in the past?* (went)

   Drag and drop *went* into the blank and have the students read the completed sentence aloud with you.

8. Repeat the process for the remaining sentences.
9. Work with the students to write sentences about playing a game, such as hide-and-seek, using present- and past-tense forms of irregular verbs.

Optional Practice

Have the students complete pages 40–42 in their *Student Skill Practice Books*, independently or in pairs, to practice using irregular past-tense verbs. Note that page 42 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 42 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 15 Future-tense Verbs

Prerequisite Lessons

- Lesson 12, "Verbs"
- Lesson 13, "Present-tense and Regular Past-tense Verbs"

Student Skill Practice Book

- Pages 43–45

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Future-tense Verbs" activity (WA14)
- "Future-tense Verbs" activity (WA15)
- (Optional reteaching) "Future-tense Verbs" activity (WA16)
- (Optional reteaching) "Future-tense Verbs" activity (WA17)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Explain to the students that in this lesson they will learn more about using verbs to tell when the action in a sentence takes place. Remind the students that they know how to tell that something is happening right now, or in the present. They also know how to tell that something has happened in the past. Now they will learn how to show that something is going to happen in the future.
2. Display the first "Future-tense Verbs" activity (WA14). Read the first sample sentence in the chart aloud, emphasizing the verb *play*. Then read the second sample sentence aloud, emphasizing the words *Tomorrow* and *will play*. Point out that *Tomorrow* is a word that tells about the future. Ask:

   Q *What word has been added before* play*? (*will*)*

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Tell the students that, to show that something is going to happen in the future, we add the word *will* before the verb. *Will* is called a **helping verb**. *Play* is the **main verb**.

WA14

Now	I play soccer.
In the future	Tomorrow I will play soccer.

I **will run** down the field. I **will kick** the ball. I **will score** a goal. I **will be** the star of the game! The game **will be** over. We **will be** the winners.

3. Explain that you are going to read a story about playing soccer. Read the first sentence aloud and have the students identify the action verb. (*run*) Ask:

   Q *Is the action happening now or in the future? (now)*

   Q *If we wanted to show that it is going to happen tomorrow, what would we do? (add the helping verb* will *before* run*)*

   Click *run*, changing it to *will run*. Have the students read the new sentence aloud with you.

4. Repeat the process for sentences 2 and 3.

5. Read sentence 4 aloud and have the students identify the linking verb. (*am*) Remind them that *am* is a form of the irregular verb *be*. Explain that to show the future, instead of saying *will am*, we change *am* to *be* before we add *will*. Click *am*, changing it to *will be*. Have the students read the new sentence aloud with you.

6. Repeat the process with sentences 5 and 6, explaining that *is* and *are* are also forms of the verb *be*. After all of the verbs have been changed to the future tense, read the entire paragraph aloud.

GUIDED PRACTICE

7. Display the next "Future-tense Verbs" activity (WA15). Explain to the students that they will work together to read each sentence and decide which form of the verb to use to complete the sentence.

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play | will play

1. Next week our team ___will play___ the Tigers.

am | will be

2. Right now I ___am___ in my uniform.

are | will be

3. My friends ___will be___ at the game next Friday.

8. Read aloud the first sentence and the two verb choices above it. Ask:

   Q *Which word or words do you think we should use in this sentence?* (will play) *Why? (The action is happening* Next week, *so it is happening in the future.)*

   Drag and drop *will play* into the blank and have the students read the completed sentence aloud with you.

9. Have the students confer in pairs about each of the remaining sentences. Invite a volunteer to the whiteboard to drag and drop the correct verb into the blank.

10. Work with the students to write a few sentences using future-tense verbs to tell about a game they will be playing or watching sometime soon.

Optional Practice

Have the students complete pages 43–45 in their *Student Skill Practice Books*, independently or in pairs, to practice using future-tense verbs. Note that page 45 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 45 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In Spanish, Hmong, and Haitian Creole, the present tense can be used in place of the future tense, as in "Tomorrow I go to the game" instead of "Tomorrow I will go to the game." Students from these language backgrounds may need extra practice using future-tense verbs.

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Lesson 16 Subject-Verb Agreement

Prerequisite Lessons

- Lesson 1, "Complete Sentences"
- Lesson 7, "Singular Nouns"
- Lesson 8, "Regular and Irregular Plural Nouns"
- Lesson 12, "Verbs"
- Lesson 13, "Present-tense and Regular Past-tense Verbs"

Student Skill Practice Book

- Pages 46–48

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Subject-Verb Agreement" activity (WA18)
- "Subject-Verb Agreement" activity (WA19)
- "Subject-Verb Agreement" activity (WA20)
- (Optional reteaching) "Subject-Verb Agreement" activity (WA21)
- (Optional reteaching) "Subject-Verb Agreement" activity (WA22)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

ELPS 5.D.i
Introduction and
Guided Practice (Steps 1–12)

1. Explain to the students that in this lesson they will learn how to make the subject and the predicate of a sentence match, or **agree**.
2. Display the first "Subject-Verb Agreement" activity (WA18). Remind the students that the subject of a sentence tells whom or what the sentence is about, and the predicate tells what happens. Read the first sample sentence in the box aloud and help the students identify the noun in its subject and the verb in its predicate. (*lion*; *roars*) Repeat the process with the second sample sentence. (*lions*; *roar*)

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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A lion roars loudly.
Two lions roar loudly.

1. The **monkey hides** in the tree.
2. The **hippo sits** in the mud.
3. The **zebra stands** in the grass.
4. The **elephant plays** in the water.

3. Point out the nouns in the sample sentences and ask:

   Q *Which one of these is plural, or tells about more than one?* (lions) *How do we know? (It ends with* s.*)*

   Point out the verbs and ask:

   Q *How is the verb in the second sentence different from the verb in the first? (The verb in the second sentence doesn't have an* s *at the end.)*

   Ask the students why they think the verb is different. Invite one or two volunteers to respond. Then explain that it is different because a verb must match, or agree in number with, the noun it tells about. Explain that:
   - When the subject of a sentence tells about one person or thing, we usually add *-s* to the end of an action verb.
   - When the subject of a sentence tells about more than one person or thing, or is the word *I* or *you*, we do not add anything to the verb.

4. Read sentence 1 aloud. Have the students identify the noun in the subject. (*monkeys*) Ask:

   Q *Does* monkeys *tell about one or more than one? (more than one)*

   Q *Which word tells what the monkeys do?* (hide)

   Click *monkeys*, changing it to *monkey*. Point out that it is now singular; it tells about just one. Ask:

   Q *What do you think needs to happen to* hide *now? (An -s should be added.)*

   Click *hide*, changing it to *hides* to confirm the answer. Then read the new sentence aloud.

5. Repeat the process for sentences 2–4.

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Teacher Note

Extend the lesson by explaining that sometimes *-es* is added to a verb instead of *-s*. Post the following examples:

The giraffe munches. *The elephant splashes.* *The bee buzzes.* *The crow flies.*

Summarize by explaining that:

- If a verb ends with *ch*, *sh*, *zz*, *ss*, or *x*, we add *-es* instead of *-s* (as in *munches* and *buzzes*).
- If a verb ends with a consonant + *y*, we change the *y* to *i* and then add *-es* (as in *flies*).

6. Display the next "Subject-Verb Agreement" activity (WA19). Read the first sentence aloud, and have one or two volunteers identify the noun and verb in it. (*rock*; *is*) Remind the students, if necessary, that the verb *is* is a form of the linking verb *be*. Click *rock*, changing it to *rocks*. Ask:

   Q *What do you think needs to happen to* is *now?*

   Give the students a moment to think, and invite a volunteer to respond. Then click *is*, changing it to *are*. Tell the students that, when the subject of a sentence is singular, we use *is*. When the subject is plural, we use *are*.

WA19

1. The large **rocks are** gray.
2. The **snakes were** on that rock.
3. **We are** afraid of snakes.

7. Use a similar process for sentence 2, pointing out that *was* and *were* are the past-tense forms of *be*.
8. Repeat the process with sentence 3 to demonstrate that when the subject is the word *I*, we use *am*; when the subject is the word *we*, we use *are*. Write the following sentences on the board to help explain that we also use the verb *are* when the subject is *you* or *they*: *You are interested in snakes. They are interested, too.*

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GUIDED PRACTICE

9. Display the last "Subject-Verb Agreement" activity (WA20). Explain to the students that they will work together to read each sentence and decide which form of the verb to use to complete the sentence.

WA20

live lives

1. Giraffes _____live_____ in Africa.

is are

2. A giraffe's neck _____is_____ very long.

reach reaches

3. The giraffe ____reaches____ for leaves in the tree.

10. Read the first sentence aloud. Invite a volunteer to identify the noun in the subject and to say whether it tells about one or more than one. (*Giraffes*; more than one) Then explain that the verb in the sentence is missing. Read the choices aloud and ask:

    Q *Which of these goes with a subject that tells about more than one person or thing?* (live)

    Give the students time to think, and invite a volunteer to respond. Drag *live* into the blank, and have the students read the completed sentence aloud with you.

11. Repeat the process for sentences 2–3, having a volunteer identify the noun in each subject and the verb that agrees with it.

12. Work with the students to write two sentences about a wild animal—one with a singular subject and one with a plural subject. Then help them check that the verbs and subjects agree.

Optional Practice

Have the students complete pages 46–48 in their *Student Skill Practice Books*, independently or in pairs, to practice using correct subject-verb agreement. Note that page 48 can be scored, allowing you to assess how well each student understands the lesson skill.

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Reteaching

For students who need additional instruction, note that activities A and B on page 48 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In Chinese, Korean, Hmong, Vietnamese, and Haitian Creole, a verb in a sentence has the same form regardless of whether the subject is singular or plural. Students from these language backgrounds will likely need additional support and practice with subject-verb agreement.

Teacher Note

You might have the students write the rules for subject-verb agreement, along with examples, in the Proofreading Notes section of their *Student Writing Handbooks*.

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Lesson 17 Review

Prerequisite Lessons

- Lesson 12, "Verbs"
- Lesson 13, "Present-tense and Regular Past-tense Verbs"
- Lesson 14, "Irregular Past-tense Verbs"
- Lesson 15, "Future-tense Verbs"
- Lesson 16, "Subject-Verb Agreement"

Student Skill Practice Book

- Pages 49–51

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Review" activity (WA23)
- "Review" activity (WA24)
- "Review" activity (WA25)

REVIEW

1. Explain to the students that they are going to review what they have learned about verbs in Lessons 12–16. Remind the students that they have learned:
   - How to use action and linking verbs
   - How to use verbs to tell about the past, present, and future
   - How to form irregular past-tense verbs
   - How to make subjects and verbs agree
2. Display the first "Review" activity (WA23) and read the definition of an action verb aloud. Remind the students that the subject is the part of the sentence that tells whom or what the sentence is about.

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An **action verb** tells what the subject of a sentence does. The verb must agree with the subject.

action verb — action verb
A doctor helps sick people. Dentists fix teeth.

A **linking verb** connects the subject of a sentence to words that tell more about it. The verb must agree with the subject.

linking verb — linking verb
My dentist is a nice man. Clean teeth are important.

3. Have the students read the first two sample sentences aloud with you. Ask:

   Q *What are the action verbs in these sentences?* (helps; fix)

   Give the students time to think, and invite one or two volunteers to respond. Confirm the answers by clicking the verbs *helps* and *fix*. Remind the students that, because the subject in the first sentence—*A doctor*—tells about one, we add *-s* to the end of the verb. The subject in the second sentence—*Dentists*—tells about more than one, so we do not add anything to the verb.

4. Ask:

   Q *If the subject,* Dentists, *was changed to* A dentist *in the second sentence, what would we need to do to make the subject and verb agree? Why?*

   > **Students might say:**
   >
   > "We'd need to add *-es* to *fix* because you can't say 'fixs.'"
   >
   > "I agree with Sean. *Fix* is a verb that ends with *x*, so we add *-es* instead of *-s*."

   Summarize by reviewing that, when the subject is singular, we add *-s or -es* to the verb; when the subject is plural or is the pronoun *I* or *you*, we do not add anything.

Teacher Note

Remind the students that, when they write, they should choose colorful action verbs to tell exactly what someone or something did. Invite the students to think of strong action verbs that could replace the verb *helps* in the first sample sentence, for example: *cures, saves, heals, cares for.*

5. Read aloud the definition of a linking verb along with the sample sentences. If necessary, remind the students that *teeth* is the plural form of *tooth*. Then ask:

   Q *What are the linking verbs in these sentences?* (is; are)

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Confirm the answers by clicking *is* and *are*. Remind the students that *is* and *are* are forms of the verb *be*. Have the students explain when each of these is used. (*Is* is used when the subject is singular; *are* is used when the subject is plural.) Then ask:

Q *What form of* be *is used if the subject is* I? (am) *What form is used if the subject is* you? (are)

6. Display the next "Review" activity (WA24). Read aloud the first statement and the sentences showing the use of the present tense. Have the students identify the present-tense verb in the sentence. (*hurts*) Click *hurts* to confirm the answer. Review subject-verb agreement by asking:

Q *Why does the verb* hurts *have an* s *at the end? (Because the subject*—My throat—*is singular.)*

WA24

A verb can tell about an action **in the present**.

My throat hurts.

A verb can tell about an action **in the past**.

Last night my skin itched.

A verb can tell about an action **in the future**.

Tomorrow Dad will take me to the doctor.

7. Read aloud the second statement and sample sentence. Have the students identify the past-tense verb. (*itched*) Click *itched* to confirm the answer. Then ask:

Q *What tells us that the action is happening in the past? (the ending* ed*; the words* last night*)*

Give the students time to think, and invite one or two volunteers to respond. Then ask the students to name the present-tense form of *itched*. (*itch*)

8. Read the third statement and sample sentence aloud. Have the students identify the future-tense verb. (*will take*) Click *will take* to confirm the answer. Ask:

Q *What tells us that the action is happening in the future? (the word* will *before the verb; the word* tomorrow*)*

9. Display the final "Review" activity (WA25). Read the first statement and the sample sentences aloud.

Have the students work in pairs to identify each past-tense verb and its present-tense form. (*looked/look*; *tapped/tap*; *shined/shine*; *spied/spy*) Invite volunteers to share their

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answers, and click the verbs to confirm them. Then use *tapped*, *shined*, and *spied* to review the rules for adding *-ed*:

- If a verb ends with a short vowel sound and a single consonant (such as *tap*), double the consonant before adding *-ed* (as in *tapped*).
- If a word ends with silent *e* (such as *shine*), drop the silent *e* before adding *-ed* (as in *shined*).
- If a word ends with a consonant + *y* (such as *spy*), change the *y* to *i* before adding *-ed* (as in *spied*).

WA25

You can add *-ed* to many verbs to show action in the past.

look in the past — *tap* in the past
The doctor looked at my skin. She tapped my chest.

shine in the past — *spy* in the past
She shined a light in my throat. She spied bumps.

Some verbs have a special form for the past.

give in the past — *go* in the past
The doctor gave me a shot. I went home to bed.

am in the past — *are* in the past
I was tired. My eyes were red.

10. Read the second statement and the first two sample sentences aloud. Have the students identify the past-tense verbs in them. (*gave*; *went*) Invite volunteers to name the present-tense form of each verb. (*give*; *go*) Click *gave* and *went* to confirm the answers.

    Repeat the process with the second two sentences, eliciting that *was* and *were* are past-tense forms of the linking verb *be*. Review subject-verb agreement with forms of *be* by asking:

    Q *When do we use* was? *(when the subject is singular or the word* I*)*

    Q *When do we use* were? *(when the subject is plural or the word* you*)*

    Invite volunteers to suggest other irregular past-tense verbs they know and their present-tense forms.

Optional Practice

Have the students complete pages 49–51 in their *Student Skill Practice Books*, independently or in pairs, to practice using verbs correctly.

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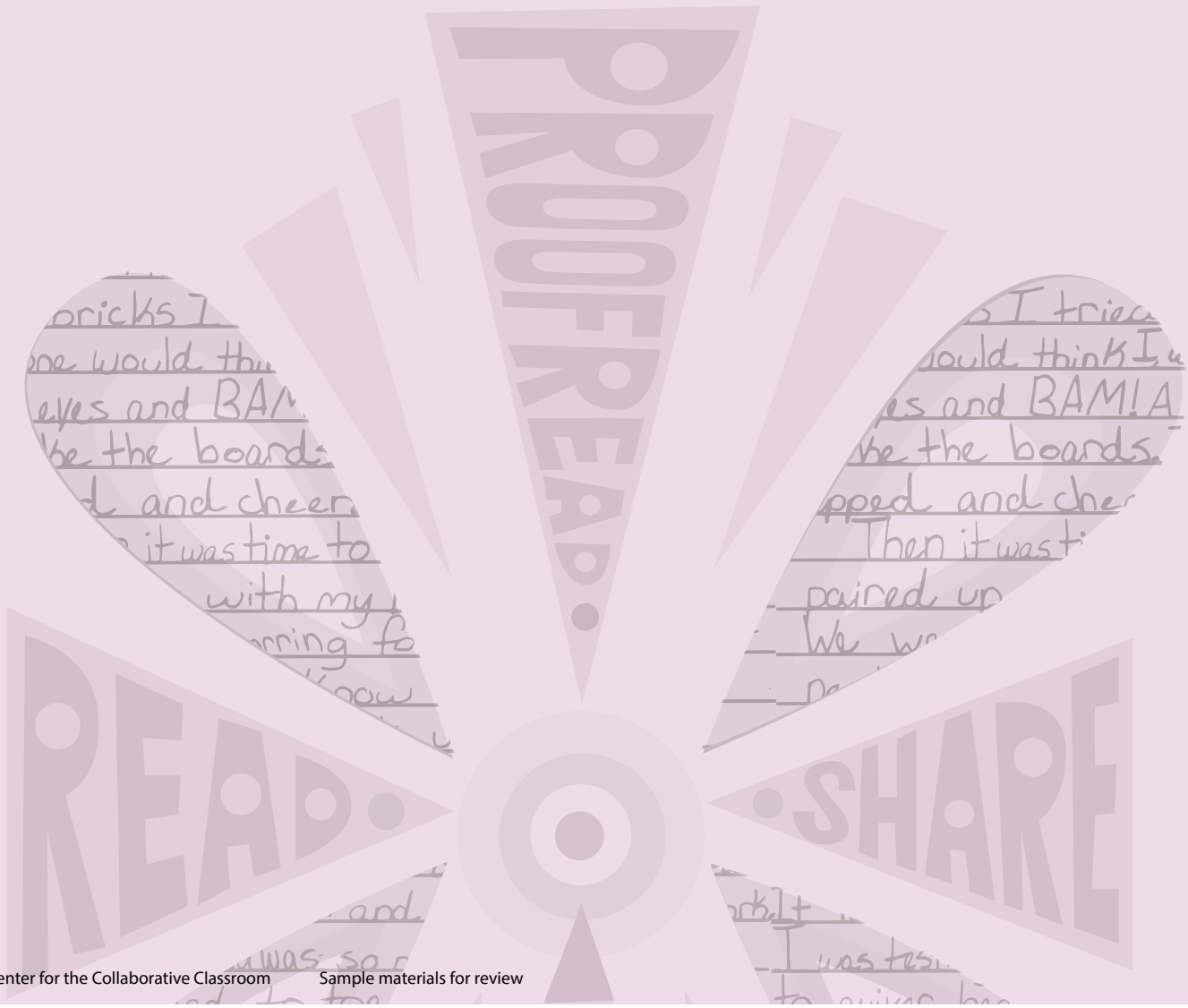
Pronouns, Adjectives, and Adverbs



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Lesson 18 Subject and Object Pronouns

Prerequisite Lessons

- Lesson 1, "Complete Sentences"
- Lesson 7, "Singular Nouns"
- Lesson 8, "Regular and Irregular Plural Nouns"
- Lesson 10, "Common and Proper Nouns"

Student Skill Practice Book

- Pages 52–54

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Subject and Object Pronouns" activity (WA1)
- "Subject and Object Pronouns" activity (WA2)
- "Subject and Object Pronouns" activity (WA3)
- (Optional reteaching) "Subject and Object Pronouns" activity (WA4)
- (Optional reteaching) "Subject and Object Pronouns" activity (WA5)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

ELPS 5.D.ii
Introduction and
Guided Practice (Steps 1–12)

1. Explain to the students that in this lesson they will learn how to use **pronouns**, or words that take the place of nouns. Review that a noun is a word that names a person, a place, a thing, or an animal.
2. Display the first "Subject and Object Pronouns" activity (WA1). Remind the students that a subject tells whom or what the sentence is about. Then read the pronouns in the word box aloud, and explain that they are called **subject pronouns** because they can each take the place of the subject of a sentence.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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He She It We They

1. Lucy looks up at the dark sky. **She** sees the stars.
2. Carlos looks up at the sky. **He** sees the moon.
3. The moon is full. **It** looks like a gold coin.
4. The stars twinkle. **They** shine brightly.
5. Lucy, Carlos, and I gaze up at the sky. **We** try to count the stars.

3. Read sentence pair 1 aloud, and invite a volunteer to identify the subject in both sentences. (*Lucy*) Then point out that repeating *Lucy* makes the sentences sound choppy. Tell the students that they can make these sentences sound better by replacing *Lucy* with a pronoun. Ask:

   Q *Which pronoun do you think we should use to replace the name* Lucy*?*

   Invite a volunteer to respond. Then click *Lucy* in the second sentence, changing it to *She*. Explain that when you replace a noun that is female—a girl or woman—you use the pronoun *she*. Read both sentences aloud, emphasizing the pronoun in the second sentence. Ask:

   Q *How do the sentences sound now?*

   > **Students might say:**
   >
   > "They sound better because you're not repeating *Lucy*."
   >
   > "I agree with Allie. The sentences don't sound choppy anymore."

4. Repeat the process for the remaining sentence pairs, explaining that:
   - *He* is used for one male—a man or boy, so *He* replaces *Carlos*.
   - *It* is used for one thing, place, or animal, so *It* replaces *The moon*.
   - *They* is used for more than one person, thing, place, or animal, so *They* replaces *The stars*.
   - *We* is used for one or more people and *I* (the person speaking), so *We* replaces *Lucy, Carlos, and I*.

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5. Display the next "Subject and Object Pronouns" activity (WA2). Read the pronouns in the word box aloud, and tell the students that these are called **object pronouns**. Explain that an object pronoun takes the place of a noun that comes after a verb. It can also follow a word such as *to*, *at*, *for*, *from*, or *about*.

WA2

him her it us them

1. Lucy sees Carlos. She gives **him** a book.
2. The book has pictures. Carlos looks at **them**.
3. Carlos likes the moon. He wants to go to **it**.
4. Carlos gives Lucy a book. The book amazes **her**.
5. Lucy tells Carlos and me about stars. She teaches **us** a lot.

6. Read the first sentence pair aloud and identify the verb in each sentence. (*sees*; *gives*) Then have a volunteer identify the noun that follows the verb in both sentences. (*Carlos*) Elicit that these sentences would sound better if *Carlos* wasn't repeated. Ask:

   Q *Which word from the word box should we change* Carlos *to?*

   Invite a volunteer to respond. Then click *Carlos*, changing it to *him*. Tell the students that the pronoun *him* is used for one male—a boy or man. Remind the students that we use *him* instead of *he* to take the place of a noun that follows a verb. Read both sentences aloud, emphasizing the pronoun in the second sentence and pointing out that it sounds better.

7. Repeat the process for the remaining sentence pairs, pointing out that:
   - *Them* is used for more than one person, thing, place, or animal, so *them* replaces *the pictures*.
   - *It* is used for one thing, place, or animal, so *it* replaces *the moon*.
   - *Her* is used for one female—a girl or a woman, so *her* replaces *Lucy*.
   - *Us* is used for one or more people and *me*, so *us* replaces *Carlos and me*.

8. Tell the students that *I* is another subject pronoun, *me* is another object pronoun, and *you* can be a subject pronoun or an object pronoun. To further explain the use of these pronouns, write these sentences on the board: *I see you. You see me.* Explain that:
   - *I* is used in the subject of a sentence; *me* is used after a verb or a word such as *to*, *at*, *for*, *from*, or *about*.
   - *You* can be used anywhere in a sentence, and it can be used to tell about one person or more than one.

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GUIDED PRACTICE

9. Display the last "Subject and Object Pronouns" activity (WA3). Tell the students that they will read a story that is missing some words. Explain that you will work together to choose the correct pronouns to complete the story.

WA3

He She It We They him her

Mr. Smith teaches Lucy about stars. __She__ learns a lot from __him__. __He__ tells Lucy that stars are balls of gas. __They__ burn like fire. Mr. Smith tells __her__ that the stars are far away.

Carlos and I study the moon. __We__ learn that the moon is not a star. __It__ is a big rock.

10. Read the first sentence aloud. Then read the second one aloud and explain that it is missing the subject and one other word. Point to the first blank, and explain that you can use a pronoun here that stands for one of the nouns from the first sentence. Point out the verb *learns* and ask:

    Q *Who learns about stars? (Lucy)*

    Q *Which pronoun can take the place of one female, or girl, in the subject?* (She)

    Give the students time to think, and invite a volunteer to respond. Drag and drop *She* into the first blank. Then point to the second blank and explain that you can use another pronoun here to tell whom Lucy is learning from. Ask:

    Q *Which noun in the first sentence tells who Lucy is learning from?* (Mr. Smith)

    Q *Which two pronouns can take the place of a male, or man?* (He, him) *Which of these pronouns can go after the word* from*?* (him)

    Invite one or two volunteers to respond. Drag and drop *him* into the second blank. Read the completed sentence aloud.

11. Continue working through the story, helping volunteers decide which pronoun belongs in each blank. After all of the pronouns have been placed correctly, read the entire story aloud.

12. Work with the students to write sentences about something they have seen in the sky at night. Guide them to include at least one subject pronoun and one object pronoun in their sentences.

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Optional Practice

Have the students complete pages 52–54 in their *Student Skill Practice Books*, independently or in pairs, to practice using subject and object pronouns. Note that page 54 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 54 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In Spanish and some Asian languages such as Chinese and Vietnamese, no distinction is made between subject and object pronouns. For example, the subject pronoun *he* may be used to replace either a subject or an object. Therefore, students from these language backgrounds may need additional practice with subject and object pronouns.

Teacher Note

You might have the students write the rules for subject and object pronouns in the Proofreading Notes section of their *Student Writing Handbooks*.

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Lesson 19 Possessive Pronouns

Prerequisite Lesson

- Lesson 18, "Subject and Object Pronouns"

Student Skill Practice Book

- Pages 55–57

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Possessive Pronouns" activity (WA6)
- "Possessive Pronouns" activity (WA7)
- (Optional reteaching) "Possessive Pronouns" activity (WA8)
- (Optional reteaching) "Possessive Pronouns" activity (WA9)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

ELPS 5.D.ii
Introduction and
Guided Practice (Steps 1–8)

1. Remind the students that they have already learned that a pronoun is a word that takes the place of a noun. Tell the students that in this lesson they will learn about a special kind of pronoun. Explain that some pronouns help show what belongs to someone or something. They are called **possessive pronouns**.

2. Display the first "Possessive Pronouns" activity (WA6). Read the pronouns in the word box aloud. Then read the first pair of sentences aloud. Point out that *the girl's bike* is a shorter way of saying *the bike that belongs to the girl*. Then explain that *girl's* is a **possessive noun**—a noun that shows belonging. Tell the students that a possessive noun can be replaced by a possessive pronoun. Ask:

   Q *Which pronoun from the word box do you think we could use to replace* the girl's?

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Invite a volunteer to respond. Then click *the girl's*, changing it to *her*. Explain that, when we want to show that "one female—a girl or a woman" owns or has something, we use the pronoun *her*.

WA6

my his her its our your

1. The bike belongs to the girl. It is **her** bike.
2. The cap belongs to the boy. It is **his** cap.
3. The park has a slide. **Its** slide is big.
4. The shovel belongs to me. It is my shovel.
5. The pails belong to you. They are your pails.
6. You and I build a fort. It is our fort.

3. Repeat the process for sentence pairs 2–3, explaining that:
   - *His* is used to show that one male—a boy or a man—owns or has something.
   - *Its* is used to show that one thing owns or has another thing.
4. Read sentence pair 4 aloud. Help the students identify the object pronoun in the first sentence. (*me*) Then point out that there is a shorter way of saying that something *belongs to me*. Ask:

   Q *Which pronoun from the word box do you think we could put in front of* shovel *to show that it belongs to me?* (my)

   Invite a volunteer to respond. Then click the blank, changing it to *my*. Repeat the process with sentence pairs 5–6, explaining that:
   - *Your* is used to show that just you, or you and at least one other person, own or have something.
   - *Our* is used to show that *I* and at least one other person own or have something.

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GUIDED PRACTICE

5. Display the next "Possessive Pronouns" activity (WA7). Tell the students that they will read a story that is missing some possessive pronouns. Explain that you will work together to choose the correct possessive pronouns to complete the story.

WA7

her his my your our their

Wally and Grace ride __their__ bikes. Wally has a horn on __his__ bike. Grace has a basket on __her__ bike.

"What do you have in __your__ basket?" asks Wally.

"I have two apples in __my__ basket," says Grace.

"Let's ride __our__ bikes to the playground," says Wally. "Then we can eat the apples."

6. Have the students read the pronouns in the word box aloud with you. Then read the first sentence of the story. Help the students identify the subject of the sentence. (*Wally and Grace*) Ask:

   Q *Does* Wally and Grace *tell about one or more than one? (more than one)*

   Q *What pronoun could we put in front of* bikes *to show that the bikes belong to* Wally and Grace*? (*their*)*

   Invite one or two volunteers to respond. Then write *their* in the blank and read the completed sentence aloud. Tell the students that *their* is used to show that more than one person or thing owns or has something.

7. Continue working through the story, guiding volunteers to choose the pronoun that belongs in each blank. After all of the pronouns have been added to the sentences, read the entire story aloud.

8. Work with the students to write sentences, using possessive pronouns, about hobbies or activities that class members enjoy. Begin by brainstorming a list of the students, their activities, and any uniforms or equipment involved.

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Optional Practice

Have the students complete pages 55–57 in their *Student Skill Practice Books*, independently or in pairs, to practice using possessive pronouns. Note that page 57 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 57 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In Vietnamese, there is no distinction between a personal pronoun and a possessive pronoun. For example, "It is **bike I**" is used instead of "It is **my bike**." In Spanish, the article *the* is used instead of possessive pronouns before nouns such as body parts. For example, "The girl puts a helmet on **the** head" is used instead of "The girl puts a helmet on **her** head." Students with these language backgrounds may need additional practice with possessive pronouns.

Teacher Note

You might have the students write the rules for possessive pronouns in the Proofreading Notes section of their *Student Writing Handbooks*.

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Lesson 20 Reflexive Pronouns

Prerequisite Lessons

- Lesson 18, "Subject and Object Pronouns"
- Lesson 19, "Possessive Pronouns"

Student Skill Practice Book

- Pages 58–60

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Reflexive Pronouns" activity (WA10)
- "Reflexive Pronouns" activity (WA11)
- (Optional reteaching) "Reflexive Pronouns" activity (WA12)
- (Optional reteaching) "Reflexive Pronouns" activity (WA13)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

ELPS 5.D.ii
Introduction and
Guided Practice (Steps 1–8)

1. Tell the students that in this lesson they will learn how to use another kind of pronoun. Explain that a pronoun that ends with *-self* or *-selves* is called a **reflexive pronoun**. It comes after the verb, and we use it to talk about the same person as the noun or pronoun in the subject.
2. Display the first "Reflexive Pronouns" activity (WA10). Read the pronouns in the chart. Point out that they all end with *-self* or *-selves*.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Singular	myself	yourself	himself	herself	itself
Plural	ourselves	yourselves	themselves		

1. I dress myself.
2. Mom gets herself ready for work.
3. Dad sings to himself in the shower.
4. The twins fix themselves breakfast.
5. The toast pops up by itself.
6. We prepare ourselves for the day.

3. Read sentence 1 aloud, emphasizing the pronouns *I* and *myself*. Elicit that *I* is the subject—the part of the sentence that tells who or what. Then circle *myself*. Tell the students that the pronoun *myself* is like an object pronoun—it comes after the verb—but we use it to show that the person we're talking about is the same person as the subject. Draw an arrow from *myself* back to *I*. Then tell the students that *myself* is always used when the subject is *I*.

4. Read sentence 2 aloud, and help the students identify its subject. (*Mom*) Underline *Mom*. Then ask:

   Q *Which word in this sentence is a pronoun that tells who Mom is getting ready?* (herself)

   Invite a volunteer to respond. Then circle *herself* and draw an arrow back to *Mom*. Remind the students that the pronoun goes back to the subject; the subject and the pronoun are telling about the same person. Explain that, when the subject is one female, we use *herself*. Repeat the process for the remaining sentences, explaining that:

   - *Himself* is used when the subject is one man or boy.
   - *Themselves* is used when the subject is more than one person or thing.
   - *Itself* is used when the subject is one thing.
   - *Ourselves* is used when the subject is *I* plus at least one more person.

   Point out that, like an object pronoun, a reflexive pronoun usually comes after a verb. It can come right after the verb or after a word such as *to*, *by*, *at*, or *for*.

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5. Call the students' attention to the pronouns *yourself* and *yourselves*. Ask:

   Q *When do you think we use these pronouns? (When the subject is* you*; we use* yourself *when the subject is just one person, and we use* yourselves *when the subject is two or more people.)*

   Invite one or two volunteers to respond. Then explain the spelling pattern for reflexive pronouns. Tell the students that singular nouns and pronouns that end with *lf* must change the *f* to *ves* to make the word plural. Write these examples on the board: *elf/elves*, *shelf/shelves*, *half/halves*, *yourself/yourselves*.

GUIDED PRACTICE

6. Display the next "Reflexive Pronouns" activity (WA11). Tell the students that they will read a story that is missing some pronouns. Explain that you will work together to choose the correct pronouns to complete the story. Have the students read the pronouns in the word box aloud with you.

WA11

herself | himself | myself
yourself | themselves

We have breakfast. I get ____myself____ cereal. My sister makes ____herself____ toast. Mom and Dad pour ____themselves____ coffee. Then Dad mutters to ____himself____, "I can't find my glasses!"

"You should look at ____yourself____ in the mirror," Mom says. "Your glasses are on your face!"

7. Read the first two sentences of the story aloud. Then help the students identify the subject and the verb in the second sentence. (*I*; *get*) Ask:

   Q *When* I *is the subject, which pronoun do we use after the verb to show that the person we are talking about is the same as the subject?* (myself)

   Invite a volunteer to respond. Then drag and drop *myself* into the blank and read the completed sentence aloud.

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8. Continue working through the story, guiding volunteers to decide which pronoun belongs in each blank. After all of the pronouns have been placed correctly, read the entire story aloud.
9. Work with the students to write two sentences using reflexive pronouns, such as *itself* and *themselves*. Students may want to write about a machine that can make breakfast by itself for a whole family.

Optional Practice

Have the students complete pages 58–60 in their *Student Skill Practice Books*, independently or in pairs, to practice using reflexive pronouns. Note that page 60 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 60 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In Hmong, there is no distinction between subject, object, and reflexive pronouns. For example, a student with this language background might say "**I** dress **I**" instead of "**I** dress **myself**." Students from this background may need additional practice with this skill.

Teacher Note

You might have the students write the rules for reflexive pronouns in the Proofreading Notes section of their *Student Writing Handbooks*.

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Lesson 21 Adjectives

Prerequisite Lessons

- Lesson 7, "Singular Nouns"
- Lesson 8, "Regular and Irregular Plural Nouns"

Student Skill Practice Book

- Pages 61–63

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Adjectives" activity (WA14)
- "Adjectives" activity (WA15)
- "Adjectives" activity (WA16)
- (Optional reteaching) "Adjectives" activity (WA17)
- (Optional reteaching) "Adjectives" activity (WA18)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will learn how to use words called *adjectives*. Explain that **adjectives** are words that describe or tell more about nouns. A good writer uses adjectives to add important details. These words help the reader picture people, places, things, and animals.
2. Display the first "Adjectives" activity (WA14). Point to the chart, and explain that an adjective can describe something by telling how it looks, feels, smells, tastes, or sounds. Then have the students read the adjective under each heading aloud with you.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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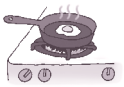
Looks	Feels	Smells	Tastes	Sounds
yellow	hot	stinky	salty	loud

1.  yellow bananas
2.  salty pretzel
3.  stinky cheese
4.  loud bark
5.  hot pan

3. Explain that many adjectives describe the color, size, or shape of something. Point to the first picture and elicit that it shows a bunch of bananas. Ask:

   Q *Which word from the chart could you use to describe a banana's color?* (yellow)

   Drag and drop the word *yellow* into the blank before *bananas* and read the completed phrase aloud. Then invite the students to list other words they know that could describe a banana, for example: *curved*, *skinny*, *long*, *pointy*, *tasty*, *soft*.

4. Use a similar process for the remaining pictures, helping the students complete each phrase with a word from the chart and brainstorming additional adjectives that could describe each noun. For example:
   - Pretzel: *chewy*, *warm*
   - Cheese: *soft*, *tasty*
   - Bark: *noisy*, *quiet*
   - Pan: *round*, *heavy*

Teacher Note

Point out that, in addition to how something looks, feels, smells, tastes, or sounds, some adjectives describe feelings, ideas, or other qualities. Help the students think of adjectives in these categories by listing the following examples and naming synonyms and/or antonyms for them:

happy (glad; sad, angry, upset)	polite (kind, nice; mean, rude)
brave (scared, afraid, nervous)	new (old)
exciting (interesting; boring, dull)	funny (silly; serious)

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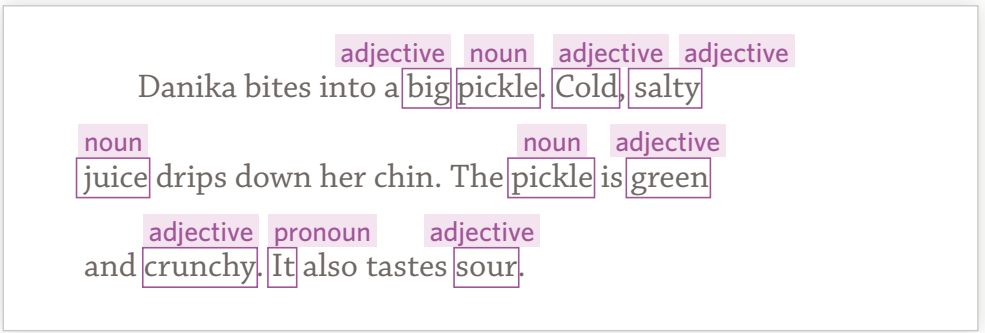
5. Display the next "Adjectives" activity (WA15). Have the students listen for adjectives as you read the paragraph aloud. Then return to the first sentence and ask the students to identify the adjective in it, as well as the noun it describes. (*big*; *pickle*) Confirm the answers by clicking *big* and *pickle* to reveal the labels *adjective* and *noun*. Point out that an adjective often comes right before the word it tells about.

WA15



6. Repeat the process with the next sentence, pointing out that a noun can have two or more adjectives before it.

7. Read the third sentence aloud and have the students identify the adjectives in it. (*green*; *crunchy*) Click *green* and *crunchy* to confirm the answers. Then point out that, in this sentence, the adjectives are *not* right before the noun but instead come after a linking verb. Point to the linking verb *is*. Review, if necessary, that linking verbs connect the subject of a sentence to words that tell more about it. Have the students identify the noun in the subject that is linked to the adjectives. (*pickle*) Click *pickle* to confirm the answer.

8. Read the fourth sentence aloud and have the students identify the adjective. (*sour*) Click *sour* to confirm the answer. Elicit that it comes after the verb *tastes*. Then point out that there is no noun in this sentence. Click *It* to reveal the label *pronoun* and point out that an adjective can also describe a pronoun. Remind the students, if necessary, that a pronoun is a word that takes the place of a noun. Have the students identify the noun that *It* takes the place of. (*pickle*)

Teacher Note

You may want to explain that the verb *tastes* is a linking verb in the fourth sentence. Demonstrate by explaining that we can replace *tastes* with the linking verb *is*, and the sentence will still make sense. Then explain that the verbs *looks*, *feels*, *smells*, and *sounds* can also be linking verbs and are often followed by adjectives. Use the other sentences in the paragraph to provide examples:

The pickle looks green. The juice feels cold. It smells sour. The pickle sounds crunchy.

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GUIDED PRACTICE

9. Display the third "Adjectives" activity (WA16). Explain to the students that they will work together to complete the story by choosing the correct adjectives from the word box.

WA16

hungry | green | creamy | loud | sweet

Henry hears a __loud__ rumble. It is coming from his tummy! He gets a piece of __green__ celery. He spreads __creamy__ peanut butter on it. He adds some __sweet__ raisins. Then Henry eats his snack. Now he does not feel __hungry__ anymore.

10. Have the students read the adjectives aloud with you. Then read the first sentence of the story aloud. Ask the students which word in the word box might describe the sound of a rumble. (*loud*) Drag and drop *loud* into the blank. Read the completed sentence aloud.
11. Repeat the process for the remaining sentences in the story, helping the students use context clues to decide which adjective belongs in each blank.
12. After all of the adjectives have been correctly placed, read the entire story aloud. Then have the students work in pairs to decide whether each adjective describes how something looks, feels, tastes, sounds, or smells. Invite volunteers to share their responses.
13. Work with the students to write sentences about some of their favorite after-school snacks. Each sentence should contain an adjective that tells how something looks, feels, smells, tastes, or sounds.

Optional Practice

Have the students complete pages 61–63 in their *Student Skill Practice Books*, independently or in pairs, to practice using adjectives correctly. Note that page 63 can be scored, allowing you to assess how well each student understands the lesson skill.

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Reteaching

For students who need additional instruction, note that activities A and B on page 63 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In Spanish, Hmong, and Vietnamese, an adjective immediately follows, rather than precedes, the noun it describes. Students from these language backgrounds, therefore, may need extra support in understanding word order with adjectives.

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Lesson 22 Adverbs

TEKS 3.C.xi
Student/Teacher Narrative (all)

Prerequisite Lessons

- Lesson 12, "Verbs"
- Lesson 21, "Adjectives"

Student Skill Practice Book

- Pages 64–66

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Adverbs" activity (WA19)
- "Adverbs" activity (WA20)
- "Adverbs" activity (WA21)
- (Optional reteaching) "Adverbs" activity (WA22)
- (Optional reteaching) "Adverbs" activity (WA23)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will learn how to use words called *adverbs* to make their writing stronger. Explain that **adverbs** are words that tell more about action verbs. Remind the students that an action verb is a word that shows what someone or something does. Adverbs give details about verbs the way adjectives give details about nouns or pronouns.
2. Display the first "Adverbs" activity (WA19). Tell the students to listen carefully as you read the story aloud. Ask them to notice the action verbs and to pay attention to the words that tell more about those actions.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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One day Rabbit bragged loudly, "I'm the fastest animal."

"I'll gladly race you," Turtle said calmly.

Rabbit laughed meanly. "I'll easily beat you, Turtle!"

Turtle just smiled quietly.

3. Return to the beginning of the story and reread the first sentence. Help the students identify the action verb. (*bragged*) Underline *bragged* and ask:

   Q *Which word in this sentence tells how Rabbit bragged?* (loudly)

   Invite a volunteer to respond. Then circle *loudly* and draw an arrow back to *bragged*. Explain that *loudly* is an adverb that tells more about the action of bragging.

4. Repeat the process with the second sentence, using *gladly* and *calmly* to point out that an adverb can come either before or after the verb it tells about.

5. Have the students work in pairs to identify the adverbs and the verbs they tell about in the rest of the story. Invite volunteers to share their responses as you underline the verbs, circle the adverbs, and draw arrows to the verbs they describe. Then ask:

   Q *What do you notice about all these words? What do they have in common? (They all end with* -ly.*)*

   Explain that most words that end with *-ly* are adverbs. These adverbs tell *how* something happened.

Teacher Note

To extend the lesson, explain that some adverbs do not end with *-ly*. These adverbs usually tell *where* or *when* instead of *how*. Use the following sentences as examples:

Where	When
Rabbit hopped **away**.	The race will begin **soon**.
Turtle looked **around**.	The animals raced **yesterday**.
Please sit **here**.	Rabbit **always** wins.

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6. Display the next "Adverbs" activity (WA20). Explain that it's easy to confuse some adjectives with adverbs. It is important to use an adjective only to tell about a noun or a pronoun, and use an adverb only to tell about a verb.

WA20

1. Rabbit (noun) was loud (adjective). Rabbit talked (verb) loudly (adverb).
2. Rabbit (noun) was mean (adjective). Rabbit acted (verb) meanly (adverb).
3. Turtle (noun) was quiet (adjective). Turtle waited (verb) quietly (adverb).
4. Turtle (noun) was slow (adjective). Turtle moved (verb) slowly (adverb).

7. Read the first sentence pair aloud, pointing out the words *loud* and *loudly*. Then ask:

   Q *Which word does* loud *tell about in the first sentence?* (Rabbit)

   Q *Is* loud *an adjective or an adverb? (adjective) How can you tell? (Adjectives describe nouns, and* Rabbit *is a noun, so* loud *is an adjective.)*

   Invite one or two volunteers to respond. Confirm the answers by clicking *Rabbit* and *loud* to reveal the labels *noun* and *adjective*. Then ask:

   Q *In the second sentence, which word does* loudly *tell about?* (talked)

   Q *Is* loudly *an adjective or an adverb? (adverb) How can you tell? (It ends with* -ly *and describes* talked, *which is a verb.)*

   Give the students time to think, and invite one or two volunteers to respond. Confirm their answers by clicking *talked* and *loudly* to reveal the labels *verb* and *adverb*.

8. Repeat the process with the remaining sentence pairs.

GUIDED PRACTICE

9. Display the next "Adverbs" activity (WA21). Tell the students that they will read a story that is missing some adverbs and adjectives. Explain that you will work together to choose the correct words from the word box to complete the story.

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quick quickly careful carefully slow slowly

The race began. Turtle _____slowly_____ crawled along. Rabbit ran _____quickly_____ past Turtle and shouted, "You are so _____slow_____, Turtle!"

But Rabbit did not look where he was going. He ran right into a hole. Turtle stepped _____carefully_____ around the hole. The other animals cheered. "You may be _____quick_____, Rabbit, but you are not _____careful_____," they said. "Turtle wins!"

10. Read the words in the word box aloud. Have volunteers tell which words are adjectives (*quick*; *careful*; *slow*) and which are adverbs (*quickly*; *carefully*; *slowly*). Then read the first two sentences of the story aloud. Call the students' attention to the blank before *crawled* and ask:

    Q *Which word from the word box could we put here to tell how Turtle was probably crawling?* (slowly)

    Invite a volunteer to respond. Then write *slowly* in the blank and read the completed sentence aloud. Ask:

    Q *Why didn't we put the word* slow *here?*

    > **Students might say:**
    >
    > "*Slow* is an adjective, so we wouldn't use it to tell about *crawled*."
    >
    > "I agree with Matt. *Crawled* is a verb, so it needs an adverb."

11. Continue working through the story, helping the students use context clues to decide which adjective or adverb belongs in each blank. After all of the words have been correctly placed, read the entire story aloud.

12. Work with the students to write a few more sentences about what happens to Turtle and Rabbit next. Help them include adverbs in their sentences.

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Optional Practice

Have the students complete pages 64–66 in their *Student Skill Practice Books*, independently or in pairs, to practice using adverbs. Note that page 66 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 66 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 23 Formal and Informal English

Prerequisite Lessons

- Lesson 1, "Complete Sentences"
- Lesson 3, "Exclamatory and Imperative Sentences"
- Lesson 4, "Incomplete Sentences"

Student Skill Practice Book

- Pages 67–69

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Formal and Informal English" activity (WA24)
- "Formal and Informal English" activity (WA25)
- (Optional reteaching) "Formal and Informal English" activity (WA26)
- (Optional reteaching) "Formal and Informal English" activity (WA27)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Explain to the students that in this lesson they will learn how to tell the difference between formal and informal English. Tell the students that **formal** English is language they should use in their schoolwork and when writing or speaking to an adult. **Informal** English is language to use with friends or family.
2. Display the first "Formal and Informal English" activity (WA24). Explain that good writers think about their **audience**, or the person or people who will read their writing. They also consider the **purpose**, or the reason they are writing, and choose the style that is best for that purpose.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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informal
1. **a.** There's this play. *Peter Pan*. It wasn't bad!
Oh, plus this kid I know, Liz. She's in it.

formal
b. I went to see the play *Peter Pan*. It was very good.
Also, a girl I know named Liz was in it.

formal
2. **a.** Thank you for walking my dog.

informal
b. Nice going. Oh, and thanks.

3. Read the first pair of examples aloud and point out that they both tell about the same topic—going to a play. Ask:

   Q *Which of these sounds like something you'd write to a friend?* (a.) *Which sounds more like the beginning of a report for school?* (b.)

   Invite a volunteer to respond. Then click *a.* and *b.* to reveal the labels *informal* and *formal*. Guide the students to see the differences between the two versions. For instance, example *a.* includes contractions, such as *There's* and *She's*; informal words, such as *Oh*, *plus* and *kid*; and incomplete sentences. Example *b.* has complete sentences and more formal-sounding words, such as *Also*, *girl*, and *named*.

   Point out that, when you are writing to a friend or someone you know well, it's fine to use incomplete sentences and playful language, but when you are writing in school, such as in a report or on a test, it's important to use complete sentences and formal words.

4. Read the next pair of examples aloud. Elicit that both of these examples are from thank-you notes to a grown-up. Ask:

   Q *Which one sounds more formal? Which do you think is a better way to talk to an older neighbor? Why?*

   Have the students confer in pairs, and invite one or two volunteers to respond. Then click *a.* and *b.* to reveal the labels *formal* and *informal*. Point out that people, especially older adults, are better listeners when you use formal language. It makes them more open to your ideas.

GUIDED PRACTICE

5. Display the next "Formal and Informal English" activity (WA25). Explain to the students that they will read some sentences that are written in an informal style and will look for ways to change the sentences to make them sound more formal.

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1. **Would you like to** go to the movie *Spiders in Space*?
2. **No, thank you**. Spiders **bother me**.
3. **Do not** read this book. It **is terrible**!
4. I **did not understand** the ending at all.

6. Read the first sentence aloud and ask:

   Q *Which word in this sentence would you change, and why?*

   Give students a moment to respond. Then click the word *Wanna*, changing it to *Would you like to*. Point out that *Wanna* is short for *Do you want to* and that it is too informal. Guide the students to see that *Would you like to* is a more polite, formal way of inviting someone to do something with you.

7. Use a similar process for number 2. Point out the slang phrase *No way* and ask:

   Q *What would be a more polite, formal way of saying that you do not want to go?*

   Give students a moment to respond. Then click *No way* to change it to *No, thank you*. Have the students identify the other informal word in the sentence. (*gross*) Click the phrase *are gross*, changing it to *bother me*. Then read the changed sentences aloud: *No, thank you. Spiders bother me.*

8. Repeat the process for numbers 3 and 4, guiding students to notice the contractions *Don't* and *didn't* and the informal words *stinks* and, in this context, *get*. Click to change *Don't* to *Do not*, *didn't* to *did not*, *stinks* to *is terrible*, and *get* to *understand*. Read aloud the changed sentences and discuss how the changes make the writing sound more like a book report than casual comments to a friend.

9. Work with the students to write two versions of a note about a book the class has recently read. Help them use formal English in one and informal English in the other. Tell the students to imagine they are writing the formal note to the principal and the informal note to a friend.

Optional Practice

Have the students complete pages 67–69 in their *Student Skill Practice Books*, independently or in pairs, to practice using formal and informal English. Note that page 69 can be scored, allowing you to assess how well each student understands the lesson skill.

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Reteaching

For students who need additional instruction, note that activities A and B on page 69 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

Many languages have informal and formal ways of saying things, depending on the context and/or the relationship between the speaker and the listener. For example, in Spanish, the formal term for *mother* is *madre*, while the informal term is *mami* or *mama*. Invite the students to share formal and informal ways of speaking in their language, including terms of endearment.

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Lesson 24 Review

Prerequisite Lessons

- Lesson 18, "Subject and Object Pronouns"
- Lesson 19, "Possessive Pronouns"
- Lesson 20, "Reflexive Pronouns"
- Lesson 21, "Adjectives"
- Lesson 22, "Adverbs"
- Lesson 23, "Formal and Informal English"

Student Skill Practice Book

- Pages 70–72

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Review" activity (WA28)
- "Review" activity (WA29)
- "Review" activity (WA30)

REVIEW

1. Explain to the students that they are going to review what they have learned about pronouns, adjectives, adverbs, and formal and informal English in Lessons 18–23. Remind the students that they have learned how to:
   - Use subject and object pronouns
   - Use possessive pronouns
   - Use reflexive pronouns
   - Use adjectives and adverbs
   - Choose between formal and informal language
2. Display the first "Review" activity (WA28) and read the definition of a subject pronoun aloud. Remind the students that the subject is the part of a sentence that tells whom or what the sentence is about. Then read the pair of sample sentences aloud, and have a volunteer identify the subject pronoun in the second sentence. (*He*) Circle *He*. Ask:

   Q *Which words in the first sentence does* He *take the place of?* (Mr. Hitachi)

   Invite a volunteer to respond. Then underline *Mr. Hitachi*, and draw an arrow from *He* to *Mr. Hitachi*. Review that the pronoun *He* is used for a subject that is "one male—a man or boy."

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I, *you*, *he*, *she*, *it*, *we*, and *they* are **subject pronouns**. They take the place of the noun in the subject of a sentence.



Me, *you*, *him*, *her*, *it*, *us*, and *them* are **object pronouns**. They take the place of a noun that follows a verb or a word such as *to*, *at*, *for*, *from*, or *about*.



3. Review the other subject pronouns. Use:
   - *I* when you mean yourself, the person speaking
   - *You* when you mean the person or people you are talking to directly
   - *She* for one female—a woman or girl
   - *It* for one place, thing, or animal
   - *We* for one or more people and *I*
   - *They* for more than one person, place, thing, or animal
4. Read aloud the definition of an object pronoun. Remind the students that an object pronoun usually comes after a verb or a word such as *to*, *at*, *for*, *from*, or *about*. Then read the pair of sample sentences aloud, and have a volunteer identify the object pronoun in the second sentence. (*him*) Circle *him*. Ask:

   Q *Which words in the first sentence does* him *take the place of?* (Mr. Hitachi)

   Underline *Mr. Hitachi*. Draw an arrow from *him* to *Mr. Hitachi*. Review that the pronoun *him* is used for "one male—a man or boy." Point out that it follows the word *to*.
5. Review the other object pronouns. Use:
   - *Me* when you mean yourself, the person who is speaking
   - *You* when you mean a person or people you are talking to directly
   - *Her* for one female—a woman or girl
   - *It* for one thing, place, or animal
   - *Us* for one or more people plus yourself
   - *Them* for more than one person, thing, place, or animal

Teacher Note

Remind the students that using subject and object pronouns instead of repeating nouns makes their writing sound less repetitive.

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6. Display the next "Review" activity (WA29). Read aloud the definition of a possessive pronoun. Remind the students that a possessive pronoun can take the place of a possessive noun, or a noun that shows belonging. Read the pair of sample sentences aloud, and have a volunteer identify the possessive noun in the first sentence. (*Mrs. Chu's*) Underline *Mrs. Chu's*. Ask:

   Q *Which word in the second sentence takes the place of* Mrs. Chu's*? (*Her*)*

   Invite a volunteer to respond. Then circle *Her*, and draw an arrow from *Her* to *Mrs. Chu's*. Review that the pronoun *her* is used to show that something belongs to "one female—a woman or girl."

WA29

My, *your*, *his*, *her*, *its*, *our*, and *their* are **possessive pronouns**. They show that someone has or owns something.

Mrs. Chu's store sells fruit. Her fruit is always sweet.

Myself, *yourself*, *himself*, *herself*, *itself*, *yourselves*, *ourselves*, and *themselves* are **reflexive pronouns**. These pronouns come after the verb or a word such as *to*, *by*, *at*, or *for*. They go back to the noun or pronoun in the subject.

Lil buys herself a peach. I get a plum for myself.

7. Review the other possessive pronouns. Explain that:
   - *My* shows that something belongs to you, the person who is speaking.
   - *Your* shows that something belongs to the person or people you are talking to.
   - *His* shows that something belongs to one male.
   - *Its* shows that something belongs to another thing.
   - *Our* shows that something belongs to one or more people plus yourself.
   - *Their* shows that something belongs to more than one person or thing.

8. Read the definition of a reflexive pronoun aloud. Remind the students that reflexive pronouns are like object pronouns: they come after a verb or a word such as *to*, *by*, *at*, or *for*. Read the first sample sentence aloud, and have a volunteer identify the reflexive pronoun in it. (*herself*) Circle *herself*. Then have a volunteer identify the word that *herself* refers back to in the subject. (*Lil*) Underline *Lil* and draw an arrow from *herself* to *Lil*. Repeat the process with the second sentence.

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9. Review the other reflexive pronouns. Use:
   - *Myself* when the subject is the pronoun *I*
   - *Herself* when the subject is one female
   - *Himself* when the subject is one male
   - *Yourself* when the subject is the pronoun *you* and no one else
   - *Itself* when the subject is one thing
   - *Ourselves* when the subject is the pronoun *I* plus at least one other person
   - *Yourselves* when the subject is the pronoun *you* and there is more than one person
   - *Themselves* when the subject is more than one person or thing

10. Display the third "Review" activity (WA30). Read the definition of an adjective aloud. Remind the students that an adjective can come right before the word it describes or after a linking verb. Read the sample sentences aloud, and have one or two volunteers identify the adjectives in them. (*warm*; *fresh*; *soft*) Circle the adjectives. Then have volunteers identify the noun or pronoun that each adjective describes. (*warm* and *fresh* describe *bread*; *soft* describes *it*) Underline *bread* and *it*, and draw an arrow from *warm* and *fresh* to *bread*, and from *soft* to *it*.

WA30

An **adjective** describes a noun or a pronoun. Adjectives can tell how someone or something looks, feels, tastes, smells, or sounds.



An **adverb** tells more about an action verb. It tells how the action was done. Most adverbs end with *-ly*.



11. Read the definition of an adverb aloud. Read the sample sentence aloud, and have a volunteer identify the adverb in it. (*slowly*) Circle *slowly*. Then have another volunteer identify the verb that *slowly* describes. (*stroll*) Underline *stroll*, and draw an arrow from *slowly* to *stroll*. Remind the students that an adverb can come before or after the verb it describes.

Optional Practice

Have the students complete pages 70–72 in their *Student Skill Practice Books*, independently or in pairs, to practice using verbs correctly.

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Punctuation



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Lesson 25 Commas in a Series

Student Skill Practice Book

- Pages 73–75

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Commas in a Series" activity (WA1)
- "Commas in a Series" activity (WA2)
- (Optional reteaching) "Commas in a Series" activity (WA3)
- (Optional reteaching) "Commas in a Series" activity (WA4)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Write a comma on the board and explain that a **comma** is a punctuation mark, like a period. Then explain that commas are used between words in a sentence instead of at the end of a sentence. A comma tells us to pause, whereas a period tells us to stop.
2. Display the "Commas in a Series" activity (WA1). Read the first two sentences aloud and point to the words *babies*, *children*, and *adults*. Ask:

   Q *What do these words have in common? (They are naming words. They all name people.)*

   Give the students time to think, and invite a volunteer to respond. Explain that, when we list different types of people or things in a sentence, we use commas to separate the words in the list. Invite a volunteer to the whiteboard to circle the commas in the second sentence.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Everybody laughs. Babies, children, and adults all laugh. People love to laugh. It makes them feel good inside. People laugh at jokes, cartoons, and funny stories.

People laugh in different ways. They giggle, snort, or howl. Some people hold their tummies, their noses, or their mouths. Watching people laugh is really funny.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

3. Read the rest of the paragraph aloud. Point to the words *jokes*, *cartoons*, and *funny stories* in the last sentence and ask:

   Q *What do these words have in common? (They name things that make people laugh.) How many things are in this list? (three) How many types of people were in the first list? (three)*

   Explain that a list of three or more people, items, or things is called a **series**. Commas help separate the items to make it clear to the reader that each one is its own item. Have a volunteer circle the commas in this sentence. Draw a box around the word *and* in the second and fifth sentences. Point out that the last time a comma appears in a series is before the word *and*. Explain that the word *and* lets readers know that the next word or phrase will name the last item in the series.

4. Read the second paragraph aloud. Ask:

   Q *Which items in the second sentence should be separated by commas?* (giggle; snort; howl)

   Give the students time to think. Then invite a volunteer to the whiteboard to underline the words in the series and place commas where they belong. Ask:

   Q *What word signals the last item in the series?* (or)

   Give the students time to think. Then invite a volunteer to the whiteboard to draw a box around the word *or*. Explain that when *or* is used instead of *and*, it expresses a choice among the items in the series rather than suggesting that all the items are included.

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5. Repeat the procedure with the third sentence. If the students have difficulty recognizing that each item is made up of two words, underline the first two words and put a comma after them. Point out that an item can be made up of more than one word.

GUIDED PRACTICE

6. Display the "Commas in a Series" activity (WA2). Read the first sentence aloud and ask:

   Q *Which words tell how the writer and her mom can get downtown?* (walk; drive; take the bus)

   Invite a few volunteers to respond. Then underline the words *walk*, *drive*, and *take the bus*.

WA2

1. Mom and I can walk, drive, or take the bus downtown.
2. We will buy a ball, an umbrella, and a beach blanket.
3. Then we will be ready to swim, play ball, or sit in the shade.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

7. Reread the sentence and ask:

   Q *Where should we add commas to separate the items in this series?* (*after* walk; *after* drive)

   Invite one or two volunteers to respond. Then write a comma after *walk* and *drive*.

8. Finally, ask:

   Q *What word signals the last item in the list?* (or)

   Give the students time to think. Then invite a volunteer to the whiteboard to draw a box around *or*.

9. For sentences 2 and 3, have the students work in pairs to identify the words in each series, places where the commas belong, and the word that signals the last item in the series. Invite volunteers to underline the words in the series, add commas, and draw a box around the word that signals the last item.

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10. Work with the students to write additional sentences about a shopping trip. Have them include a series of three or more items in each sentence.

Optional Practice

Have the students complete pages 73–75 in their *Student Skill Practice Books*, independently or in pairs, to practice using commas in a series. Note that page 75 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 75 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 26 Commas in Greetings and Closings of Letters

Student Skill Practice Book

- Pages 76–78

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Commas in Greetings and Closings of Letters" activity (WA5)
- "Commas in Greetings and Closings of Letters" activity (WA6)
- (Optional reteaching) "Commas in Greetings and Closings of Letters" activity (WA7)
- (Optional reteaching) "Commas in Greetings and Closings of Letters" activity (WA8)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Review that a comma is a punctuation mark used in a sentence to signal a pause. Remind the students that we use commas to separate things in a list of three or more items. Explain that today they are going to learn how to use commas to separate, or set off, parts of a letter.

2. Display the "Commas in Greetings and Closings of Letters" activity (WA5). Read *Dear Hew Man* aloud, and explain that this is called the *greeting* of the letter. Ask:

   Q *Why do you think these words are called the* greeting*? What do these words do? (They greet the person that the letter is going to.)*

   Q *Which punctuation mark appears at the end of the greeting? (a comma)*

   Invite a volunteer to respond, then underline the greeting and circle the comma. Help the students understand that the **greeting** of a letter is the way we address, or say "hello" to, the person who is getting the letter. The comma tells the reader to pause.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Teacher Note

If necessary, point out that this correspondence is between an alien and a human.

WA5

Dear Hew Man,

Your planet looks very nice from up here. No other planet besides Earth has blue waters and green forests. May I bring my family for a visit?

Yours truly,

Mr. A. Lee Inn

3. Read the rest of the letter, including the closing. Ask:

   Q *Which words appear at the end of the letter, before the name of the person who has written the letter?*

   Help the students identify the words *Yours truly* and underline them. Explain that the words *Yours truly* are called the *closing*. The **closing** of a letter works the same way the word *good-bye* does in ending a conversation.

4. Ask:

   Q *Which punctuation mark sets off the closing from the signature of the person who wrote the letter? (a comma)*

   Circle the comma and then tell the students that commas are used to separate the greeting and the closing from other parts of the letter.

GUIDED PRACTICE

5. Display the "Commas in Greetings and Closings of Letters" activity (WA6). Read the letter aloud. Then ask:

   Q *What is the greeting in this letter?* (Dear Mr. A. Lee Inn)

   Q *Where should we add a comma to the greeting? (after the person's name)*

   Invite one or two volunteers to respond. Then underline the greeting and write a comma after it.

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Dear Mr. A. Lee Inn,

Thank you for your interest in Planet Earth. We are working hard to keep it beautiful. We would love to have you and your family visit.

Your friend,

Hew Man

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

6. Repeat the process with the closing, *Your friend*.
7. Work with the students to write a short letter to a favorite character from a story the class has read. Help them use commas correctly in the greeting and closing.

Optional Practice

Have the students complete pages 76–78 in their *Student Skill Practice Books*, independently or in pairs, to practice using commas in the greetings and closings of letters. Note that page 78 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 78 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 27 Apostrophes in Contractions

Student Skill Practice Book

- Pages 79–81

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Apostrophes in Contractions" activity (WA9)
- "Apostrophes in Contractions" activity (WA10)
- (Optional reteaching) "Apostrophes in Contractions" activity (WA11)
- (Optional reteaching) "Apostrophes in Contractions" activity (WA12)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Tell the students that in this lesson they will learn how to write contractions. Explain that a **contraction** is a short way of writing two words.
2. Display the "Apostrophes in Contractions" activity (WA9). Read aloud the words *I have* beside number 1. Then read the first sentence aloud. Ask:

   Q *Which word is a shorter way of writing* I have*? (*I've*)*

   Invite a volunteer to respond. Underline *I've* and circle the apostrophe. Explain that an **apostrophe** takes the place of the letter or letters that are dropped to form the contraction. Then ask:

   Q *Which letters have been left out of* I have *to form the contraction* I've*?*

   Give the students a few moments to think, and invite a volunteer to respond. Then have the volunteer cross out the letters *ha* in *have*. Point out that the apostrophe has taken the place of the missing letters to form the contraction *I've*.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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WA9

1. I ~~ha~~ve — I've decided what I want to be when I grow up.
2. I ~~a~~m — I'm going to be a baker.
3. I ~~wi~~ll — I'll make all kinds of yummy breads.
4. You ~~a~~re — You're going to enjoy them.
5. they ~~ha~~ve — Bakers have to taste the food they've made.
6. It ~~wi~~ll — It'll be fun to taste everything.

3. Repeat the process with the remaining sentences, guiding volunteers to identify the contractions. Circle each apostrophe and cross out the letters that have been dropped and replaced.

GUIDED PRACTICE

4. Display the "Apostrophes in Contractions" activity (WA10). Read the paragraph aloud as the students follow along. Ask the students to raise their hands each time they hear and see a contraction. If necessary, guide the students in identifying contractions by looking for the words with apostrophes.

WA10

Look up at the sky. Can you see a face in the moon? **That is** not really a face! What **you are** seeing are the hills and valleys of the moon. People **can not** live on the moon yet. And you probably **would not** want to live on it. **It is** dry and dusty. The moon **does not** have wind or even air.

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5. For each contraction, ask:

   Q *Which words have been combined to make this contraction?*

   Prompt the students as needed with choices, such as *That is* and *That has* for the contraction *That's*. Click each contraction to reveal the words that form the contraction. Remind the students to look for the letters the contraction and the combined words have in common.

Teacher Note

Point out that the two words that form the contraction *can't* (*can* and *not*) are usually written as a single word, *cannot*.

You may want to use the sentences that follow to point out that the contraction *it's* and the possessive pronoun *its* sound the same but have different spellings and meanings: *It's fun to learn about the moon. Its hills and valleys are interesting.* Tell the students to be careful not to confuse *its* and *it's* when they read and write.

6. Work with the students to write sentences about things they want to be when they grow up. Begin by inviting volunteers to talk about jobs that interest them. Then help the class create sentences using contractions, such as *he'll*, *she'll*, and *we'll*.

Optional Practice

Have the students complete pages 79–81 in their *Student Skill Practice Books*, independently or in pairs, to practice writing contractions. Note that page 81 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 81 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 28 Apostrophes in Possessives

Prerequisite Lesson

- Lesson 19, "Possessive Pronouns"

Student Skill Practice Book

- Pages 82–84

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Apostrophes in Possessives" activity (WA13)
- "Apostrophes in Possessives" activity (WA14)
- (Optional reteaching) "Apostrophes in Possessives" activity (WA15)
- (Optional reteaching) "Apostrophes in Possessives" activity (WA16)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheets (SR1)
- "Skill Practice Class Record" sheets (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Remind the students that an apostrophe takes the place of the missing letter or letters in a contraction. Explain that an apostrophe can also show that something belongs to someone.
2. Display the "Apostrophes in Possessives" activity (WA13). Read aloud the phrase in the box, *Zeke's dog*. Explain that the apostrophe and *s* after *Zeke* show that the dog belongs to Zeke. *Zeke's dog* is a short way of saying *the dog belonging to Zeke*.
3. Read the first sentence aloud and ask:

   Q *Which phrase means the same as* the teeth belonging to a dog? (A dog's teeth)

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Invite a volunteer to respond. Then underline *dog's* and circle the apostrophe. Explain that the apostrophe followed by the *s* shows that the dog has or owns something. Then ask:

Q *Which word tells what belongs to the dog?* (teeth) *How many dogs are we talking about in this sentence? (one dog)*

Invite one or two volunteers to respond. Explain that *dog* is a singular noun and that, to form the possessive of a singular noun, we add an apostrophe followed by *s*.

WA13

Zeke's dog = the dog belonging to Zeke

1. A dog's teeth help protect it from enemies.
2. Cats' claws help them stay safe.
3. A porcupine's quills are also helpful.
4. The skunk's smell keeps its enemies away.
5. Polar bears' white coats help them hide in the snow.

4. Read sentence 2 aloud. Ask:

   Q *Which word shows possession?* (Cats')

   Q *How many cats are we talking about in this sentence? (many, most, all, more than one)*

   Give the students time to think, and invite one or two volunteers to respond. Underline the word *Cats'* and circle the apostrophe. Explain to the students that, to form the possessive of a plural noun, or a noun that means more than one, we add an apostrophe after the *s*.

5. Have a volunteer identify the word that shows what belongs to the cats. (*claws*)
6. Repeat the process with the remaining sentences, guiding volunteers to identify the possessive noun forms and discussing how the possessive is formed. Have volunteers also identify the noun that each possessive refers to.

GUIDED PRACTICE

7. Display the "Apostrophes in Possessives" activity (WA14). Read aloud the first sentence and the word in parentheses. Ask:

   Q *How should we form the possessive form of the word* teacher? (teacher's)

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Give the students time to think, and invite a volunteer to respond. Then click the box to confirm the answer. If the students need help, point out that the word *teacher* is a singular noun. Remind the students that, to form the possessive of a singular noun, they should add an apostrophe followed by an *s*.

WA14

1. Our teacher's desk is in the corner. (teacher)
2. The students' desks are in a circle. (students)
3. Each child's coat goes on a hook. (child)
4. The nurse's office is down the hall. (nurse)
5. The girls' soccer team is on the field now. (girls)

8. Repeat the process with the rest of the sentences, making sure that the students understand the difference between forming possessives with singular and plural nouns.
9. Work with the students to write sentences about things that belong to certain animals, such as an elephant's trunk or giraffes' necks; or things that belong to people at school. Help them use singular and plural possessive nouns in the sentences.

ELL Note

In Haitian Creole, possession is formed using an *of* phrase, such as "the chair of René," rather than by adding an apostrophe + *-s*. Work with the students to practice changing *of* phrases to possessive forms with an apostrophe and *s*.

Optional Practice

Have the students complete pages 82–84 in their *Student Skill Practice Books*, independently or in pairs, to practice writing singular and plural possessive nouns. Note that page 84 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 84 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 29 Quotation Marks

Student Skill Practice Book

- Pages 85–87

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Quotation Marks" activity (WA17)
- "Quotation Marks" activity (WA18)
- (Optional reteaching) "Quotation Marks" activity (WA19)
- (Optional reteaching) "Quotation Marks" activity (WA20)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheets (SR1)
- "Skill Practice Class Record" sheets (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Explain that **quotation marks** are punctuation marks that help writers show when someone is speaking and what that person is saying.
2. Display the "Quotation Marks" activity (WA17). Read the first sentence aloud and ask:

   Q *Where do you see quotation marks? (before* Sun *and after* me*)*

   Circle the quotation marks in the first sentence. Ask:

   Q *Why do you think the quotation marks are placed where they are? (to show which words the speaker is saying)*

   Give the students time to think, and invite a few volunteers to respond.

   > **Students might say:**
   >
   > "The quotation marks show us the words Cloud says."
   >
   > "I agree with Rena. The words that don't have quotation marks around them tell us who is saying the words."

   Point out that the ending quotation marks come after the comma that separates the speaker's exact words from the information about the speaker.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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"Sun, I think you're angry with me," Cloud said.

"No, I'm just sad," Sun answered.

"Why are you sad?" Cloud asked Sun.

"You had a party yesterday with other clouds. You didn't invite me," Sun told Cloud.

"There was no place for you. It was a totally cloudy day," Cloud said.

"Can I come on a partly cloudy day?" Sun asked.

Cloud said, "Of course!"

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

3. Read the second sentence aloud. Ask:

   Q *Where should we add quotation marks in this sentence?*

   Give the students time to think, and invite a volunteer to respond. As needed, help the students understand which words are the exact words that Sun says. Invite a volunteer to the whiteboard to write the opening quotation marks before *No* and the ending quotation marks after the comma that follows *sad*. Have the students read with you the exact words that Sun says. (*No, I'm just sad.*)

4. Read the third sentence aloud, and have a volunteer tell where the quotation marks should be placed and then write them. (before *Why* and after the question mark that follows *sad*) Point out that the ending quotation marks come after the question mark, just as they come after the comma in the first and second sentences. Explain that both the comma and the question mark separate the speaker's exact words from the words that tell about the speaker.

5. Repeat the process with the remaining sentences, guiding volunteers to add the quotation marks where they belong. Then review with the students which words are the speaker's exact words.

Teacher Note

Point out that in the last sentence the information about the speaker comes before the quotation. In this case, the comma follows the word *said* to separate that information from the speaker's exact words. Also point out that the exclamation point at the end of the sentence shows strong feeling.

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GUIDED PRACTICE

6. Display the "Quotation Marks" activity (WA18). Read the first sentence aloud. Ask:

   Q *Where should we add quotation marks in this sentence*? (*before* There's *and after the comma that follows* attic)

   Invite a volunteer to respond, then write the opening and closing quotation marks. As needed, remind the students that the quotation marks set off the speaker's exact words from the words that tell about the speaker. Review that the ending quotation marks come after the comma or other punctuation that goes at the end of the speaker's words.

WA18

"There's treasure in our attic," said Kim.

"How do you know?" Art asked.

"I had a dream," said Kim.

"Dreams aren't real," answered Art.

"You're just afraid to go to the attic," said Kim.

Art replied, "I'm not afraid at all."

"Then help me find the treasure," Kim said.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

7. Read the rest of the sentences aloud, having volunteers write the quotation marks where they belong.
8. Work with the students to write a conversation between two friends who are discussing some activities they enjoy. As you record the conversation, invite volunteers to tell you where to place quotation marks to set off each speaker's exact words.

Optional Practice

Have the students complete pages 85–87 in their *Student Skill Practice Books*, independently or in pairs, to practice writing and punctuating dialogue. Note that page 87 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 87 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 30 Review

Prerequisite Lessons

- Lesson 25, "Commas in a Series"
- Lesson 26, "Commas in Greetings and Closings of Letters"
- Lesson 27, "Apostrophes in Contractions"
- Lesson 28, "Apostrophes in Possessives"
- Lesson 29, "Quotation Marks"

Student Skill Practice Book

- Pages 88–90

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Review" activity (WA21)
- "Review" activity (WA22)
- "Review" activity (WA23)
- "Review" activity (WA24)

REVIEW

1. Explain to the students that they are going to review what they have learned about using commas, apostrophes, and quotation marks in Lessons 25–29. Remind the students that they have learned how to:
   - Use commas to separate words in a list
   - Use commas to set off different parts of a letter
   - Identify and write contractions
   - Use apostrophes to show that something belongs to someone
   - Use quotation marks to show a speaker's exact words
2. Display the "Review" activity (WA21). Read aloud the rule for using commas to separate parts of a letter. Remind the students that a comma signals a pause and separates ideas. Then read the letter aloud and ask:

   Q *What is the greeting in this letter?* (Dear Uncle Dave)

   Q *Where should we add a comma to the greeting?* (*after* Uncle Dave, *after the person's name*)

   Invite a volunteer to respond. Then use the pen to underline the greeting and add the comma after *Uncle Dave*.

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Use **commas** at the end of a greeting and after the closing of a letter. Also use commas to separate words in a list of three or more items.

Dear Uncle Dave,

I visited a great pet museum. I learned that many presidents kept dogs, goats, and snakes as pets. I looked at pictures of the pets, read stories about them, and took photos. It was fun! I hope to see you soon.

Your niece,
Fala

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

3. Repeat the process with the closing, *Your niece*.

4. Read aloud the rule for using commas to separate words in a list. Remind the students that commas help separate items in a sentence to make it clear to the reader that each one is its own item. Reread the first two sentences of the letter aloud and ask, pausing after each question for one or two volunteers to answer:

   Q *Which words in the second sentence tell what kinds of pets presidents had?* (dogs; goats; snakes)

   Q *Where should we add commas to separate the items in this list? (after* dogs *and* goats*)*

   Q *Which word signals the last item in the list?* (and)

   Underline *dogs*, *goats*, and *snakes*, add the commas after *dogs* and *goats*, and circle the word *and*.

5. Have students work in pairs to identify the list of items in the third sentence of the paragraph and decide where to place the commas. Remind the students that a list may be made up of things you do or did. Sometimes, each thing on the list can be made up of a group of words. After the students have had time to confer, invite a volunteer to read the third sentence aloud, pausing where each comma belongs. As the student pauses, underline the groups of words that decribe the items in the list, add the commas, and then circle the word *and*.

6. Display the next "Review" activity (WA22). Read the rule about apostrophes in contractions aloud. Remind the students that a contraction is a short way of writing two words, for example: *didn't* is the contraction for *did not*. Then read the two sentences aloud. Point to the underlined words *could not* and ask:

   Q *What contraction can we form from* could not?

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Give the students time to think, and invite a volunteer to respond. Then click *could not* to reveal the contraction *couldn't*. Have another volunteer identify which letter or letters the apostrophe replaces. (the letter *o* in *not*) Then invite the students to reread the sentence with the contraction aloud with you.

WA22

An **apostrophe** takes the place of the missing letter or letters in a contraction.

Fala **couldn't** wait to see her friend, Rico.

"**I've** got an amazing picture to show you," she said.

7. Repeat the process with the underlined words *I have*. As needed, point out that the apostrophe replaces two letters, *h* and *a* in *have*.
8. Display the next "Review" activity (WA23). Read the rules for forming possessive nouns aloud. Remind the students that a singular noun names one person or thing, and a plural noun names more than one. Then read the first sentence aloud and ask:

   Q *How many animals are we talking about? (one) How should we form the possessive form of* animal? *(add 's)*

   Invite a volunteer to respond. Then click the blank to reveal *'s* and read the possessive noun aloud. As needed, review that we add an apostrophe followed by an *s* to the end of the singular noun *animal*. Invite a volunteer to reread the sentence aloud and to tell what belongs to the animal. (*hair*)

WA23

An **apostrophe** also shows that something belongs to someone or something else. Add ***'s*** to a singular noun. Add just **'** to a plural noun.

"This dog picture is made from the animal 's own hair!"

"Did you see anything made from the hair of horses ' tails?" Rico asked.

9. Repeat the process with the possessive noun in the second sentence. As needed, point out that we add an apostrophe after the *s* to the plural noun *horses*.

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10. Display the next "Review" activity (WA24). Read aloud the rule about using quotation marks to show a speaker's exact words. Then read the first sentence aloud and ask:

    Q *Where do you see the quotation marks? (before* I *and after the comma following* hair*)*

    Q *Why are the quotation marks placed where they are? (to show which words the speaker, Fala, said)*

    Invite one or two volunteers to respond. Review that quotation marks separate the speaker's words from the information about the speaker and come after the comma or other punctuation that goes at the end of the speaker's words.

WA24

Use **quotation marks** to show exactly what a speaker says.

"I didn't see anything made from horse hair," Fala said.

"Did any of the presidents have horses?" Rico asked.

Fala replied, "A few of them did."

"What were the horses' names?" Rico asked.

"The names I remember are Rusty, Dawn, Julia, and The General," Fala reported.

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11. Read the second sentence aloud, and ask:

    Q *Where should we place the quotation marks? (before* Did *and after the question mark following* horses*)*

    Invite a volunteer to respond. Then add the quotation marks before and after the speaker's exact words.

12. Repeat the process with the remaining sentences. You might invite volunteers to the whiteboard to add the quotation marks.

Optional Practice

Have the students complete pages 88–90 in the *Student Skill Practice Book*, independently or in pairs, to practice using commas, apostrophes, and quotation marks in dialogue correctly.

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Appendices

Appendix A, *Student Skill Practice Book* Corrections 132

Appendix B, Skill Practice Assessment 178

Appendix C, Grade-level Language Skills Assessment 184

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Appendix
A

STUDENT SKILL PRACTICE BOOK CORRECTIONS

A Day at the Beach

A. Read each sentence. Draw one line under the part that tells who or what. Draw two lines under the part that tells what happens.

1. Kimo goes to the beach.
2. He walks barefoot on the sand.
3. The sand feels very hot.
4. A cool wave washes over his feet.

B. Draw a line to connect the two parts to make a complete sentence. Write the new sentences on the lines.

Who	What Happens
Kimo	wash the castle away.
The castle	builds a sand castle.
Big ocean waves	has a door on one side.

1. *Kimo builds a big sand castle.*
2. *The castle has a door on one side.*
3. *Big ocean waves wash the castle away.*

C. Write sentences about your favorite summer place. Begin each sentence with a capital letter. End each sentence with a period.

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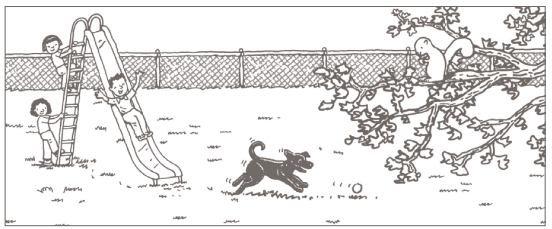
Swings and Slides

A. Draw a line to connect the two parts correctly. Use the picture to help you. Write the new sentences on the lines.



Who	What Happens
Two girls	watches from a branch.
A boy	chases a ball.
A squirrel	glides down the slide.
A black dog	climb up the slide.

1. Two girls climb up the slide.
2. A boy glides down the slide.
3. A squirrel watches from a branch.
4. A black dog chases a ball.

B. Write three sentences about things you see children do on a playground.

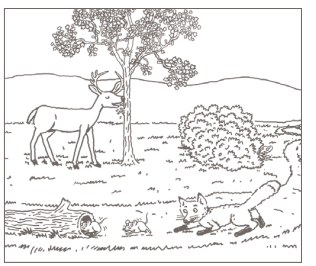
A Walk in the Woods

A. Read the paragraph. Write *who* or *what happens* above the underlined words. *(5 points)*

what happens who
Many people walk in the woods. These people enjoy the peace and quiet. Still, the forest gets
what happens who
noisy sometimes. The birds chirp loudly. Dry leaves
what happens
make crunching sounds. If you are ever in the woods, stop and listen.

B. Complete each sentence. Choose the correct part from the word box to tell about the picture. *(4 points)*

One mouse
chews the tree bark
The fox
run inside a log



1. The fox creeps along the trail.
2. Two mice run inside a log.
3. One mouse hides behind a bush.
4. A deer chews the tree bark.

C. Write one more sentence telling about the picture. Make sure that your sentence is complete. *(1 point)*

A Visit to the Library

A. Read each statement. Circle *C* if the sentence is written correctly. Circle *I* if it is not.



1. Clare goes to the library with her dad — C (I)
2. The girl is excited. — (C) I
3. she gets a library card for the first time. — C (I)
4. Clare and her father go to storytime. — (C) I
5. they listen to a story about Pecos Bill — C (I)

B. Draw a line under each question word. Add a question mark to the end of each sentence.

1. When do you go to the library?
2. Who goes to the library with you?
3. Why do you go to the library?
4. What is the name of your favorite book?
5. Where is the library in your neighborhood?

C. Write a statement to answer each question above. Use capital letters and periods correctly.

All Kinds of Stories

A. Read each sentence. Write *Q* on the line if the sentence is a question. Write *S* if the sentence is a statement.

1. People read all kinds of books. S
2. What kinds of books do you like? Q
3. When is the best time to read? Q
4. Who are your favorite authors? Q
5. I like to read books by Leo Lionni. S

B. Circle the word that completes each question. Write the questions on the lines.

1. (When, Who) writes the best animal stories?
   Who writes the best animal stories?
2. (What, Why) is your favorite animal story?
   What is your favorite animal story?
3. (Where, What) does the story take place?
   Where does the story take place?

C. Write one question you would like to ask your favorite author. Begin the question with *Who*, *What*, *Where*, *When*, or *Why*.

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Who Is Rollo?

A. Read the paragraph. Find five mistakes with statements and questions. Cross out each mistake and write the correction above it. *(5 points)*

Jun writes stories. What do you think he writes about? He makes up stories about robots. The robot's name is Rollo. Rollo wants to be a person. Where doesn't he want to be a robot anymore?

B. Draw a line to connect the words on the left to the words on the right to form a sentence. Write the sentences on the lines. *(3 points)*

Some robots	was named Hal.
One robot in a movie	name a robot?
What would you	have silly names.

1. Some robots have silly names.
2. One robot in a movie was named Hal.
3. What would you name a robot?

C. Write one statement and one question about a real or a make-believe robot that you have read about or seen on TV. *(2 points)*

A Big Day!

A. Read the sentences. Draw a line under the sentences that show strong feeling.

1. All children lose their baby teeth.
2. Jake lost a tooth today!
3. It was a front tooth.
4. How excited Jake was!
5. At night he put the tooth under his pillow.
6. What an amazing day this was!

B. Write each group of words as an exclamation. Use capital letters and exclamation points correctly.

1. the excited boy could hardly sleep

   The excited boy could hardly sleep!

2. what a great surprise the tooth fairy brought

   What a great surprise the tooth fairy brought!

C. Write three exclamations about losing a tooth. Use capital letters and exclamation points correctly.

Eat Right

A. Read the sentences. Write *C* on the line if the sentence is a command. Remember, a command tells someone to do something.

1. Good food is important for your health. ____
2. Eat fruit every day. C
3. Bananas are a tasty fruit. ____
4. Put them in your cereal at breakfast. C
5. Drink lots of milk. C

B. Circle the word or words that will form a command. Write the new sentences on the lines.

1. _____ carrots for a snack. I eat / (Eat)

   Eat carrots for a snack.

2. _____ a lot of sugar. (Do not eat) / Jonah eats

   Do not eat a lot of sugar.

3. _____ healthy meals. (Make) / Kim makes

   Make healthy meals.

C. Write three commands that tell someone how to make a sandwich. Use capital letters and periods correctly.

Get Strong

A. Read the paragraph. Find three mistakes with exclamations and commands. Cross out each mistake. Write the correction above it. *(3 points)*

Do you want a strong body? G~~g~~et exercise every day. Do something you like. Liz jumps rope with her friends. What fun she has~~?~~ ! ^ She feels really healthy!

B. Use each group of words to create an exclamation or a command. Write the complete sentences on the lines. *(3 points)*

1. run around the gym

   Run around the gym.

2. do jumping jacks

   Do jumping jacks.

3. what strong legs you will have

   What strong legs you will have!

C. Write one exclamation and one command about a fun and healthy activity. *(4 points)*

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Bang the Drum

A. **Circle *C* if the group of words is a complete sentence. Circle *I* if it is an incomplete sentence.**

1. Ryan's mom is in a band. (C) I
2. Plays the drums and a banjo. C (I)
3. She practices every day. (C) I
4. Knows many different songs. C (I)
5. Her favorite music of all. C (I)

B. **Choose a subject or predicate from the chart to make each group of words a complete sentence. Write the sentences on the lines.**

Subject	Predicate
Ryan	barks to the music

1. Plays the drums, too.

   Ryan plays the drums, too.

2. His dog.

   His dog barks to the music.

C. **Write two complete sentences about how you might make music.**

What a Mouse!

A. **Read the passage. Draw a line under the incomplete sentences.**

Ellie's family has a problem. Have a mouse in the house.



The mouse at night. It steals the cat's food. Eats holes in the rug. That mouse is really hungry!

B. **Choose a subject or predicate from the chart to make each group of words a complete sentence. Write the sentences on the lines.**

Subject	Predicate
The brave mouse	hides under a chair
The family	play loud music

1. Tries to scare the mouse away.

   The family tries to scare the mouse away.

2. They.

   They play loud music.

3. Just looks at them.

   The brave mouse just looks at them.

4. The cat.

   The cat hides under a chair.

C. **Write three complete sentences about a mouse.**

The Birthday Present

A. Draw a line from each subject to its predicate. Write the new sentences on the lines. *(2 points)*

Subject	Predicate
Mia	are great birthday presents
The bracelets	makes bracelets with beads

1. Mia makes bracelets with beads.
2. The bracelets are great birthday presents.

B. Read each incomplete sentence. Then correct each one by adding words from the word box. Write the new sentences on the lines. *(6 points)*

loved	the gift	The bracelet	Mia

1. Gave one bracelet to her friend Ada.
   Mia gave one bracelet to her friend Ada.
2. Fit perfectly on Ada's wrist.
   The bracelet fit perfectly on Ada's wrist.
3. Ada.
   Ada loved the gift.

C. Write two complete sentences about a birthday present you could make for someone. *(2 points)*

Games to Play

A. Read each sentence. Circle the comma and the connecting word.

1. Cheng likes games, and he plays them a lot.
2. He jumps rope, or he plays checkers with his sister.
3. Cheng likes Go Fish, but he enjoys Crazy Eights more.

B. Join each sentence pair to make a compound sentence. Use the connecting word in ( ), and add a comma before it.

1. Cheng plays inside on rainy days. He goes outside on sunny days. (but)
   Cheng plays inside on rainy days, but he goes outside on sunny days.
2. Cheng draws squares. He plays hopscotch. (and)
   Cheng draws squares, and he plays hopscotch.
3. Cheng plays by himself. He plays with his sister.(or)
   Cheng plays by himself, or he plays with his sister.

C. Write two compound sentences about games you play. Use a different connecting word in each sentence.

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Too Much Stuff

A. Read each sentence. Write an *S* beside each simple sentence. Write a *C* beside each compound sentence.

1. Tia loves Grandpa, but she does not see him often. C
2. He lives far away in Peru. S
3. This summer her family will visit him. S
4. Tia writes him a letter, and she mails it. C

B. Complete each sentence by adding a comma and a word from the word box. Use each word one time.

and	or	but

1. Tia packs her clothes in the suitcase, and then she adds her favorite toy.
2. She tries to close the suitcase, but it is too full.
3. Tia could take out some shorts and T-shirts, or she could leave the toy at home.

C. Write two compound sentences about what you might take with you on a trip.

Fun Outdoors

A. Read the story. Find the two compound sentences. Draw a line under each one. *(2 points)*

The kids have fun. Lisa flies kites, and Ramon rides a scooter. They do different things, but they both enjoy the outdoors. The fresh air feels good.

B. Join each pair of sentences to make a compound sentence. Use *and*, *but*, or *or*, and add a comma before the word. *(6 points)*

1. Lisa collects rocks. She puts them in a box.
   Lisa collects rocks, and she puts them in a box.
2. Lisa might look for rocks in the park. She might look for them by the river.
   Lisa might look for rocks in the park, or she might look for them by the river.
3. Sometimes dirt covers the rocks. Lisa picks them up anyway.
   Sometimes dirt covers the rocks, but Lisa picks them up anyway.

C. Write two compound sentences about something you collect or would like to collect. *(2 points)*

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Night Owls



A. Read each group of words. Circle *C* if the sentence is complete. Circle *I* if it is incomplete.

1. Some birds stay awake all night. (C) I
2. Leaves its home in the hollow of a tree. C (I)
3. The owl hunts for food. (C) I
4. It sees a moth! (C) I
5. Small animals on the ground. C (I)

B. Read each sentence. Write *S* if it is a statement, *Q* if it is a question, *E* if it is an exclamation, or *C* if it is a command.

1. Walk outside on a hot summer night. C
2. Do you see tiny twinkling lights in the night sky? Q
3. The lights come from fireflies. S
4. Why do fireflies flash their lights? Q
5. They talk to each other that way. S
6. How beautiful the lights are! E

C. Write a question about an animal that comes out at night. Find out the answer and write it down.

The Fox and the Crow

A. Read the sentences. Add a period (.), a question mark (?), or an exclamation point (!) to each one.

1. Crow perched on a tree branch with some cheese in her mouth.
2. Fox wanted the cheese for himself.
3. How lovely you look with your fine feathers!
4. Will you treat me to a beautiful song?
5. Open your mouth wide and sing.

B. Read the sentence pairs. Join the sentences to make a compound sentence. Use *and*, *but*, or *or*, and add a comma before it.

1. Crow opened her mouth to sing. The cheese fell to the ground.
   Crow opened her mouth to sing, and the cheese fell to the ground.
2. Was Fox kind? Was he tricky?
   Was Fox kind, or was he tricky?
3. Crow was smart. Fox fooled her.
   Crow was smart, but Fox fooled her.

C. Write one sentence to tell the lesson Crow learned.

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One Smart Crow

A. Find four mistakes. Write the correction above each one.

Did you know that crows are very smart? Crows h
Have their own language. Their memories are also
strong. Crows can remember the faces of people.
What amazing birds they are!

B. Read each group of words. Add a subject or predicate from the chart to make it a complete sentence. Write each new sentence.

Subject	Predicate
Crows	are safe now
The farmer	keeps the crows away

1. Like to eat the farmer's crops.

   Crows like to eat the farmer's crops.

2. Puts a scarecrow in the field.

   The farmer puts a scarecrow in the field.

3. The scarecrow.

   The scarecrow keeps the crows away.

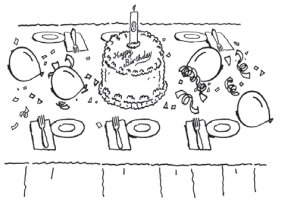
4. The crops.

   The crops are safe now.

C. Write two sentences about an animal you think is really smart.

A Birthday Party

A. Read the sentences. Circle the nouns.



1. The girl turns eight.
2. A cake sits on the table.
3. The candle is tall.
4. Get the big balloon.
5. Now the room is ready.

B. Read the sentences. Circle *person*, *place*, or *thing* to tell more about each underlined noun.

1. A friend comes over.	**person**	place	thing
2. Look at the amazing gift!	person	place	**thing**
3. Oops! The balloon pops.	person	place	**thing**
4. The girls laugh.	**person**	place	thing
5. They play in the yard.	person	**place**	thing

C. Write two sentences about a birthday party. Circle the nouns in the sentences.

A Yummy Thanksgiving

A. Read the sentences. Draw a line from each sentence to the picture that shows what the noun names.

1. The turkey is ready.
2. The pie is still baking.
3. Where is the big table?
4. Look in the garage.
5. Help the boy carry it.



B. Complete each sentence with a noun from the word box. Write the words on the lines.

friend	turkey	kitchen	plate

1. We eat in the bright ___kitchen___.
2. The ___turkey___ tastes so good.
3. My ___friend___ helps clean up.
4. Please put that ___plate___ in the sink.

C. Write three sentences about Thanksgiving. Circle the nouns in the sentences.

The Circus

A. Circle the noun that belongs in each list. *(3 points)*

Person	Place	Thing
(clown)	lion	(ticket)
rope	(tent)	child

B. Complete the story with nouns from the word box. Write the nouns on the lines. *(4 points)*

dancer	circus	bar	band

You see great things at the ___circus___.

A woman swings from a ___bar___ high up in the air. A big ___band___ plays loud music.

A ___dancer___ jumps and spins.

C. Write three sentences about a fun place you like. Circle the nouns. *(3 points)*

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Playing Soccer

A. Read the paragraph. Circle the plural nouns.

Children everywhere play soccer. After a game, their feet are tired. They take off their shoes. They eat some berries. They drink big glasses of water, too.

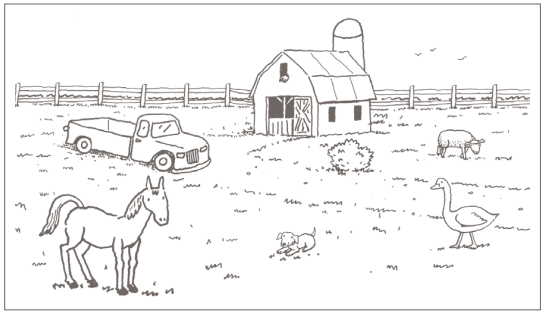
B. Circle the correct plural form of each noun. Write the nouns on the lines.

1. Two women lost their hats at a soccer game. (womans, women)
2. The wind blew their hats off their heads. (heades, heads)
3. The hats got stuck in the bushes. (bushes, bushies)
4. Soon some deer were nibbling on their hats! (deer, deers)

C. Write two sentences about your favorite sport. Use a plural noun in each sentence. Underline the plural nouns.

On the Farm

A. Each singular noun names something in the picture. Write its plural form on the line.



1. fence fences
2. truck trucks
3. barn barns
4. puppy puppies
5. horse horses
6. sheep sheep
7. bush bushes
8. goose geese

B. Write two sentences about the place where you live. Use a plural noun in each sentence. Underline the plural nouns.

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Up the Mountain

A. Read the sentences. Write the plural form of each noun in ( ) on the lines. *(6 points)*

1. The tall mountains are beautiful. (mountain)
2. A group of men hike to the top. (man)
3. Some sheep climb on rocks nearby. (sheep)
4. Yellow daisies grow near the trail. (daisy)
5. Few trees grow on the mountaintop. (tree)
6. The hikers take photos to show their children. (child)

B. Write two sentences about what you might see from the top of a mountain. Use a plural noun in each sentence. Underline the plural nouns. *(4 points)*

Many More Than One

A. Read each sentence. Circle the noun that names a group of animals. The underlined word tells the kind of animals in the group.

1. Al counted five puppies in the litter.
2. Maria drew a picture of a school of fish.
3. Ramon had a dream about a troop of monkeys.
4. Yesterday Morgan saw an army of ants.

B. Complete each sentence with a noun from the word box. Write the words on the lines.

crowd	stack	flight	class

1. LeVar ran up the flight of stairs to his house.
2. He saw a stack of presents waiting for him.
3. He heard a crowd of people yell, "Surprise!"
4. His whole class of schoolmates was there!

C. Write a sentence about a group of animals you would like to see. Use a collective noun from this page.

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The Great Outdoors

A. Read the sentences. Tell what the underlined noun names. Circle people, animals, or things.

1. My family went camping.
   (people) animals things
2. We saw a big herd of deer.
   people **(animals)** things
3. A pile of stones marked the trail.
   people animals **(things)**

B. Complete each sentence with a noun from the word box. Write the words on the lines.

team	bunch	stack



1. I carried a big ___bunch___ of bananas to the picnic table.
2. Mom carried a ___stack___ of wood for the campfire.
3. Don't Mom and I make a great ___team___?

C. Write two sentences about being outdoors. Use a collective noun in each sentence.

Songs to Sing

A. Read the sentences. Write *Yes* on the line if the sentence has a noun that names a group of people, animals, or things. *(3 points)*

1. Shawn's class will sing. ___Yes___
2. His teacher will play the piano. _____
3. A big crowd of people will come. ___Yes___

B. Complete the story with nouns from the word box. Write the nouns on the lines. *(4 points)*

chorus	band	litter	family

A ___band___ with two guitars also played music. The ___chorus___ of singers sang well. Sadly, Shawn's whole ___family___ couldn't come. His sister had to stay home with a new ___litter___ of kittens.

C. Write three sentences about a fun event. Use a collective noun in each sentence. *(3 points)*

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A Tricky Day

A. Read the sentences. Write *C* on the line if the underlined word or words are a common noun. Write *P* if the underlined word or words are a proper noun.

1. Tomorrow is my friend's birthday. C
2. It is also April Fools' Day. P
3. Many people play tricks on one another to celebrate. C
4. People all over the United States join in the fun. P

B. Read the sentences. Underline the common nouns. Circle the proper nouns.

1. April Fools' Day is a holiday in France, too.
2. My friend Jackie was born on this day.
3. Her brother Max promised her a puppy as a gift.
4. Then he gave her a box with a picture of a puppy in it—April Fools'!

C. Write two sentences about a trick someone played on you. Use common nouns and proper nouns.

The Day of the Dead

A. Read the sentences. Underline the common nouns. Circle the proper nouns.

1. The Day of the Dead is a special holiday.
2. In my country, Mexico, we celebrate it.
3. We remember Grandma Maria and other special people.
4. In La Paz, where I live, we have a parade.
5. Sometimes we go to Garcia's Café for a special dinner.

B. Underline the proper noun in each sentence. Circle the common noun in ( ) that tells what each proper noun is.

1. Some people in the United States also celebrate this holiday. (city, country)
2. In Los Angeles, people have neighborhood parties. (city, forest)
3. Sometimes people eat a special sweet bread from Perez's Bakery. (country, store)
4. They also paint their houses using Greatest Colors. (person, product)

C. Write three sentences about your favorite holiday. Use common nouns and proper nouns.

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All About You



A. Draw a line from each proper noun to the common noun that tells what it is. *(3 points)*

1. White and Bright Toothpaste
2. Ohio
3. Valentine's Day

holiday
product
state

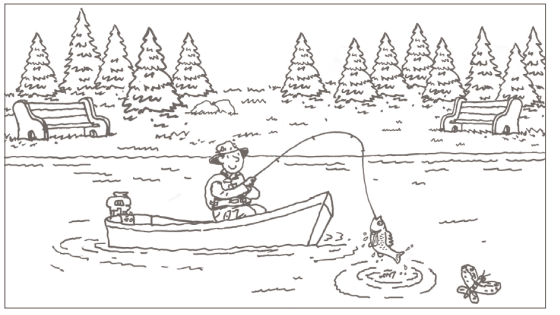
B. Complete the sentences with proper nouns. Write the proper nouns on the lines. *(4 points)*

1. The city or town I live in is St. Louis.
2. My favorite holiday is Valentine's Day.
3. My best friend's name is Huy Chan.
4. A good product name for my sneakers would be Speedy Sneaks.

C. Write three sentences that tell more about you. Use common nouns and proper nouns. *(3 points)*

By the Water

A. Write the names of the nouns you see in the picture. Write both the singular and plural forms of the noun, as shown.



	Singular	Plural
1.	lake	lakes
2.	boat	boats
3.	man	men
4.	fish	fish
5.	bench	benches
6.	butterfly	butterflies
7.	tree	trees

B. Write three sentences about a lake or park you enjoy. Use singular and plural nouns.

Sample answers are listed above. Answers may vary.

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Wonderful Water

A. Complete each sentence with a collective noun from the word box. Write the words on the lines.

herd	stack	forest	class	family	crowd

1. My third-grade _____class_____ learned about water.
2. A _____forest_____ of trees needs water to grow.
3. A _____herd_____ of animals must drink water to live.
4. My _____family_____ uses water at home every day.
5. We wash a big _____stack_____ of dishes after we eat.
6. On a hot day, we join the _____crowd_____ of people at the nearby pond.

B. Write two sentences about water. Use a collective noun in each sentence.

Falling Water

A. Underline the common nouns. Circle the proper nouns.

1. Niagara Falls
2. water
3. park
4. New York
5. Famous Falls T-Shirts
6. visitors
7. boat
8. United States

B. Read the paragraph. Find four mistakes with common and proper nouns. Cross out each incorrect word and write the word correctly above it.

I like waterfalls. This ~~Summer~~ summer we are going to visit ~~nevada~~ Nevada Falls. It sounds like the waterfall is in the state of Nevada. It isn't. It is in ~~california~~ California. We will go right after the Fourth ~~Of~~ of July holiday.

C. Write two sentences about a place you would like to visit. Use common and proper nouns.

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Mr. Garcia

A. Read the story. Circle each action verb.

Mr. Garcia drives a taxi. People wave to him on rainy days. He stops. They jump in the taxi. Then Mr. Garcia speeds away.

B. Read the story. Circle each action or linking verb.

I am Mr. Garcia's neighbor. Yesterday he helped a lady in the rain. She was cold. Her clothes were wet. He stepped out of his taxi. He handed her his umbrella. Mr. Garcia is a kind person.

C. Write two sentences about someone you know who is kind. Use an action verb in one sentence. Use a linking verb in the other.

On the School Bus

A. Read the verbs in the word box. Write the verbs on the lines to complete the story.

leave	is	tell	am	ride

After school I ride the bus home. My street is the last stop. All my friends leave before me. I am the only kid by the end. The driver and I laugh and tell each other stories.

B. Read each sentence. Look at the underlined verb. Choose a verb from the word box that is more colorful, and write it on the line.

shout	jump	dash	rolls

1. I run out of the house. dash
2. I get on the school bus. jump
3. I say hello to the driver. shout
4. The bus moves down the street. rolls

C. How do you get to school? Write two sentences about it. Use a colorful action verb in each one.

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Mr. Fix-it

A. Read the story. Circle all the verbs. *(4 points)*

My uncle fixes cars. He works at a garage. The garage is near my school. Sometimes we walk home together.

B. Look at each picture. Read the beginning of the sentence. Draw a line to the words that complete the sentence. *(4 points)*



1. The truck



2. Uncle Jay



3. The lady



4. My uncle and I

fixed the flat tire.

parked her car.

was in the garage.

are pals.

C. Write two sentences about a busy street. Use a colorful action verb in one sentence. Use a linking verb in the other. *(2 points)*

Snakes and Bunnies

A. Read the story. Circle the verbs that show action in the past. Draw a box around the verbs that show action happening now.

I like snakes. I want a pet snake. Last night I asked my parents. They talked to my brother and sisters. My brother clapped his hands. He shouted, "Yes!" My sisters cried. They hate snakes.

B. Read each sentence. Circle the correct form of the verb.

1. Yesterday Marta (show, showed) me her pet bunny for the first time.
2. Before, I (like, liked) snakes more than bunnies.
3. Now I (love, loved) bunnies more.
4. I try to pet the bunny, but it (kicks, kicked) me.
5. Earlier, the bunny (chew, chewed) a hole in its box.
6. I think I (want, wanted) a pet snake after all.

C. Write one sentence about something you wanted when you were really little. Write another sentence about something you want now. Use *want* and *wanted* correctly.

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My Cat Star

A. Read the verbs in the word box. Write a verb to complete each sentence in the story.

stared	visited	twinkle	love
decided	call	jumped	curl

Last week we visited an animal shelter. A little cat stared up at me with yellow eyes. Then the cat jumped into my arms! Mom and I decided to take her home.

Now we love our new pet. We call her Star. Her eyes twinkle like stars. I curl up with her at night.

B. Write three sentences. Use three of the verbs from the story. You can change the verbs to show action happening now or in the past.

Bad Dog!

A. Complete the chart. Fill in the missing verbs. *(3 points)*

Present	Past
1. jump	jumped
2. stop	stopped
3. chase	chased

B. Read the story. Cross out each incorrect verb. Above it, write the correct form to show the past or present. *(5 points)*

Yesterday my dog ~~chew~~ chewed up a newspaper.
Then he ~~bump~~ bumped into a table. The fish bowl spilled,
and the fish ~~flop~~ flopped on the floor. I still ~~liked~~ like my dog.
But I ~~needed~~ need some new fish.

C. Write two sentences. Use the verbs *bark* and *trip*. Then rewrite the sentences. Change the verbs to show the action happening in the past. *(2 points)*

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The Secret

A. Read the story. Circle the verbs that tell about the past.

Last week Arthur found two quarters on the ground. He hid them in a secret place. But his sister, Ana, saw them. She said, "Now we both have a secret!"

B. Read each sentence. Circle the correct form of the verb.

Yesterday Arthur (went, goed) to his secret place. He (getted, got) one of the quarters. Then he (gave, gived) it to Ana. He (told, telled) her, "Last week you (keeped, kept) my secret. Thank you!"

C. What do you think Ana and Arthur did next? Write two sentences. Use two of these verbs: *went*, *got*, *saw*, or *told*.

The Money Box

A. Complete the story. Write the verbs from the word box on the lines.

got	gave	sat	told	said	went	found	kept

Arthur looked for Ana. He found her in the kitchen.

Arthur sat down on a chair. He said, "I went to the store. I got something for us."

Ana asked, "Is it something to eat?"

"No," Arthur told Ana. "It is a box." He gave the box to Ana. It had a lock. "We will save our money in this."

After that, Arthur and Ana kept their money in the box.

B. Tell about a time you went to the store. Write three sentences using three verbs from the story.

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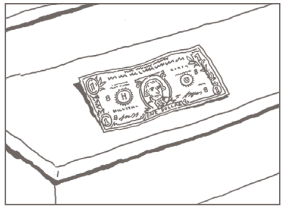
Look What I Found!

A. Complete the chart. Fill in the missing verbs. *(4 points)*

Present	Past
1. sit	sat
2. go	went
3. tell	told
4. say	said

B. Read the poem. Cross out each verb. Above it, write the correct form to show the past. *(4 points)*

found
Yesterday I ~~find~~ a dollar.



saw
I ~~see~~ it on the stair.
gave
I ~~give~~ the dollar to my mom.
said
She ~~says~~, "Thank you, Claire."

C. Write two sentences about something you found once. Use the verbs *found* and *saw*. *(2 points)*

Batter Up!

A. Read the story. Underline each verb that tells about the future. Be sure to underline the helping verb *will*, too.

Right now I am at the ball park. The baseball game will start in ten minutes. My sister will be the pitcher. She is a great pitcher. I will cheer loudly for her. We will have orange slices after the game. I love fresh fruit!

B. Look at each underlined verb. Write its future form to complete the second sentence.

1. Right now the game is almost finished. Soon it will be over.
2. Yesterday Carter pitched. Tomorrow Levi will pitch.
3. The players sit on the bench. They will sit until their turn at bat.
4. This year I was too young for the team. Next year I will be old enough.

C. Write two sentences about something you will do when you are older. Use two different verbs that tell about the future.

Games in Space



A. Complete the story. Write the verbs from the word box to tell about the future.

will chase	will see	will zoom	will compete
will cheer	will be	will play	will hit

Maybe games _will be_ different in the future. Maybe we _will play_ the games in outer space. Teams from different planets _will compete_ against each other. Players _will chase_ each other through space. They _will zoom_ around in tiny rockets. Maybe the players _will hit_ balls from one planet to the next!

Just like today, fans _will cheer_ for their favorite teams. But in the future, maybe they _will see_ the games on big screens out in space.

B. Make up a game of the future. Write three sentences about how it will be played. Use three different verbs.

Race Day

A. Draw a line from each verb that shows the past to the words that tell about the future. *(4 points)*

Past	Future
said	will run
went	will see
saw	will go
ran	will say

B. Read the story. Cross out each incorrect verb. Write the correct form above it. *(4 points)*

Yesterday our teacher told us about Race Day. Race Day ~~be~~ will be next Friday. The first race ~~start~~ will start at 9 a.m. Students ~~ran~~ will run in silly races. I ~~carry~~ will carry an egg on a spoon! It will be fun.

C. Write two sentences about something fun that will happen at school soon. Use a different verb in each sentence to tell about it. *(2 points)*

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In the Field

A. Read each sentence. Circle the correct verb.

1. I (see, sees) horses in the field.
2. Jordon (point, points) at a horse.
3. The horse (chew, chews) on some grass.
4. Bees (buzz, buzzes) around the horse.
5. The horse (swish, swishes) its tail.

B. Read each sentence. Circle the correct verb.



1. Yesterday three cows (was, were) in the field.
2. One cow (was, were) young.
3. Today only two cows (is, are) in the field.



4. One cow (is, are) smaller than the other.
5. I (am, is) smaller than both cows!

C. Write a sentence about a horse or a cow. Write another sentence about more than one horse or cow. Make sure each verb agrees with the subject of the sentence.



By the Barn

A. Write each missing action verb. Use a verb from the word box. Add an -s if it needs one.

quack	tip	bark	hunt

The barnyard is busy. Chickens *hunt* for food in the dirt. A dog *barks* at two ducks. A goat *tips* over a pail. The ducks *quack* at the goat.

B. Read the rhyme. Complete each sentence. Write the correct verb from the word box.

are	was	is	were

I *was* at the barn yesterday.
Three little pigs *were* in the hay.
Now two pigs *are* there again.
But the other pig *is* out of its pen.

C. Pretend you are at the barn. What do you see? Write two sentences. Make sure each verb agrees with the subject.

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On the Farm

A. Read each sentence. Look at the underlined verb. Does it agree with the subject? Circle *yes* or *no*. *(5 points)*

1. My grandpa <u>is</u> a farmer. (yes) no
2. I <u>are</u> at Grandpa's farm today. yes (no)
3. Grandpa <u>feed</u> the chickens. yes (no)
4. I <u>collects</u> the eggs. yes (no)
5. Grandpa <u>teaches</u> me about animals. (yes) no

B. Read the story. Cross out the three verbs that do not agree with their subjects. Write the correct forms above the verbs. *(3 points)*

was
My grandpa ~~were~~ up before the sun today.
He always gets up early. The animals need ~~needs~~ him.
First, Grandpa milks ~~milk~~ the cows. Then I help him with other chores.

C. Write a sentence about a job you have at home. Write another sentence about a job someone else has. Make sure the verbs agree with their subjects. *(2 points)*

Special Jobs

A. Write each missing action verb. Use a verb from the word box. Add an -s if it needs one.

care	save	teach	chase	work

1. A police officer _____chases_____ robbers.
2. A firefighter _____saves_____ people from fire.
3. Teachers _____teach_____ children at school.
4. A nurse _____cares_____ for sick people.
5. Some doctors _____work_____ in a hospital.

B. Write each missing verb. Use a linking verb from the word box. You will use one verb twice.

am	is	are

1. My neighbors ___are___ firefighters.
2. Aunt Gail ___is___ a police officer.
3. My parents ___are___ teachers.
4. I ___am___ a student.

C. Write two sentences about a person with a special job. In one sentence, use a colorful action verb. In the other, use a linking verb.

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When I Grow Up

A. Read each sentence. Look at the word to the right that tells when the action happens. Circle the correct form of the verb.

1. At school, we (learn, learned) about jobs. **past**
2. Yesterday a lady (talks, talked) to our class. **past**
3. She (works, worked) at a TV station. **present**
4. She (gives, will give) the weather report. **present**
5. Students (ask, asked) the lady about her job. **past**
6. She (likes, liked) her job. **present**
7. Tomorrow I (watch, will watch) her on TV. **future**
8. Maybe someday I (will be, was) on TV. **future**

B. What will you be when you grow up? Write two sentences. Use verbs correctly to show the future.

The Painter

A. Read the story. Cross out each underlined verb. Write the form to show the past above it.

painted used
Last week Mr. Pinsky ~~paint~~ a house. He ~~use~~
dripped
yellow paint. Some paint ~~drip~~ on his shirt. The
dried liked looked
paint ~~dry~~. Mr. Pinsky ~~like~~ it. It ~~look~~ like the sun.

B. Read the story. Cross out each underlined verb. Write a verb from the word box to show the past above it.

sat	was	got	found

found sat
Yesterday Mr. Pinsky ~~find~~ a chair. He ~~sit~~ on
was got
the chair. It ~~is~~ wet with paint. He ~~get~~ paint on
his pants!

C. Write two sentences about Mr. Pinsky. Tell about two things he did. Form verbs correctly to show the past.

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Blast Off!

A. Read the story. Circle six pronouns.

I would like to fly to the moon. Do you want to come with me? We could build a rocket. It would carry us all the way into space.

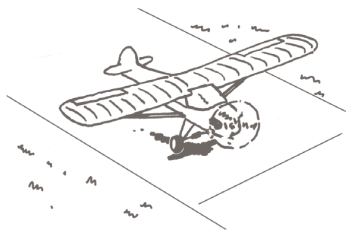
B. Read each sentence. Circle the pronoun that could replace the underlined word or words.

1. Maria and Marcus are friends.	They	It
2. Maria wants to travel in space.	He	She
3. Maria wants Marcus to come along.	him	her
4. Marcus agrees to go with Maria.	her	it
5. The children blast off for the stars.	us	them

C. Would you like to travel in space? Why or why not? Write two sentences. Use the pronouns *I* and *me*.

At the Airport

A. Read each sentence. Look at the underlined word or words. Write the pronoun that could replace them.



1. Uncle Joe works at the airport. He
2. Anna and I visited Uncle Joe. We
3. He took Anna and me up into a tower. us
4. We could see many planes from the tower. it
5. Anna pointed to a plane in the sky. She
6. The plane was getting closer. It
7. We could see the plane's wheels. them
8. The wheels touched down, and they the plane landed.

B. Pretend you are at the airport. What do you see? Write two sentences. Use the pronouns *they* and *them*.

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High in the Sky

A. Complete each sentence. Write the correct pronoun from the word box. *(4 points)*

He	them	It	her

1. Grandma lives far away. We went to visit __her__.
2. We flew in a plane. __It__ was a big plane.
3. Dad sat next to me. __He__ told me to look out the window.
4. I saw puffy clouds. I loved looking at __them__.

B. Fill in the chart. Write the missing pronouns. *(4 points)*

	Subject Pronoun	Object Pronoun
One boy:	1. he	him
One girl:	2. she	her
One thing:	3. it	it
Two people:	4. they	them

C. Pretend you are in a plane. Who is with you? What do you see? Write two sentences. Use two of these pronouns: *I*, *we*, *us*, *she*, *her*, *he*, or *him*. *(2 points)*

Wobbly Wheels

A. Read the story. Circle six pronouns that show belonging.

(My) brother Rob has a skateboard. I ask, "May I use (your) skateboard?"

He says, "No. (Its) wheels are too wobbly."

I ask (my) sister if I may use (her) skateboard.

She says, "No. Rob is using it. (His) skateboard has wobbly wheels. He has to fix it."

B. Read each sentence pair. Circle the correct pronoun in the second sentence.

1. I have a scooter. I got it for (my, its) birthday.
2. The scooter is red. (Its, Her) wheels are yellow.
3. You have a scooter, too. (Your, Our) scooter is blue.
4. We have awesome scooters! Let's ride (his, our) scooters together.

C. Write a sentence about a time you let someone use something of yours. Then write a sentence about a time someone let you borrow something. Use two of these pronouns: *my*, *his*, *her*, *its*.

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A Summertime Swim

A. Read each sentence. Write the pronoun that could replace the underlined words on the line.

1. The children and <u>the children's</u> mom are at the pool.

   ___their___

2. The girl is wearing <u>the girl's</u> favorite swimsuit.

   ___her___

3. The boy is floating on <u>the boy's</u> raft.

   ___his___

4. The sun is shining <u>the sun's</u> rays on the water.

   ___its___

B. Read each sentence. Look at the underlined words. In the next sentence, write the pronoun that means the same thing. Use a capital letter.

1. The swimsuit <u>belonging to me</u> has blue stripes.

   ___My___ swimsuit has blue stripes.

2. The towel <u>belonging to you</u> has purple flowers.

   ___Your___ towel has purple flowers.

3. The noses <u>belonging to us</u> are pink from the sun.

   ___Our___ noses are pink from the sun.

C. Pretend you are at a swimming pool. What do you see? Write two sentences. Use two of these pronouns: *his*, *her*, *its*, or *their*.

Playground Pals

A. Complete the story. Write the correct pronoun from the word box on each line. *(4 points)*

his	her	its	their



Sandra meets Tim at the playground. Sandra brings ___her___ ball. Tim brings ___his___ catcher's mitt. They play catch until ___their___ arms hurt. Then they find a tree. They rest in ___its___ shade.

B. Complete the story. Write the correct pronoun from the word box on each line. *(4 points)*

its	our	my	your

Sometimes I walk to the playground with ___my___ dad. First, I swing on the swing. Then I say, "Now it is ___your___ turn, Dad!"

He laughs and says, "No, ___its___ seat is too small for me."

Later we walk back to ___our___ house.

C. What do you like to do at the playground? What do you bring with you? Write two sentences. Use two of these pronouns: *my*, *its*, *our*, or *their*. *(2 points)*

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A Ride on the Roller Coaster

A. Read each sentence. Circle the pronoun that comes after the verb. Draw an arrow to the noun or pronoun it goes back to.

1. I get (myself) into the little car.
2. The twins get (themselves) into the next car.
3. We lock (ourselves) in.
4. The ride starts by (itself).
5. John tells (himself), "Don't be scared!"
6. Julia thinks to (herself), "This is fun!"

B. Read each sentence. Circle the correct pronoun.

1. Girls, you may go on the ride by (yourself, (yourselves).
2. John, you may get ((yourself), yourselves) a snack.

C. Write two sentences. Tell about a time you had fun even though you were scared. Use two of these pronouns: *myself*, *himself*, *herself*, *themselves*, or *ourselves*.

The Fun House

A. Read each sentence. Look at the underlined subject. Write the correct pronoun from the word box.

myself	himself	yourselves	ourselves
itself	themselves	yourself	herself

1. We take ourselves to the Fun House.
2. I see myself in a funny mirror.
3. Julia and John see themselves, too.
4. Julia makes faces at herself.
5. John laughs at himself.
6. "Julia, you can make yourself look big or little in this mirror!" says John.
7. A door opens by itself.
8. "Children, now you must get yourselves down the Silly Steps," says a voice.

B. What happens next in the Fun House? Write two sentences about it. Use two of these pronouns: *herself*, *himself*, *themselves*, or *itself*.

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At the Fair

A. Read the story. Circle the correct pronouns. *(4 points)*

My brother and sister go to the fair by (themselves, himself). I cannot go by (myself, itself). So Grandma takes me. We enjoy (herself, ourselves) on the rides. Grandma gives me money for treats. "You may buy (yourselves, yourself) some ice cream," she says. I love my grandma!

B. Complete the story. Write the pronouns from the word box. *(4 points)*

yourselves	himself	itself	herself

My sister plays a game at the fair. She wins _____herself_____ a silly hat. My brother plays a game, too. He wins _____himself_____ a toy car. When he turns it on, it moves by _____itself_____. "You both won _____yourselves_____ some great prizes!" says Grandma.

C. Pretend you are at a fair. What do you do? What do you see? Write two sentences. Use two of these pronouns: *myself*, *himself*, *herself*, *themselves*, or *itself*. *(2 points)*

Pizza for Everyone

A. Read the story. Circle each adjective.

Today we had a big pizza for lunch. It was covered with green and red peppers. It had spicy chicken on top. The crust was crispy and brown. I even ate the smelly onions. But I got red sauce all over my face. I looked funny!

B. Read each sentence. Draw an arrow from each underlined adjective to the noun it tells about.

1. Aunt Jen takes a pizza out of the hot oven.
2. She cuts the round pizza into slices.
3. The crust is chewy.
4. The middle is soft.
5. The hungry boys eat every bite.
6. Soon only a little crumb is left.

C. Do you like pizza? Why or why not? Write two sentences. Use an adjective in each one.

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Silly Rabbit

A. Look at each picture. Write an adjective from the word box to tell about the noun.

funny	thick	bright	hot

1.  hot pot
2.  funny bunny
3.  thick stick
4.  bright light

B. Read each sentence about the picture. Circle the correct adjective.

1. The bunny's ears are (white, black).
2. He sits on a (flat, bumpy) log.
3. A (huge, little) bird flies by.
4. The bird's song is (loud, quiet).



C. Write two more sentences about the bunny. Use an adjective in each sentence.

Cool Drink on a Hot Day

A. Read the adjectives. Write the adjective that answers each question. Use each word only once. *(4 points)*

sweet	tall	happy	noisy

1. Which word tells how something can sound? noisy
2. Which word tells how something can smell? sweet
3. Which word tells how someone can feel? happy
4. Which word tells how someone can look? tall

B. Complete the story. Write an adjective from the word box on each line. *(4 points)*

cold	pink	sweet	thirsty

Raoul was hot and thirsty. He needed a cold drink. He poured himself some pink lemonade. It tasted sweet.

C. Write two sentences about your favorite drink. What does it taste like? How does it make you feel? Use an adjective in each sentence. *(2 points)*

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Pig Tales

A. Read the story. Circle six adverbs.

One day three little pigs merrily strolled through the woods. The first pig whistled cheerfully. The second pig hummed happily. The third pig was quiet.

A big bad wolf suddenly appeared. The wolf growled loudly. "I'm going to eat all of you!" he shouted excitedly.

B. Read each sentence. Draw an arrow from the underlined adverb to the verb it tells about.



1. The wolf licked his lips hungrily.
2. The pigs looked nervously at each other.
3. One of the pigs calmly stepped forward.
4. The pig smiled sweetly at the wolf.
5. "We'll gladly take you to lunch," said the pig.
6. The wolf loved to eat out, so he quickly agreed.

C. What happens next to the pigs and the wolf? Write two sentences. Use an adverb in each one.

The Ants and the Crow

A. Read the story. Circle the correct words to complete each sentence.

Two ants crawled (slow, slowly) across a log. They were (sad, sadly). One ant said, "I am very (hungry, hungrily). We must (quick, quickly) find something to eat."

"Look!" cried the other ant. "That man (careless, carelessly) dropped a sandwich on the ground!" The ants enjoyed a (wonderful, wonderfully) feast.

B. Read the adverbs in the word box. Write the best adverb to complete each sentence in the story.

swiftly	hungrily	angrily	suddenly

The ants were munching ___hungrily___ on the sandwich. A crow ___suddenly___ swooped down and ___swiftly___ carried the sandwich away. The ants shouted ___angrily___, "Come back with our sandwich!"

C. What do the ants do next? Write two sentences. Use an adverb in each one.

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The Busy Forest

A. Read each sentence. Choose the adverb that makes the most sense. Write it on the line to complete the sentence. *(4 points)*

1. The bird sang ___sweetly___. (sweetly, meanly)
2. The mouse squeaked ___softly___. (quickly, softly)
3. The frog croaked ___loudly___. (loudly, silently)
4. The cat crept ___quietly___. (quietly, loudly)

B. Read the story. Cross out each incorrect adverb or adjective. Write the correct form of the word above it. *(4 points)*

Once there was a ~~quietly~~ quiet mouse. One day the mouse strolled slowly down to the creek. Bees buzzed ~~loud~~ loudly. Frogs croaked. A bird zoomed ~~quick~~ quickly by. The mouse said, "It is too ~~loudly~~ loud here. I'm leaving!"

C. Pretend you are a mouse. What do you see? What do you do? Write two sentences. Use an adverb in each sentence. *(2 points)*

A Different Kind of Bird

A. Read each sentence. Write *F* (for *formal*) or *I* (for *informal*).

1. Like, those penguins are so cute. ___I___
2. Penguins have wings, yet they cannot fly. ___F___
3. Penguins have an unusual way of using their wings in water. ___F___
4. Yep, it's kinda like flying underwater. ___I___
5. Cool! I didn't know all that stuff about penguins. ___I___
6. I would like to learn more facts about penguins. ___F___

B. Read this report about penguins. Underline the sentences that are too informal.

Penguins are able to hold their breath for a long time. Like 20 minutes! This is because a penguin's heart slows down when it swims. I mean really slow. Therefore, the penguin does not use up air quickly. I totally want to be a penguin.

C. Look at the sentences you underlined in the report above. Rewrite them to sound more formal.

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Reading About Bears

A. Circle *a.* or *b.* to answer each question.

1. Which of these would you write to a teacher?
   - **a.** Hey, I can't find any books on bears. Help!
   - **b.** Could you please help me find a book on bears?
2. If you were writing to a friend, which of these would you write?
   - **a.** Guess what! I'm writing a report about bears!
   - **b.** I have decided on a topic for my report.
3. Which would you write as an answer on a test?
   - **a.** Those big paws. Wow, they're fast in the water.
   - **b.** Polar bears have big paws to help them swim.

B. Read the book report. Circle the best word or words to complete each sentence.

All About Arctic Animals is an (excellent, awesome) book. (It's, It is) about animals that live near the North Pole. It has interesting (information, stuff) about polar bears. You (should, gotta) read it.

C. Rewrite to make this sound more formal.

Hey, I wanna go to the library. Like right now!

I would like to go to the library as soon as possible.

Sample answers are listed above. Answers may vary.

I Didn't Know That!

A. Read the informal sentences. Draw a line from each one to the more formal way of writing it. *(4 points)*

Informal	Formal
I'm gonna find out.	I am sorry for my mistake.
No way!	That is hard to believe.
Yep, it's true.	I will find out.
Sorry, I was wrong.	Yes, it is true.

B. Look at each sentence. Choose the word that is more formal. Write it to complete the sentence. *(4 points)*

1. Hello, Mr. Santoro. (Hey, Hello)
2. Your talk about ocean animals was interesting. (interesting, cool)
3. I learned a lot of facts about sharks. (facts, stuff)
4. Now I must get some books about sharks. (must, gotta)

C. Write a sentence to a friend. Tell about something that you learned this week. Then write the sentence again. Make it sound like part of a report. *(2 points)*

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Building a Snowman



A. Read each sentence. Circle the pronoun that could replace the underlined word or words.

1. <u>The girls</u> play in the snow. Them (They)
2. <u>Beth and I</u> build a snowman. (We) Us
3. Dad helps <u>the girls and me</u>. (us) her
4. <u>Dad</u> finds a carrot. (He) She
5. Now <u>the carrot</u> is the snowman's nose. me (it)

B. Complete each sentence. Write the correct pronoun from the word box on each line.

him	She	They	them	her

1. The snowman has two eyes. ___They___ are rocks.
2. Beth gets a hat. ___She___ puts it on the snowman.
3. The snowman looks great. I like ___him___.
4. I lost my mittens. I can't find ___them___.
5. Beth finds the mittens. I thank ___her___.

C. Pretend you are building a snowman with a friend. Write two sentences about it. Use two of these pronouns: *I*, *we*, *he*, *she*, *it*, *me*, *him*, or *her*.

At the Ice Rink

A. Read each sentence. Write the pronoun that can replace the underlined words on the line.

1. The children and <u>the children's</u> parents are at the skating rink. ___their___
2. One girl is putting on <u>the girl's</u> skates. ___her___
3. A boy is zipping up <u>the boy's</u> jacket. ___his___
4. A truck sweeps the rink and smooths out <u>the rink's</u> ice. ___its___
5. Anil and I are waiting for <u>Anil's and my</u> turn to go on the ice. ___our___

B. Complete each sentence. Write a pronoun from the word box.

yourself	herself	myself	themselves

1. I taught ___myself___ how to skate.
2. Did you hurt ___yourself___ when you fell?
3. Mom got ___herself___ a new pair of skates.
4. Children may not go on the ice by ___themselves___.

C. What do you do outside in the winter? Write two sentences. Use two of these pronouns: *my*, *our*, *his*, *her*, *its*, *myself*, *ourselves*, *himself*, *herself*, or *itself*.

Sledding Down the Hill

A. Read each sentence. Look at the two words. Write the one that completes the sentence correctly.

1. We pull our sleds ___slowly___ up the hill.
   (slow, slowly)
2. The hill is ___short___ but steep.
   (short, shortly)
3. We ___carefully___ get on our sleds.
   (careful, carefully)
4. The sleds slide on the ___soft___ snow.
   (soft, softly)
5. We zoom ___quickly___ down the hill.
   (quick, quickly)

B. Read this letter. Find three mistakes in adjectives and adverbs. Cross out each mistake and write the correction above it.

Dear Aunt Bella,

Thank you for a ~~wonderfully~~ wonderful time. We loved your steep hill. It was a ~~greatly~~ great place for sleds. We also sat ~~quiet~~ quietly on your porch, counting stars.

C. Write two sentences to a friend. Tell your friend about something fun that you did this week. Include an adjective in one sentence and an adverb in the other.

Flying

A. Circle the commas that separate the things in each list.

I can fly in my dreams. I close my eyes, raise my arms, and run. The wind picks me up. It carries me over the trees, over the house, and over the city.

B. Add commas where they are needed in each list.

I see houses, roads, and rivers. They look small. People, animals, and cars look tiny. An airplane flies by me. The people inside point, smile, and wave.

C. Write a sentence listing three things you can see in the sky. Add commas to separate the things in your list.

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Best Friends

A. Circle the commas that separate the things in each list. Underline each thing in the list.

Yuko was different from Jane. Yuko was tall, dark, and funny. Jane was short, blond, and serious. Yuko liked pigs, horses, and dogs. Jane liked fish, rabbits, and cats.

B. Read the sentences. Add commas where they are needed in each list.

Yuko and Jane were best friends. They talked, laughed, and played together. Yuko knew when Jane was happy, sad, or mad. Yuko knew when Jane was practicing piano, riding her bike, or quietly reading.

C. Write a sentence about three things you like to do with your friends. Add commas to separate the things in your list.

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Family Fun

A. Read the sentences. Add commas where they are needed. *(4 points)*

Yesterday my family had a picnic. We swam, played ball, and ran races. My father set up the table, started the grill, and unloaded the food.

B. Read the sentences. Circle the commas that separate the things in each list. *(4 points)*

My dad packed a picnic lunch. We had cheese, fruit, and tomatoes. We also had sandwiches. I ate a tuna sandwich, some tomatoes, and an apple.

C. Write a sentence about what you take on a picnic. Add commas to separate the things in your list. *(2 points)*

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Nature Friends

A. Circle the commas in the greeting and closing of the letter.

Dear Wind,

Every morning more of my leaves are missing. I know that you have a job to do, but please give them back.

Your friend,

Tree

B. Add commas where they belong in the greeting and closing of the letter.

Dear Tree,

I'm sorry. I cannot give back your leaves. Don't worry! Your leaves will return on their own after the winter.

Your friend,

Wind

C. Imagine you are a flower. Write a letter to the sun. Remember to use a comma after the greeting and after the closing of your letter.

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What Do You Want to Be?

A. Circle the commas in the greeting and closing of the pen-pal letter.

Dear Trevor,

I am seven years old. When I grow up, I want to be an astronaut. What do you want to be?

Your friend,

Akiko

B. Read the pen-pal letter. Add the missing commas in the greeting and the closing. Then underline the greeting and the closing.

Dear Akiko,

I am eight years old. I don't know what I want to be. But I know I want to go to Egypt and see the pyramids.

Your friend,

Trevor

C. Write a letter to a friend. Remember to use a comma after the greeting and after the closing of your letter.

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New Neighbors

A. Read the letters between neighbors. Add the four missing commas. *(8 points)*

Dear Neighbor,

I am happy that you moved in next door. What's your name? How old are you? Do you want to be friends?

Your neighbor,

Ellie

Dear Ellie,

My name is Ahmed. I'm eight years old. I do want to be friends. Can you come over and play in my yard tomorrow?

Your new neighbor,

Ahmed

B. Write a short letter to a neighbor. Remember to use a comma after the greeting and after the closing. *(2 points)*

He's My Furry Friend!

A. Read each sentence. Find and circle the contraction. Write the words that form the contraction on the line.

is not → isn't	I am → I'm	I have → I've	
could not → couldn't	he is → he's	he will → he'll	

1. I've become the proud owner of a kitten. — I have
2. Winston isn't big. — is not
3. But he's very funny and furry. — he is
4. I'm teaching Winston to roll over. — I am
5. At first he couldn't do it. — could not
6. Now he'll roll over on command. — he will

B. Write two or three sentences about a special pet you have or would like to have. Use a contraction in each sentence.

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They're Important!

A. Underline the contractions in the paragraph. Write the words that form each contraction above it.

Your eyebrows aren't (are not) big. They're (They are) important, though. You'd (You would) get dirt and dust in your eyes without your eyebrows. They're (They are) also good for showing how you feel. Your eyebrows will go up when you're (you are) surprised. They'll (They will) scrunch close together when you are mad.

B. Write the contraction for each set of words.

1. did not didn't
2. they will they'll
3. I am I'm
4. it is it's

C. Write a sentence about eyebrows. Use a contraction in your sentence.

The Tree House

A. This paragraph has five mistakes with contractions. Find the mistakes and circle them. Write the contractions correctly above the mistakes. *(5 points)*

My friend Evan has a tree house. Its (It's) in a tall tree in his backyard. Youll (You'll) have to climb a rope ladder to get to it. You would'nt (wouldn't) believe what you can see from the tree house! Il'l (I'll) tell you. The road seems to go on forever. You cant (can't) see the end.

B. Write the words that form the contractions on the lines. *(3 points)*

1. shouldn't should not
2. you'll you will
3. isn't is not

C. Write two sentences about a tree house. Use a contraction in each sentence. *(2 points)*

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Our Museum

A. Underline the words that show that something belongs to someone.

1. Matty's class set up a show-and-tell at school.
2. The students put Gabby's model airplanes on a table.
3. They showed Tony's toy horses on one shelf.
4. Sofia's shells took up two shelves.
5. Andrea's baseball cards were very popular.

B. Underline the words that show that something belongs to more than one person, animal, or thing. Circle the apostrophes.

1. The students' show was the best in the school.
2. Everyone liked the numbers on the airplanes' wings.
3. People studied the players' pictures on the baseball cards.
4. The little children loved the shells' colors.
5. The horses' tails had different colors, too.

C. Think about something that belongs to your best friend. Write a sentence about it, using words that show ownership.

Perfect Pets

A. Underline the words that show that something belongs to a person, pet, or thing. Circle the apostrophes.

My friend's pet is a goldfish named Goldie. It lives in a fishbowl in Matt's living room. Every morning Matt shakes a bit of the fish's food into the bowl. He also makes sure to keep Goldie's fishbowl clean. It is Matt's job to take care of Goldie.

B. Underline the words that show that something belongs to more than one person, pet, or thing. Circle the apostrophe.

My neighbors' pets are friendly. The Changs' cat always purrs. The twins' puppies always wag their tails. The Dansons' dogs like to play ball with me. The dogs' voices are high and very cute.

C. Think about a neighbor's pet. Write a sentence about it, using words that show ownership.

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My Family's Singing

A. Read the paragraph. Find five mistakes with words that show ownership and circle them. Write them correctly above the mistakes. *(5 points)*

My family loves to sing, but not every person's persons voice is the same. My moms mom's voice is high, like a birds bird's voice. My dads dad's voice is low, like a whales whale's voice.

B. Write the correct form of the noun in ( ) to finish the sentence. *(4 points)*

1. Both my ___sisters'___ voices are really pretty. (sisters)
2. My ___brother's___ voice is more like a shout. (brother)
3. Our ___apartment's___ walls are very thin. (apartment)
4. Luckily, our ___neighbors'___ hearing isn't very good! (neighbors)

C. Write a sentence about singing. Use a word that shows ownership. *(1 point)*

Alonzo and Sam

A. Circle the quotation marks before and after the exact words that each speaker says.

"Sam, what are you doing after school?"

Alonzo asked.

Sam said, "I think I'll go swimming in the lake."

"It's winter. The lake is almost frozen," Alonzo said.

"Then I'll go ice skating," said Sam.

"I said it was *almost* frozen," Alonzo reminded Sam.

"Maybe I'll just go home and read a book,"

said Sam.

"That's a good idea," Alonzo replied.

B. What else might Alonzo and Sam say to each other? Write two more sentences. Use quotation marks correctly.

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Percy Wants a Cracker

A. Add quotation marks before and after the exact words each speaker says. Use the first sentence as a guide.

"What do you want for breakfast, Percy?"

Shandra asked her little brother.

"I want a cracker," said Percy.

"I can make eggs," said Shandra.

"I want a cracker," said Percy.

"How about toast and jam?" Shandra asked.

"I want a cracker," said Percy.

"How about some yummy cereal?" Shandra asked.

"I want a cracker," said Percy.

B. Write two more lines of dialogue between Shandra and her brother Percy. Use quotation marks correctly.

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Rainy Day Fun

A. Read the passage. Add the missing quotation marks before and after what each person says. *(7 points)*

"I want a new color," said Liza to her sister.

"Let's mix red and yellow together," said Zoë.

Liza giggled and said, "We're making a mess."

Zoë answered, "We're not making a mess! We're making orange!"

"What else can we mix?" asked Liza.

"Let's mix blue and yellow to make green," said Zoë.

Liza replied, "You have the best ideas!"

B. What might two brothers say to each other as they play on a rainy day? Write three sentences. Use quotation marks correctly. *(3 points)*

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An Animal with a Job

A. Read the letter. Add commas where they belong.

Dear Aunt Ida,

I learned about an animal called a meerkat today. It has a long tail, sharp teeth, and small ears. Meerkats live in groups. They do many jobs. Some jobs are babysitting, watching for danger, and hunting for food. I hope to see a furry meerkat some day.

Love,
Manny

B. Read the sentences. Underline the contractions. Write the words that form the contractions on the lines.

1. When digging holes, meerkats don't like to get dirt in their ears. ___do not___
2. They've unusual ears that close to keep out the dirt. ___They have___
3. The eyes of a baby meerkat aren't open when it is born. ___are not___

C. Write a short letter to a friend about an unusual animal. Use commas for the greeting and closing of the letter. Use commas if your letter has a list.

Carets used to indicate insertion of punctuation are for reference only.

Singing Birds

A. Complete each sentence by writing a noun that shows belonging. Write the correct form of the nouns in ( ) on the lines.

1. ___Tam's___ two pet birds love to sing. (Tam)
2. Both ___birds'___ favorite song is "Yankee Doodle." (birds)
3. One ___bird's___ whistle is really loud. (bird)
4. Tam loves the looks on her ___friends'___ faces when they hear the birds sing. (friends)

B. Add quotation marks at the beginning and the end of the exact words each speaker says.

"Did you teach the birds to sing that song?" Mike asked his friend Tam.

"They learned it by themselves," Tam answered.

"Should we teach them a new song?" asked Mike.

Tam replied, "That would be great because I'm so tired of hearing this one!"

C. Write two more lines of dialogue between Tam and Mike. Use quotation marks to set off what each speaker says.

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One Special Dog

A. Read the paragraph. Find four mistakes. Cross out each mistake and write the correction above it.

Chatty is ~~Jeffs~~ Jeff's dog. She can't run fast. She ~~doesnt~~ doesn't have shiny fur. ~~Shes~~ She's still special. Chatty can talk. The ~~dogs~~ dog's talent surprised everyone, even Jeff.

B. Read the passage. Add missing quotation marks where they belong. Cross out quotation marks that do not belong.

"Chatty can talk," Jeff shouted out one day.

"What did she say?" his dad asked.

"I'm not sure," answered Jeff."

"What do you mean?" asked his dad.

"Chatty is talking in a language I don't understand," explained Jeff."

C. What do you think Chatty is saying? Write what Chatty might say. Then write Jeff's answer. Use quotation marks correctly.

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Appendix B SKILL PRACTICE ASSESSMENT

USING THE SKILL PRACTICE PAGES

Each mini-lesson in the *Skill Practice Teaching Guide* has three corresponding practice pages in the *Student Skill Practice Book*. (These are referenced in the "Optional Practice" section at the end of each mini-lesson.) The first two practice pages provide opportunities for the students to practice a language skill in pairs or individually. The third page can be assigned for additional practice, or it can be completed by students independently and then scored to evaluate progress and inform instruction. You can also use the scores as a basis for assigning a language skills grade and/or include the scores in each student's overall unit score on the "Individual Writing Assessment." (For more information, see "Individual Writing Assessment" in the *Assessment Resource Book*.)

You can use the "Skill Practice Student Record" sheet (SR1) on page 181 to create a cumulative record of each student's scores, and you can use the "Skill Practice Class Record" sheet (CR1) on page 182 to record and track your students' progress as a class.

Scoring the Skill Practice Pages

✓ After the students complete the first two practice pages for a lesson (either in pairs or individually), have each student complete the third practice page independently. (We recommend having students complete the practice pages over several days.)

✓ Make a class set of "Skill Practice Student Record" sheets (SR1) from the CCC Learning Hub (ccclearninghub.org) or from page 181. If you would like to record your assessment data electronically, go to classview.org to access the record sheet using the CCC ClassView app.

✓ Collect each student's *Student Skill Practice Book* and locate the practice page you wish to score. (The page number of the practice page can be found in the "Optional Practice" section at the end of each lesson in the teaching guide.)

✓ Locate the answer key for the practice page you wish to score in Appendix A, "*Student Skill Practice Book* Corrections," in this teaching guide.

✓ For each student, score the practice page and then calculate the total number of points earned using the point values indicated on the answer key. For example, the activities on *Student Skill Practice Book* page 3 are worth 5, 4, and 1 point respectively. (See the facsimile of the annotated practice page on page 133 of this teaching guide.)

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- ✓ Record the total number of points earned out of 10 in the "Score" column on the "Skill Practice Student Record" sheet (SR1). Record the *Being a Writer* unit during which the lesson was taught and any notes you have about the student's work. (For example, if you taught Lessons 1–3 while teaching Unit 2 in *Being a Writer* you might record a "2" in the "Taught in Unit/Genre" column.)
- ✓ Consider whether you would like to include the scores from the practice pages in each student's overall unit score on the "Individual Writing Assessment" record sheet (located in the *Assessment Resource Book*) for the *Being a Writer* unit during which the lessons were taught. For example, if you taught Lessons 1–3 while teaching Unit 2 in *Being a Writer*, consider whether you will include the scores for the practice pages from those lessons in the overall unit score in the Individual Writing Assessment for Unit 2. (Note that if you include the scores from the practice pages, the overall unit score in the Individual Writing Assessment will be based equally on the student's writing score and the total points earned on the practice pages. You might wish to weight the scores differently to align with your school's or district's grading system.)
- ✓ If you choose to enter this data directly into the CCC ClassView app, you have the option of having the scores automatically appear in the "Individual Writing Assessment" record sheet and calculated into each student's overall unit score. Scores will also automatically appear in each student's Student Profile. From there, the data can be shared digitally with parents, colleagues, and administrators.

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Student's Name: _____ Class: _____

Lesson	Score	Taught in Unit	Notes
1 Complete Sentences	____/10		
2 Declarative and Interrogative Sentences	____/10		
3 Exclamatory and Imperative Sentences	____/10		
4 Incomplete Sentences	____/10		
5 Compound Sentences	____/10		
***6** Review			
7 Singular Nouns	____/10		
8 Regular and Irregular Plural Nouns	____/10		
9 Collective Nouns	____/10		
10 Common and Proper Nouns	____/10		
***11** Review			
12 Verbs	____/10		
13 Present-tense and Regular Past-tense Verbs	____/10		
14 Irregular Past-tense Verbs	____/10		
15 Future-tense Verbs	____/10		
16 Subject-Verb Agreement	____/10		
***17** Review			
18 Subject and Object Pronouns	____/10		
19 Possessive Pronouns	____/10		
20 Reflexive Pronouns	____/10		
21 Adjectives	____/10		
22 Adverbs	____/10		
23 Formal and Informal English	____/10		
***24** Review			
25 Commas in a Series	____/10		
26 Commas in Greetings and Closings of Letters	____/10		
27 Apostrophes in Contractions	____/10		
28 Apostrophes in Possessives	____/10		
29 Quotation Marks	____/10		
***30** Review			

*Shaded rows represent review lessons for which there are no scored skill practice pages.

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	STUDENT NAMES															
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L2																
L3																
L4																
L5																
*L6																
L7																
L8																
L9																
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*Shaded rows represent review lessons for which there are no scored skill practice pages.

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STUDENT NAMES																
																L1
																L2
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Appendix C

GRADE-LEVEL LANGUAGE SKILLS ASSESSMENT

Two diagnostic language skills tasks offer formative assessment of grade-level language standards. Each task gives students two opportunities to demonstrate their mastery of a set of grade-level language skills. Numbered sentences and phrases appear in the context of stories, e-mails, and friendly letters, and students must choose which of three answers best corrects or completes an item. The diagnostic language skills tasks appear in the back of the *Student Skill Practice Book* on page 103, while annotated versions of the tasks are provided in this appendix as scoring keys. If student responses indicate the need for additional practice with a skill, you may teach the lesson in the *Skill Practice Teaching Guide* that corresponds to that skill.

There are two cumulative reports that identify which skill is addressed in each assessment item and where that skill is taught in the *Skill Practice Teaching Guide*. The "Diagnostic Language Skills Tasks: Student Report" (DS1) can be used to track an individual student's progress throughout the year, whereas the "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1) is used to group the students around language skills for which they need additional practice. To assess student mastery of grade-level skills throughout the year, administer a diagnostic language skills task at the beginning and middle of the year. Then use the student and class reports to identify students who are struggling with specific skills and may benefit from instruction, practice, or review in small groups.

Everything you need to conduct each assessment, including instructions and forms, can be found in this appendix or on the CCC ClassView assessment app (classview.org). You may choose to record your students' progress using printed copies of the forms from this guide or from the CCC Learning Hub (ccclearninghub.org). You can access the CCC ClassView app by tapping the linked assessment icons in the *Digital Teacher's Set*, by directly accessing the app at classview.org, or via the CCC Learning Hub.

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Diagnostic Language Skills Task 1

CONDUCTING THE ASSESSMENT

1. Have the students turn to "Diagnostic Language Skills Task 1" on page 104 in their *Student Skill Practice Books*. You may also visit the CCC Learning Hub (ccclearninghub.org) to download, print, and distribute to each student the "Diagnostic Language Skills Task 1" (BLM1).
2. Tell the students that today they are going to answer some questions to show what they know about good writing.
3. State your expectations for how the students will behave while you are conducting the assessment. For example, students should stay in their seats, work silently, and raise their hands if they have questions.
4. Direct the students' attention to the first set of directions and read it aloud.
5. Give the students a few moments to silently read the first question and the answer choices below it. Remind them that they will mark the right answer by drawing a line beneath it. Have the students mark their answers for item 1, while you check to be sure they are drawing lines below their answer choices.
6. Repeat this procedure for the second set of directions. Remind the students that they will mark their answers in the same way.
7. Ask the students to return to item 1 and begin.
8. When the students have finished, collect their work.

SCORING THE ASSESSMENT

1. Use the "Diagnostic Language Skills Task 1: Scoring Key" (DT1) to review student work. Compare each student's completed language skills task against the scoring key.
2. Annotate each scoring key using the following marks:
   a. Place a check mark beside each item that the student has answered correctly.
   b. Place an X beside each incorrect answer.
3. Transfer results from the scoring key to the "Diagnostic Language Skills Tasks: Student Report" (DS1) as follows:
   a. Write the student's name at the top of the report. If this is not the first diagnostic language skills task of the year, you might skip this step and use your previous student report.
   b. Find the column labeled *Items for Task 1*. Insert the date the assessment was conducted.

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c. Circle the corresponding number for each assessment item the student has marked correctly.
d. Tally the number of items correct and insert that number in the last row of the Items for Task 1 column labeled *Total Number Correct*. This will show you how an individual student performed on the language skills that were tested in "Diagnostic Language Skills Task 1."

4. After both language skills tasks have been completed, tally the number of items correct across each row, and insert the total in the Total Items Correct column. This will show you how the student performed across both diagnostic language skills tasks.

Teacher Note

The diagnostic language skills task results can also be scored using the CCC ClassView assessment app, which can be accessed by tapping the links in your *Digital Teacher's Set* or through the CCC Learning Hub (ccclearninghub.org).

ANALYZING THE ASSESSMENT

Use the information you gather from the assessment to help inform your instruction.

1. Make note of any standard for which a student has marked only one of the two items correctly. This student is likely to need instruction in the language convention associated with that standard.
2. When a student scores 0–1 on a skill, record her name in the Task 1 column of the "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1) beside the applicable standard.
3. After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
4. Refer to the right-hand column of the "Class Grouping Report" to find the lessons that correspond to each convention. Use the lessons to instruct each group.
5. File the completed assessments in the students' assessment folders.

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Name: _____ Date: _____

Task 1

A student is writing a story. Draw a line under the correct answers to complete it.

(1) Our _____ planted a vegetable garden at school. **(2)** Our garden needed sun. **(3)** It needed good soil. **(4)** Our teacher _____ a place near the schoolyard. **(5)** It had _____ sun most of the day.

(6) All of the _____ worked hard to get the garden ready. **(7)** Then we planted the seeds _____. **(8)** I planted squash in our garden. **(9)** Ben planted carrots. **(10)** We both worked quietly and _____.

(11) Tiny green sprouts started to peek out of the soil. **(12)** The plants _____ bigger and stronger. **(13)** Finally the vegetables were ready to pick and eat.

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1. Which word correctly completes sentence 1?
   - **a.** flock
   - **b.** class
   - **c.** herd

2. Which is the best way to write sentence 2 and sentence 3 as one sentence?
   - **a.** Our garden needed sun but it needed good soil.
   - **b.** Our garden needed sun or good soil.
   - **c.** Our garden needed sun, and it needed good soil.

3. Which word correctly completes sentence 4?
   - **a.** finded
   - **b.** found
   - **c.** find

4. Which is the correct way to complete sentence 5?
   - **a.** warm
   - **b.** warmly
   - **c.** warmest

5. Which word correctly completes sentence 6?
   - **a.** childs
   - **b.** children
   - **c.** childrens

GO ON

Task 1 ■ Being a Writer™ | 105

____ **1** Collective nouns

____ **2** Produce, expand, and rearrange complete simple and compound sentences

____ **3** Past tense of irregular verbs

____ **4** Adjectives and adverbs

____ **5** Irregular plural nouns

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6. Which word correctly completes sentence 7?
   - **a.** myself
   - **b.** ourself
   - **c.** ourselves

7. Which is the best way to write sentence 8 and sentence 9 as one sentence?
   - **a.** I planted squash in our garden, and Ben planted carrots.
   - **b.** We planted squashed carrots in our garden.
   - **c.** Ben planted in our garden carrots and I planted squash.

8. Which is the correct way to complete sentence 10?
   - **a.** quick
   - **b.** quickly
   - **c.** quicker

9. Which word correctly completes sentence 12?
   - **a.** growed
   - **b.** grow
   - **c.** grew

____ **6** Reflexive pronouns

____ **7** Produce, expand, and rearrange complete simple and compound sentences

____ **8** Adjectives and adverbs

____ **9** Past tense of irregular verbs

(continues)

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Draw a line under the correct answers to complete this letter.

(14) 210 Fifth Street

(15) memphis, TN 38133

(16) August 2, 2019

(17) Dear Aunt Liz.

(18) This year we planted a vegetable garden, while a _____ of birds watched us. **(19)** When the vegetables were ready, we picked them. **(20)** Our teacher made a big salad with them for us. **(21)** I couldn't wait to sink my _____ into those tasty vegetables.

(22) Mom says that we can plant a small garden at home. **(23)** The man next door has a garden, and he will help us. **(24)** My garden will be half the size of our _____ garden. **(25)** Mom said that I can choose the plants _____. **(26)** Maybe _____ have fresh vegetables at our house on the Fourth of July.

(27) Love

(28) Trina

GO ON

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10. Which is the correct way to write line 15?

- **a.** Memphis, TN 38133
- **b.** Memphis, tn 38133
- **c.** Correct as is

11. Which is the correct way to write line 17?

- **a.** Dear Aunt Liz
- **b.** Dear Aunt Liz,
- **c.** Correct as is

12. Which word correctly completes sentence 18?

- **a.** band
- **b.** flock
- **c.** school

13. Which word correctly completes sentence 21?

- **a.** teeth
- **b.** tooths
- **c.** teeths

14. Which word correctly completes sentence 24?

- **a.** neighbors
- **b.** neighbors'
- **c.** neighbor's

____ **10** Capitalize holidays, product names, and geographic names

____ **11** Commas in greetings and closings of letters

____ **12** Collective nouns

____ **13** Irregular plural nouns

____ **14** Apostrophe to form contractions and frequently occurring possessives

(continues)

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15. Which word correctly completes sentence 25?

a. myself

b. ourself

c. myselves

16. Which word correctly completes sentence 26?

a. youll

b. youl'l

c. you'll

17. Which is the correct way to write the underlined part of sentence 26?

a. fourth of July

b. fourth of july

c. Correct as is

18. Which is the correct way to write line 27?

a. Love,

b. Love.

c. Correct as is

____ **15** Reflexive pronouns

____ **16** Apostrophe to form contractions and frequently occurring possessives

____ **17** Capitalize holidays, product names, and geographic names

____ **18** Use commas in greetings and closings of letters

STOP

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Student's Name: _____

Standards for Language	Items for Task 1 Date: _____	Items for Task 2 Date: _____	Total Items Correct	*Skill Practice Teaching Guide* Lesson(s)
Grammar and Usage Standards				
Use **collective nouns** (e.g., *group*).	1 12	1 14	____ /4	Lesson 9
Form and use frequently occurring **irregular plural nouns** (e.g., *feet, children, teeth, mice, fish*).	5 13	2 3	____ /4	Lesson 8
Use **reflexive pronouns** (e.g., *myself, ourselves*).	6 15	10 13	____ /4	Lesson 20
Form and use the **past tense** of frequently occurring **irregular verbs** (e.g., *sat, hid, told*).	3 9	4 8	____ /4	Lesson 14
Use **adjectives** and **adverbs**, and choose between them depending on what is to be modified.	4 8	5 15	____ /4	Lessons 21 and 22
Produce, expand, and rearrange **complete simple and compound sentences** (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).	2 7	7 17	____ /4	Lessons 1, 2, and 5
Conventions Standards				
Capitalize holidays, product names, and geographic names.	10 17	11 16	____ /4	Lesson 10
Use **commas** in greetings and closings of letters.	11 18	12 18	____ /4	Lesson 26
Use an **apostrophe** to form **contractions** and frequently occurring **possessives**.	14 16	6 9	____ /4	Lessons 27 and 28
Total Number Correct:	____ /18	____ /18		

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Standards for Language	Student Names		*Skill Practice Teaching Guide* Lesson(s)
	Task 1 Date: _____	Task 2 Date: _____	
Grammar and Usage Standards			
Use **collective nouns** (e.g., *group*).			Lesson 9
Form and use frequently occurring **irregular plural nouns** (e.g., *feet, children, teeth, mice, fish*).			Lesson 8
Use **reflexive pronouns** (e.g., *myself, ourselves*).			Lesson 20
Form and use the **past tense** of frequently occurring **irregular verbs** (e.g., *sat, hid, told*).			Lesson 14
Use **adjectives** and **adverbs**, and choose between them depending on what is to be modified.			Lessons 21 and 22
Produce, expand, and rearrange **complete simple and compound sentences** (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).			Lessons 1, 2, and 5

(continues)

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Standards for Language	Student Names		*Skill Practice Teaching Guide* Lesson(s)
	Task 1 Date: _____	Task 2 Date: _____	
Conventions Standards			
Capitalize holidays, product names, and geographic names.			Lesson 10
Use **commas** in greetings and closings of letters.			Lesson 26
Use an **apostrophe** to form **contractions** and frequently occurring possessives.			Lessons 27 and 28

Notes:

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Diagnostic Language Skills Task 2

CONDUCTING THE ASSESSMENT

1. Have the students turn to the "Diagnostic Language Skills Task 2" on page 110 in the *Student Skill Practice Book*. You may also visit the CCC Learning Hub (ccclearninghub.org) to download, print, and distribute to each student the "Diagnostic Language Skills Task 2" (BLM2).
2. Tell the students that today they are going to answer some questions to show what they know about good writing.
3. State your expectations for how the students will behave while you are conducting the assessment. For example, students should stay in their seats, work silently, and raise their hands if they have questions.
4. Direct the students' attention to the first set of directions and read it aloud.
5. Give the students a few moments to silently read the first question and the answer choices below it. Remind them that they will mark the right answer by drawing a line beneath it. Have the students mark their answers for item 1, while you check to be sure they are drawing lines below their answer choices.
6. Repeat this procedure for the second set of directions. Remind the students that they will mark their answers in the same way.
7. Ask the students to return to item 1 and begin.
8. When the students have finished, collect their work.

SCORING THE ASSESSMENT

1. Use the "Diagnostic Language Skills Task 2: Scoring Key" (DT2) to review student work. Compare each student's completed language skills task against the scoring key.
2. Annotate each scoring key using the following marks:
   a. Place a check mark beside each item that the student has answered correctly.
   b. Place an X beside each incorrect answer.
3. Transfer results from the scoring key to the "Diagnostic Language Skills Tasks: Student Report" (DS1) as follows:
   a. Write the student's name at the top of the report. If this is not the first diagnostic language skills task of the year, you might skip this step and use your previous student report.
   b. Find the column labeled *Items for Task 2*. Insert the date the assessment was conducted.

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c. Circle the corresponding number for each assessment item the student has marked correctly.
d. Tally the number of items correct and insert that number in the last row of the Items for Task 2 column labeled *Total Number Correct*. This will show you how an individual student performed on the language skills that were tested in "Diagnostic Language Skills Task 2."

4. After both language skills tasks have been completed, tally the number of items correct across each row, and insert the total in the Total Items Correct column. This will show you how the student performed across both language skills tasks.

Teacher Note

The diagnostic language skills task results can also be scored using the CCC ClassView assessment app, which can be accessed by tapping the links in your *Digital Teacher's Set* or through the CCC Learning Hub (ccclearninghub.org).

ANALYZING THE ASSESSMENT

Use the information you gather from the assessment to help inform your instruction.

1. Make note of any standard for which a student has marked only one of the two items correctly. This student is likely to need instruction in the language convention associated with that standard.
2. When a student scores 0–1 on a skill, record his name in the Task 2 column of the "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1) beside the applicable standard.
3. After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
4. Refer to the right-hand column of the "Class Grouping Report" to find the lessons that correspond to each convention. Use the lessons to instruct each group.
5. File the completed assessments in the students' assessment folders.

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Name: _____ Date: _____

Task 2

Draw a line under the correct answers to complete the story.

(1) Anna watched as the _____ of people got onto the airplane. **(2)** Inside, the men and _____ found their seats. **(3)** Some people placed small things under the seat near their _____. **(4)** The pilots _____ in the cockpit. **(5)** Soon the airplane sped down the runway and then lifted _____ toward the sky. **(6)** It _____ long before it was just a speck in the sky.

(7) Anna loved learning about airplanes. **(8)** She read books about airplanes. **(9)** She watched videos about them, too. **(10)** Anna even flew on an airplane once. **(11)** She and her mom _____ to Florida. **(12)** At the end of the flight, the pilot showed Anna the cockpit. **(13)** She could imagine sitting in the _____ seat someday. **(14)** Anna thought to _____, "Someday I'll be a pilot."

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1. Which word correctly completes sentence 1?
   - **a.** flock
   - **b.** crowd
   - **c.** bundle

2. Which word correctly completes sentence 2?
   - **a.** woman
   - **b.** womans
   - **c.** women

3. Which word correctly completes sentence 3?
   - **a.** foot
   - **b.** foots
   - **c.** feet

4. Which word correctly completes sentence 4?
   - **a.** sit
   - **b.** sat
   - **c.** sitted

5. Which is the correct way to complete sentence 5?
   - **a.** graceful
   - **b.** gracefully
   - **c.** more graceful

____	**1**	Collective nouns
____	**2**	Irregular plural nouns
____	**3**	Irregular plural nouns
____	**4**	Past tense of irregular verbs
____	**5**	Adjectives and adverbs

GO ON

(continues)

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6. Which word correctly completes sentence 6?
   - **a.** wasnt
   - **b.** was'nt
   - **c.** wasn't

7. Which is the best way to write sentence 8 and sentence 9 as one sentence?
   - **a.** She read books about airplanes, and she watched videos about them, too.
   - **b.** She read books about airplanes but she watched videos about them.
   - **c.** She read books about airplanes, or watched videos, too.

8. Which word correctly completes sentence 11?
   - **a.** go
   - **b.** went
   - **c.** goed

9. Which word correctly completes sentence 13?
   - **a.** pilots
   - **b.** pilots'
   - **c.** pilot's

____ **6** Apostrophe to form contractions and frequently occurring possessives

____ **7** Produce, expand, and rearrange complete simple and compound sentences

____ **8** Past tense of irregular verbs

____ **9** Apostrophe to form contractions and frequently occurring possessives

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10. Which word correctly completes sentence 14?

a. myself

b. herself

c. herselves

____ **10** Reflexive pronouns

Draw a line under the correct answers to complete the letter.

(15) 41 Maple Street

(16) everett, MA 02149

(17) October 20, 2017

(18) Dear Uncle Joe

(19) Mom says you are an airplane pilot. **(20)** I want to be a pilot _____ someday. **(21)** Do you like being part of the _____ that flies the plane? **(22)** Is it _____ to learn to fly a plane? **(23)** How long do you go to school to learn?

(24) Please show us one of your planes at _____. **(25)** I am looking forward to our visit with you. **(26)** My parents are excited, too.

(27) Your niece,

(28) Anna

GO ON

(continues)

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11. Which is the correct way to write line 16?

a. Everett, MA 02149

b. Everett, ma 02149

c. Correct as is

12. Which is the correct way to write line 18?

a. Dear Uncle Joe.

b. Dear Uncle Joe,

c. Correct as is

13. Which word correctly completes sentence 20?

a. myself

b. herself

c. myselves

14. Which word correctly completes sentence 21?

a. flock

b. team

c. family

15. Which is the correct way to complete sentence 22?

a. easy

b. easily

c. easier

____ **11** Capitalize holidays, product names, and geographic names

____ **12** Use commas in greetings and closings of letters

____ **13** Reflexive pronouns

____ **14** Collective nouns

____ **15** Adjectives and adverbs

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16. Which word correctly completes sentence 24?

- **a.** thanksgiving
- **b.** Thanksgiving
- **c.** ThanksGiving

17. Which is the best way to write sentence 25 and sentence 26 as one sentence?

- **a.** I am looking forward to our visit with you, or my parents are excited.
- **b.** I am looking forward to our visit with you but my parents are, too.
- **c.** I am looking forward to our visit with you, and my parents are excited, too.

18. Which is the correct way to write line 27?

- **a.** Your, niece
- **b.** Your niece
- **c.** Correct as is

____ **16** Capitalize holidays, product names, and geographic names

____ **17** Produce, expand, and rearrange complete simple and compound sentences

____ **18** Use commas in greetings and closings of letters

STOP

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Student's Name: _____

Standards for Language	Items for Task 1 Date: _____	Items for Task 2 Date: _____	Total Items Correct	*Skill Practice Teaching Guide* Lesson(s)
Grammar and Usage Standards				
Use **collective nouns** (e.g., *group*).	1 12	1 14	____ /4	Lesson 9
Form and use frequently occurring **irregular plural nouns** (e.g., *feet, children, teeth, mice, fish*).	5 13	2 3	____ /4	Lesson 8
Use **reflexive pronouns** (e.g., *myself, ourselves*).	6 15	10 13	____ /4	Lesson 20
Form and use the **past tense** of frequently occurring **irregular verbs** (e.g., *sat, hid, told*).	3 9	4 8	____ /4	Lesson 14
Use **adjectives** and **adverbs**, and choose between them depending on what is to be modified.	4 8	5 15	____ /4	Lessons 21 and 22
Produce, expand, and rearrange **complete simple and compound sentences** (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).	2 7	7 17	____ /4	Lessons 1, 2, and 5
Conventions Standards				
Capitalize holidays, product names, and geographic names.	10 17	11 16	____ /4	Lesson 10
Use **commas** in greetings and closings of letters.	11 18	12 18	____ /4	Lesson 26
Use an **apostrophe** to form **contractions** and frequently occurring **possessives**.	14 16	6 9	____ /4	Lessons 27 and 28
Total Number Correct:	____ /18	____ /18		

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Standards for Language	Student Names: Task 1 Date: _____	Student Names: Task 2 Date: _____	*Skill Practice Teaching Guide* Lesson(s)
Grammar and Usage Standards			
Use **collective nouns** (e.g., *group*).			Lesson 9
Form and use frequently occurring **irregular plural nouns** (e.g., *feet, children, teeth, mice, fish*).			Lesson 8
Use **reflexive pronouns** (e.g., *myself, ourselves*).			Lesson 20
Form and use the **past tense** of frequently occurring **irregular verbs** (e.g., *sat, hid, told*).			Lesson 14
Use **adjectives** and **adverbs**, and choose between them depending on what is to be modified.			Lessons 21 and 22
Produce, expand, and rearrange **complete simple and compound sentences** (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).			Lessons 1, 2, and 5

(continues)

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Standards for Language	Student Names		*Skill Practice* *Teaching Guide* Lesson(s)
	Task 1 Date: _____	Task 2 Date: _____	
Conventions Standards			
Capitalize holidays, product names, and geographic names.			Lesson 10
Use **commas** in greetings and closings of letters.			Lesson 26
Use an **apostrophe** to form **contractions** and frequently occurring possessives.			Lessons 27 and 28

Notes:

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Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501-1042
800.666.7270
collaborativeclassroom.org

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Student Writing Handbook

Being a Writer™

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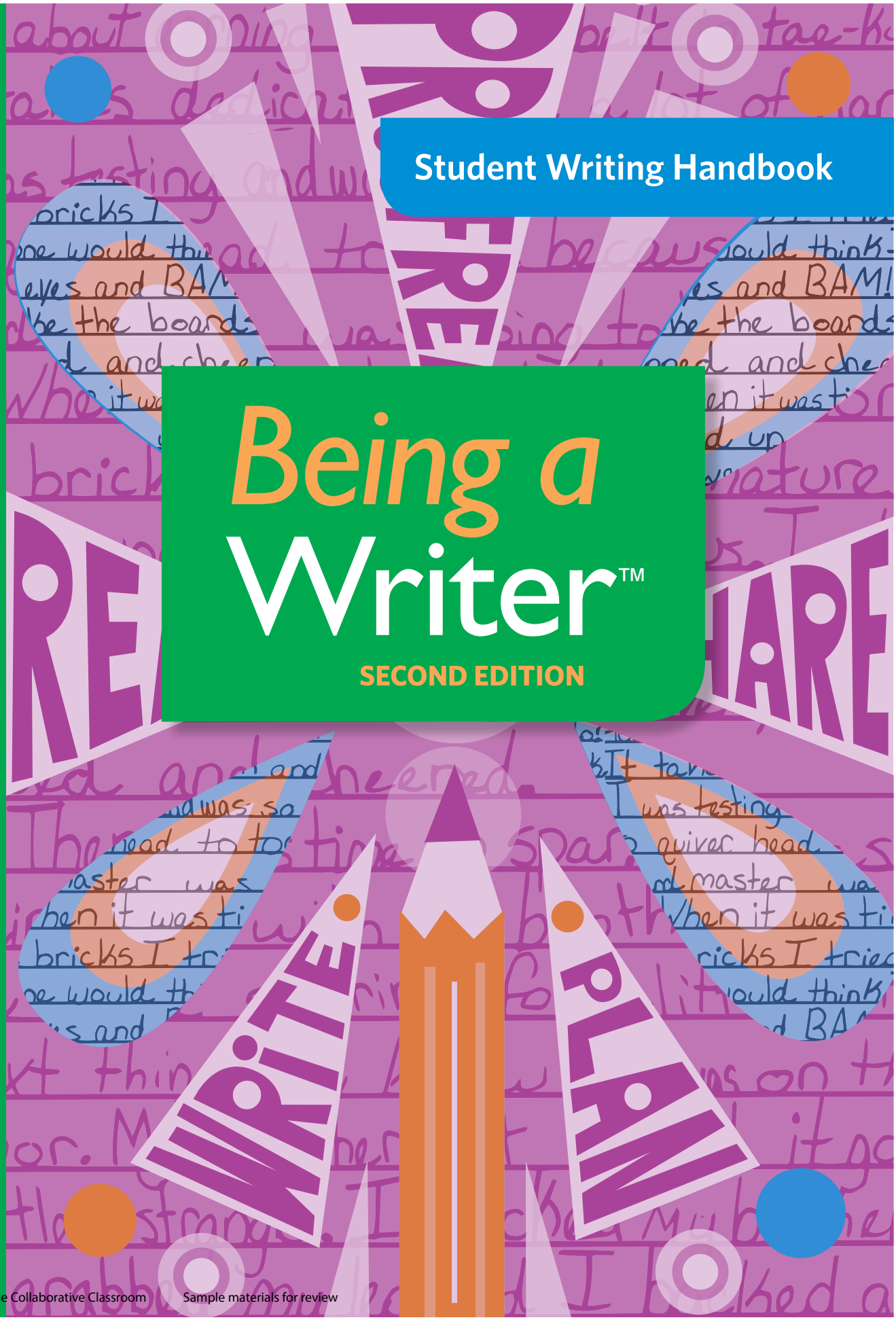

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Student Writing Handbook

Being a Writer™

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Center for the Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
(800) 666-7270; fax: (510) 464-3670
collaborativeclassroom.org

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Student Writing Handbook

Being a Writer™

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Excerpt

from *Miss Tizzy*

by Libba Moore Gray

On Fridays, Miss Tizzy opened her trunk and they all played dress up. There were hats with feathers and hats with bows. There were baseball caps and straw hats with bright, red bands. Everyone wore a hat. Miss Tizzy put on a lace shawl and served pink lemonade in her best china cups. The children loved it.

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Excerpt

from *HONK! The Story of a Prima Swanerina*

by Pamela Duncan Edwards

"Oh, no! She's at it again!" honked the goose.

"Clear a landing space!" quacked the duck.

"Guard your lily pads!" croaked the frogs.

"Watch out! Here she comes."

Mimi flew down in a perfect ballet pose.

SPLASH!

"Mimi!" cried her friends. "Stop doing that! You're driving us crazy!"

But Mimi wasn't listening. She was whirling around the pond *en pointe*.

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Excerpt

from *HONK! The Story of a Prima Swanerina*

by Pamela Duncan Edwards

In winter, a new production came to the Opera House. Mimi watched with interest.

"How pretty!" she exclaimed. "How glistening! How FEATHERY! How AMAZING!"

"What's up?" asked a pigeon.

"They're all pretending to be me!" cried Mimi in delight. "They must have noticed me practicing."

"Probably," said the pigeon. "We certainly have!"

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Q&A with Isobel Springett: The Photographer of *Kate & Pippin*

Q: Were you surprised that Kate and Pippin became such good friends?

A: I was quite surprised when Kate and Pippin became friends. It wasn't my intention when I started caring for Pippin. I had only hoped to keep the fawn warm until I decided what to do next.

Q: Where do Kate and Pippin live?

A: Kate and Pippin live on a large acreage (amount of land) on Vancouver Island, Canada. There are lots of fields and streams, with forests too. There is a big mountain nearby with lots of snow in the winter. It is a deer's heaven!

Q: How often does Pippin visit Kate?

A: Pippin visits almost every day. She comes by more often in the summer and loves to nap with Kate in the shade of our cherry tree. In the winter, she stays in the woods with the other deer and visits in the evenings for treats.

(continues)

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Q&A with Isobel Springett: The Photographer of *Kate & Pippin* *(continued)*

Q: What kinds of things do Kate and Pippin like to do together?

A: Kate and Pippin sometimes go for walks. Other times, they just like to hang out together on the lawn. Now and then, they play and romp but not as much as when Pippin was young. They enjoy each other's company even if they're just sleeping.

Q: Was there ever a time when Kate and Pippin didn't get along? What happened?

A: Kate and Pippin have never had a fight. They always get along.

Q: Did Pippin ever have any fawns of her own?

A: Pippin has given birth to five fawns of her own. The first one didn't survive, but the next four were all healthy and happy.

(continues)

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Q&A with Isobel Springett: The Photographer of *Kate & Pippin* *(continued)*

Q: How do you make sure that Pippin doesn't start thinking of herself as a pet?

A: Pippin knows that she's a deer. She was raised by Kate, but she has spent most of her life with her wild herd. Even if we moved away, she would be just fine. It might be a bit sad for her at first, but she would adjust. Kate would probably miss her though.

Q: Now that Pippin is grown, do you think she thinks of Kate as her mother or her friend? Why?

A: Animals don't really think about parents and friends like humans do. Animals only respond to situations as they occur. That is why Pippin and Kate have no trouble with their relationship. Even though Pippin knows where she belongs, she still accepts Kate as her friend. Humans sometimes have trouble with this concept. I think this is why Kate and Pippin inspire people the way they do. It doesn't matter where you're

(continues)

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from, or what you look like—you can become friends with anyone.

Q: What else would you like to share with us about Kate and Pippin?

A: Kate is almost 11 years old. That's pretty old for a Great Dane. She only eats raw food and gets lots of exercise. She weighs 112 pounds and is almost 3 feet tall. Kate was five months old when I got her. She was so scared then, but now she is very friendly and loves kids. Kate is very agile, obedient, and loves to go for rides in the car. Her favorite thing to do is eat.

Pippin is a Coastal Black-tailed deer. She was so tiny when we found her that our cat, Henry, weighed more than her. Pippin is almost five years old. She was born in June 2008. Pippin loves to nibble on corn and fruit. Her favorite things to eat are cherry leaves.

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Experiment

Which Is Stronger?

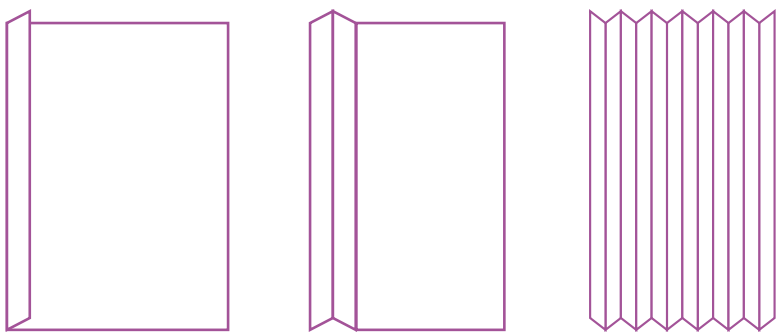
Which is stronger: a flat piece of paper or a folded piece of paper? Try this experiment to find out.

What You Need:

- 2 sheets of paper
- 2 cans that are the same size
- Small object that won't break, such as an eraser or a marker

What You Do:

1. Fold one sheet of paper "accordion" style by making a ½" fold along the long edge of the paper, turning the sheet over and making another fold the same width as the first fold, and continuing to fold back and forth until the entire sheet is folded. Set this folded piece of paper aside.



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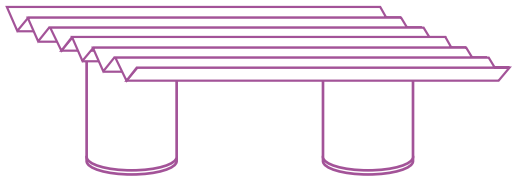
Which Is Stronger? *(continued)*

2. Put the two cans in front of you, about 5" apart. Place the unfolded sheet of paper on top to make a bridge.



3. Predict, or guess, what will happen when you put your object on the bridge. Will the object cause the bridge to fall?

4. After you make your prediction, place your object on the bridge to see what happens.



5. Do the same experiment with the folded piece of paper. Remember, predict what you think will happen when you put your object on the folded paper, and then try it.

6. What did you find out? Write about your thinking.

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Experiment

Suck It Up!

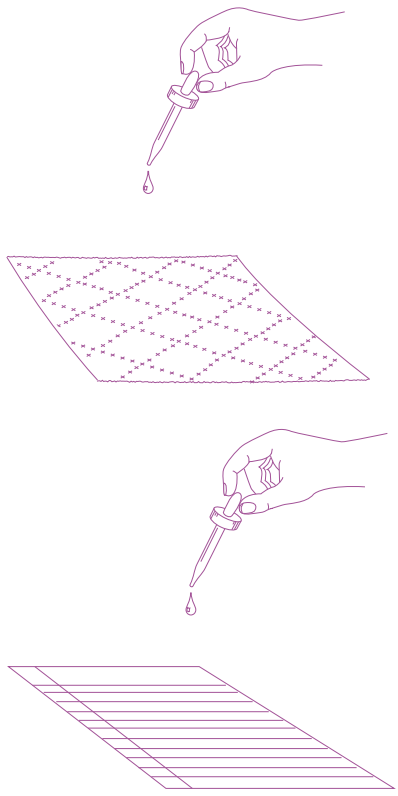
Which is more absorbent: a sheet of paper or a paper towel? Try this experiment to find out.

What You Need:

- 2 paper towels
- 2 sheets of writing paper
- Marker
- Squeeze bottle or jar with a dropper
- Water

What You Do:

1. On a paper towel, drop a little water. Talk about what happens.
2. Drop the same amount of water onto one of the sheets of writing paper. Talk about what happens.



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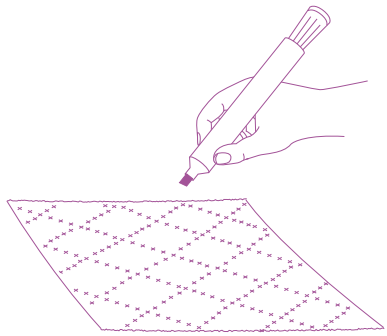
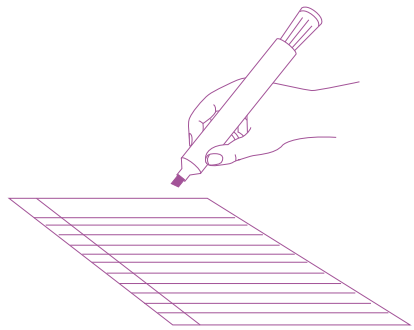
Suck It Up! *(continued)*



3. On the other paper towel, draw a happy face using a marker. Talk about what you notice.

4. On the other sheet of writing paper, draw a happy face using a marker. Talk about what you notice.



5. What did you find out? Write about your thinking.

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Excerpt from *Polar Animals*

by Deborah Hodge, illustrated by Pat Stephens

What Is a Polar Region?

A polar region is a very cold place. For most of the year, thick snow and ice cover the ground. Oceans freeze and fierce winds blow. The Arctic and Antarctic are polar regions.



The Arctic is home to many amazing creatures. Like all polar animals, their bodies are built for living in the cold.

4

(continues)

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Excerpt from *Polar Animals* *(continued)*





Brr! Antarctica is the coldest place on Earth. Whales, seals and seabirds are the only large animals that can live here.

Some polar animals live on pack ice — large areas of sea ice floating in the ocean.





Arctic land is called tundra. Caribou and other animals gobble up plants that grow here in the short summer.

5

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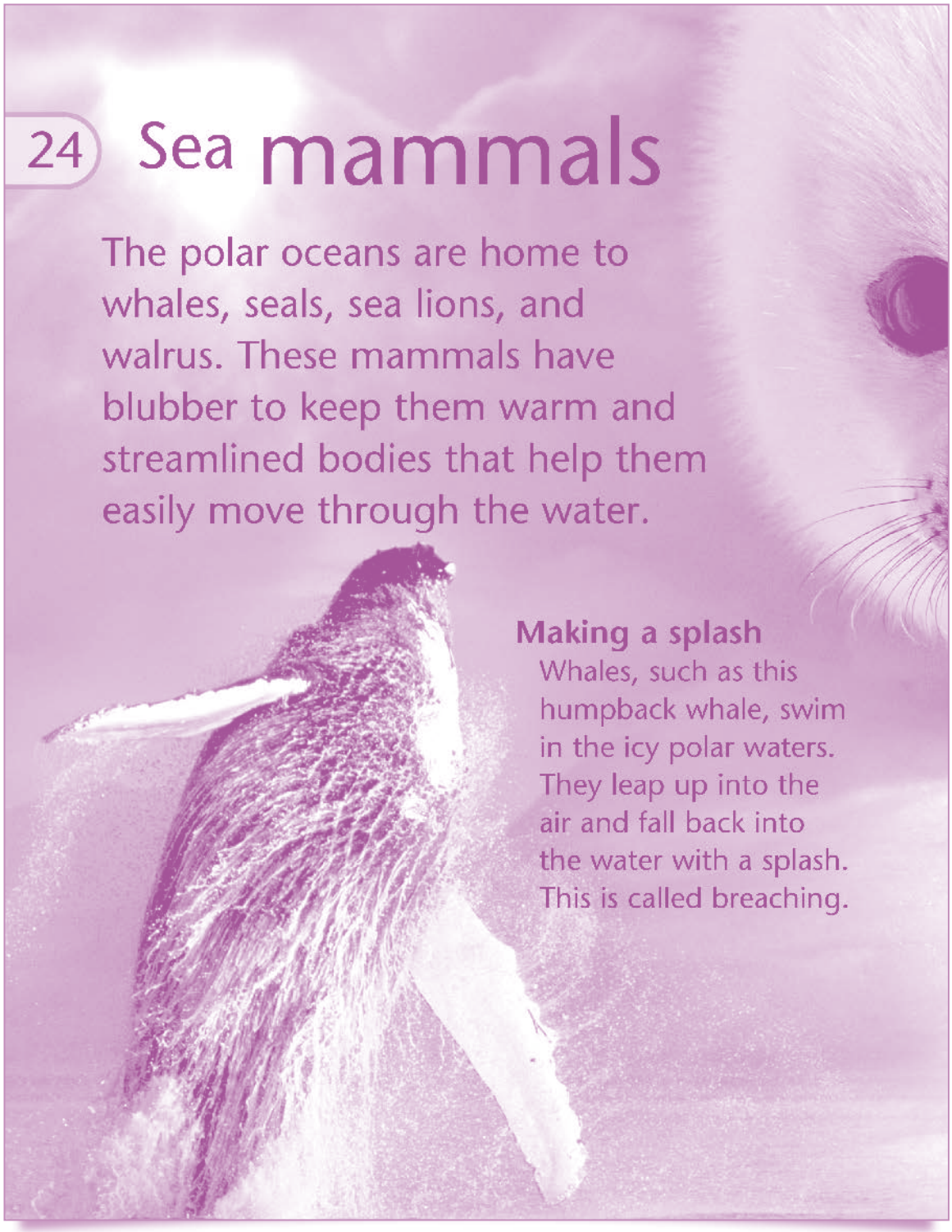
Excerpt from *Polar Lands*

by Margaret Hynes



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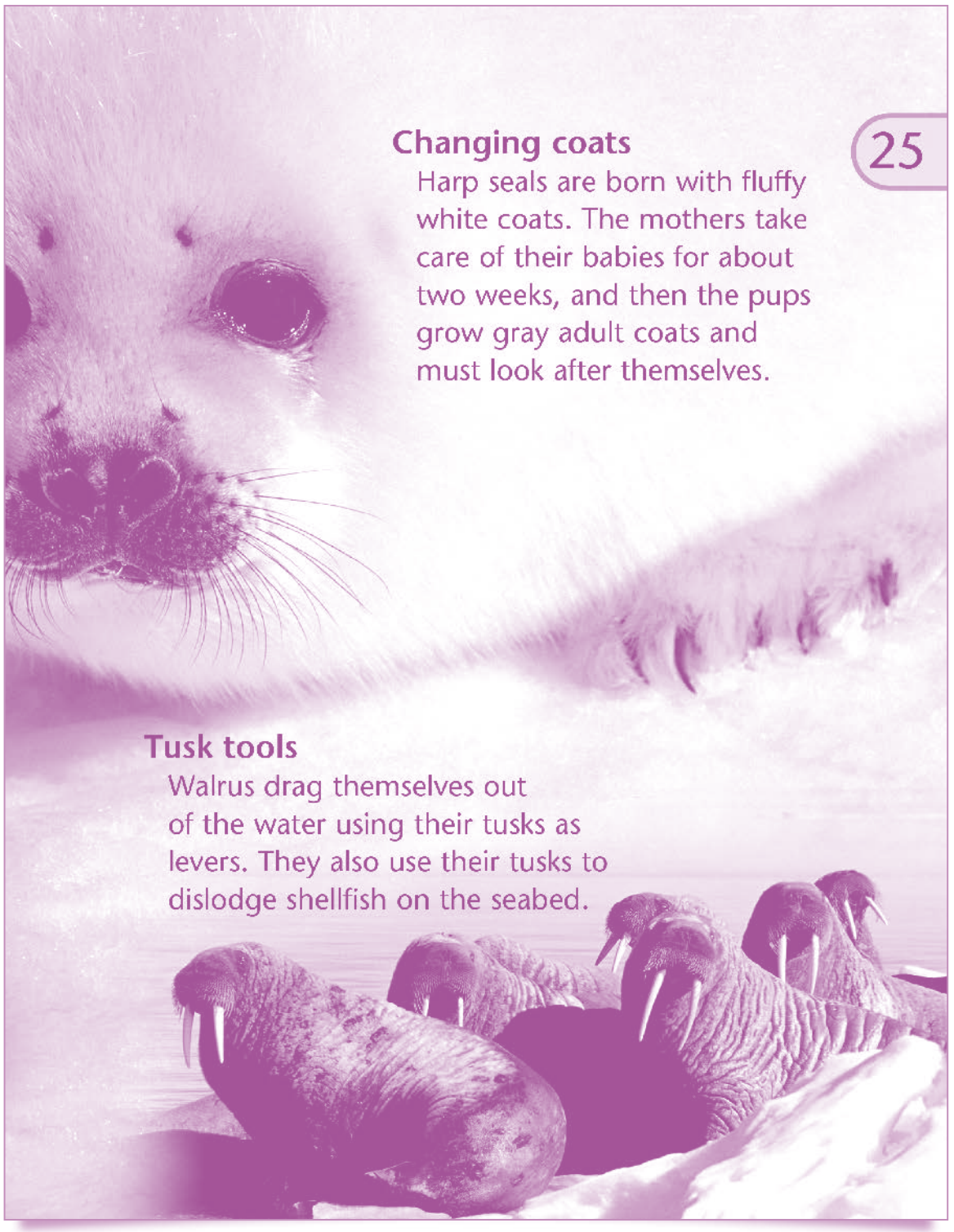

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Excerpt from *Polar Lands*

by Margaret Hynes

36 Modern life

Improvements in transportation, construction, food, and clothing have brought a modern way of life to the Arctic. Most people now live in small towns and work in modern industries.

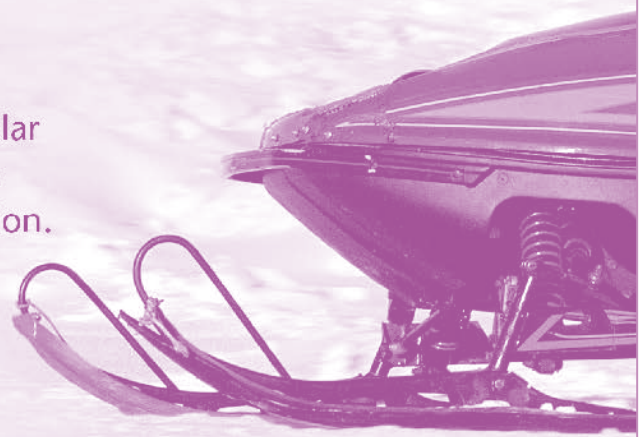


Arctic towns

Arctic towns are like other small towns, except that water has to be delivered by truck. The water would freeze if it was distributed through pipes.

People carrier

The people living in polar lands no longer rely on animals for transportation. Today, they travel on snowmobiles—motorized sleds.



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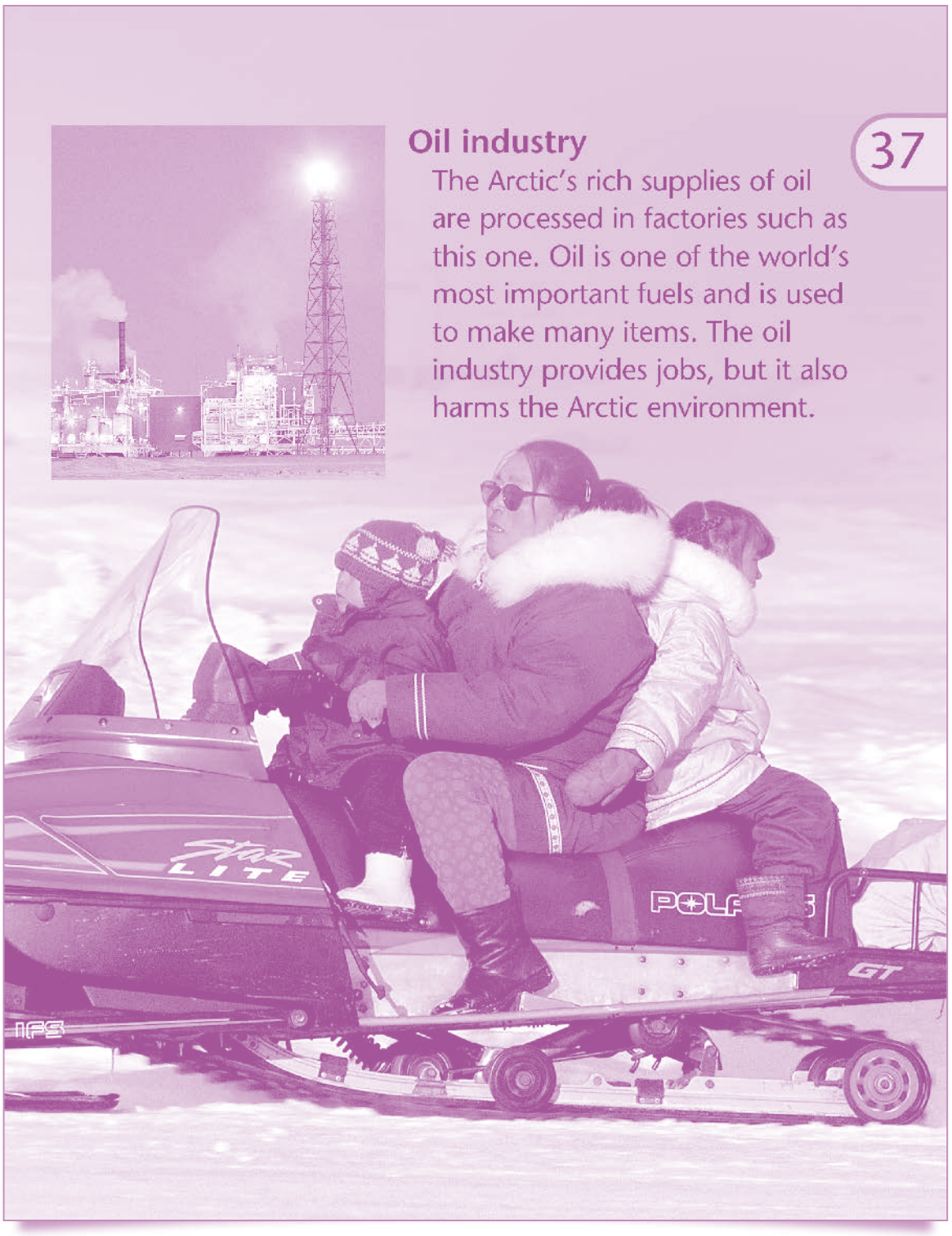
Excerpt from *Polar Lands* *(continued)*



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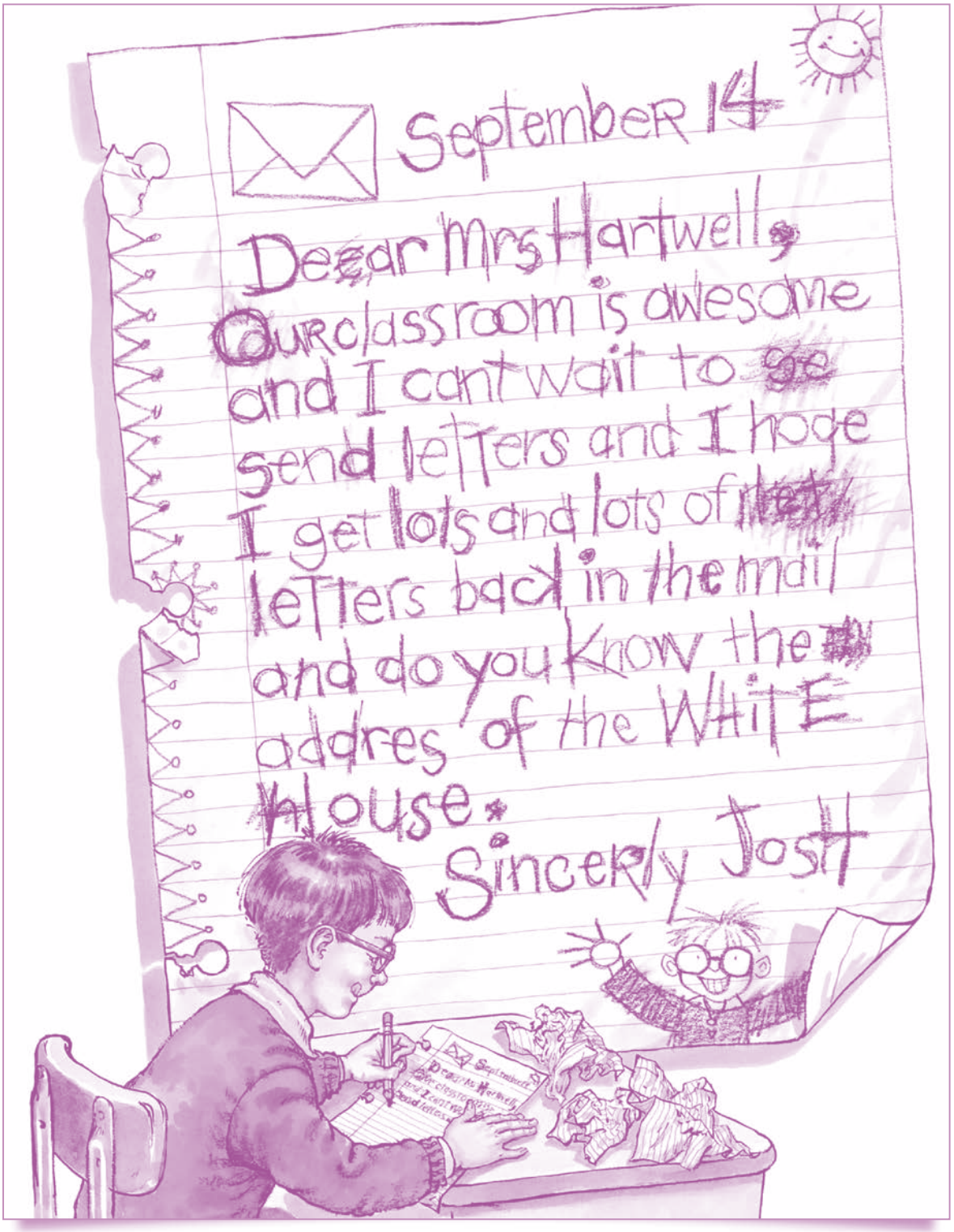
Excerpt from *First Year Letters*

by Julie Danneberg, illustrated by Judy Love



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Addressing an Envelope

Joy Jensen

12 Evergreen Way

Woodstock, Vermont 05091

Place Stamp Here

Omar Robinson

625 King Street, Apt. 6

Freehold, New Jersey 07728

Place Stamp Here

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Poem

Tree House

by Shel Silverstein

A tree house, a free house,
A secret you and me house,
A high up in the leafy branches
Cozy as can be house.

A street house, a neat house,
Be sure and wipe your feet house
Is not my kind of house at all—
Let's go live in a tree house.

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Poem

Boa Constrictor

by Shel Silverstein

Oh, I'm being eaten
By a boa constrictor,
A boa constrictor,
A boa constrictor,
I'm being eaten by a boa constrictor,
And I don't like it—one bit.
Well, what do you know?
It's nibblin' my toe.
Oh, gee,
It's up to my knee.
Oh my,
It's up to my thigh.
Oh, fiddle,
It's up to my middle.
Oh, heck,
It's up to my neck.
Oh, dread,
It's upmmmmmmmmmmfffffffffff . . .

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Poem

The Coyote

by Douglas Florian

I prowl.
I growl.
My howl
Is throaty.
I love
A vowel,

For I am coyo$^{o}{}^{o}{}_{o}$ote.

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Poem

The Tiger

by Douglas Florian

I am a cat—come hear me purrrr.
I've many stripes upon my furrrr.
I speed through forests like a blurrrr.
I hunt at night—I am tigerrrr.

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Poem

Knoxville, Tennessee

by Nikki Giovanni

I always like summer
best
you can eat fresh corn
from daddy's garden
and okra
and greens
and cabbage
and lots of
barbecue
and buttermilk
and homemade ice-cream
at the church picnic

and listen to
gospel music
outside
at the church
homecoming
and go to the mountains with
your grandmother
and go barefooted
and be warm
all the time
not only when you go to bed
and sleep

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Poem

Lettuce

by Alma Flor Ada, English translation by Rosa Zubizarreta

Small, curly,
fresh and wrinkled
heads of bright
green lettuce.

Empty boxes
wait for us
to bend our backs
and fill them up.

Lechuga

Cabecitas rizadas
llenas de arrugas
frescas, lozanas,
verdes lechugas.

Cajas y cajas
vacías esperan
que doblen las espaldas
quienes las llenan.

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Poem

Peaches

by Alma Flor Ada, English translation by Rosa Zubizarreta

Juicy, golden peaches,
honey-sweet,
like a gentle caress
in the palm of my hand.

Duraznos

Duraznos jugosos,
almibarados, dorados,
como una caricia suave
en la palma de la mano.

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Poem

My Baby Brother

by Mary Ann Hoberman

My baby brother's beautiful,
So perfect and so tiny.
His skin is soft and velvet brown;
His eyes are dark and shiny.

His hair is black and curled up tight;
His two new teeth are sharp and white.
I like it when he chews his toes;
And when he laughs, his dimple shows.

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Poem

Wind Song

by Lilian Moore

When the wind blows
the quiet things speak.
Some whisper, some clang,
Some creak.

Grasses swish.
Treetops sigh.
Flags slap
and snap at the sky.
Wires on poles
whistle and hum.
Ashcans roll.
Windows drum.

When the wind goes—
suddenly
then,
the quiet things
are quiet again.

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Poem

Weather

by Aileen Fisher

Weather is full
of the nicest sounds:
it sings
and rustles
and pings
and pounds
and hums
and tinkles
and strums
and twangs
and whishes
and sprinkles
and splishes
and bangs
and mumbles
and grumbles
and rumbles
and flashes
and CRASHES.

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Poem

Fish

by Mary Ann Hoberman

Look at them flit
Lickety-split
Wiggling
Swiggling
Swerving
Curving
Hurrying
Scurrying
Chasing
Racing
Whizzing
Whisking
Flying
Frisking
Tearing around
With a leap and a bound
But none of them making the tiniest
tiniest
tiniest
tiniest
sound.

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Poem

Clouds

by Christina G. Rossetti

White sheep, white sheep
On a blue hill,
When the wind stops
You all stand still.
When the wind blows
You walk away slow.
White sheep, white sheep,
Where do you go?

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Poem

Rain Poem

by Elizabeth Coatsworth

The rain was like a little mouse,
quiet, small and gray.
It pattered all around the house
and then it went away.

It did not come, I understand,
indoors at all, until
it found an open window and
left tracks across the sill.

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Poem

Buses

by Maxine Kumin

Fat and cross, the city buses,
sometimes late and sometimes early,
grunt like hippopotamuses
in the traffic's hurly-burly.

Huffy hippos, nose to tail,
lined up on the river banks,
blink along the narrow trail,
nudging one another's flanks.

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Excerpt from *Should We Have Pets?*

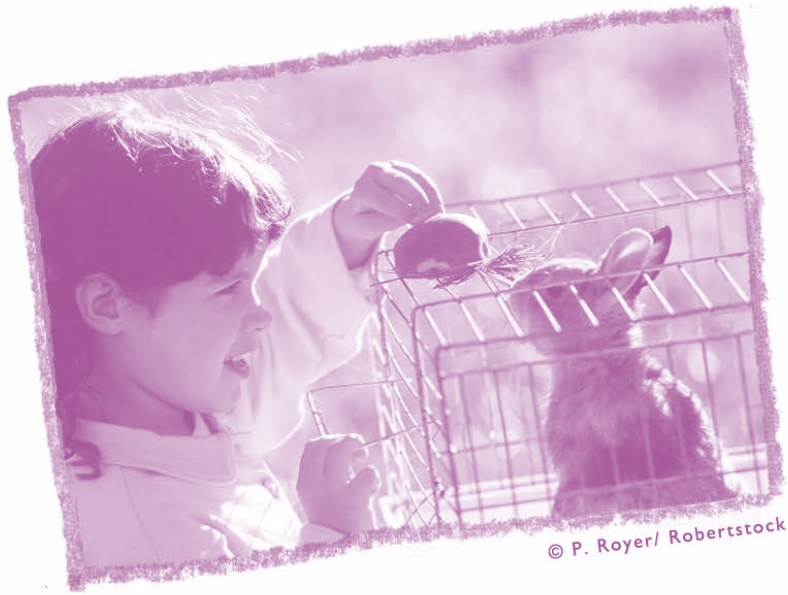
by Sylvia Lollis, with Joyce Hogan and her second-grade class

An Argument for Pets

Good for the Animals

"Have you ever seen a dirty, homeless animal on the street? Well, we have, and that's why we think people should own pets—because it's good for animals."

—Amanda Abel and Elizabeth Dunaway



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Animals need food, water, and a place to live. Pet owners give their animals these things. Too many animals starve to death or die because they don't have a home.

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Pet owners take care of their animals. People feed pets, love them, and take them to the vet when they are sick.



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The vet is giving the cat a checkup.

Being kept as pets is good for animals. Vote YES to having pets.



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Excerpt from *Should We Have Pets?*

by Sylvia Lollis, with Joyce Hogan and her second-grade class

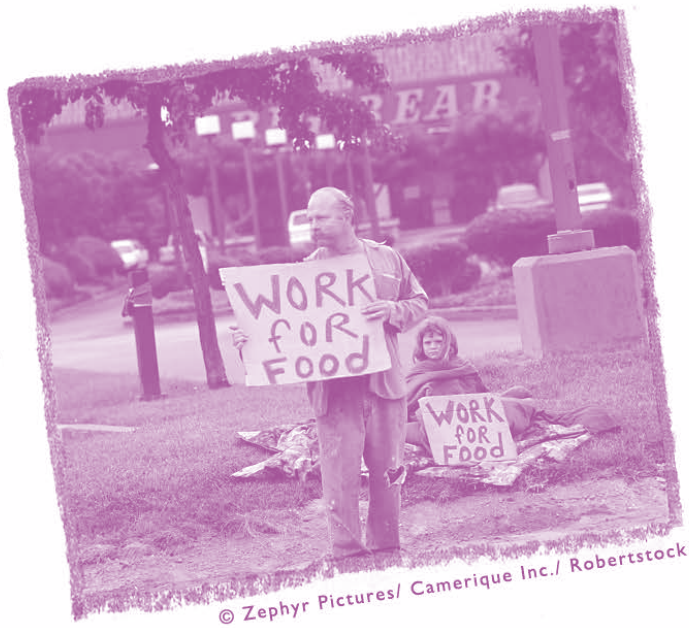
An Argument Against Pets

Pets Cost Too Much

"Pet owners spend a lot of money on food for their animals, but many Americans go hungry."

—BreAunna Gladmon

Sometimes it seems like people care more about animals than people. Some Americans go hungry while most pets are fed fancy, expensive food.



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These people are poor and hungry. They have to beg for food.

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Most pet owners buy collars, brushes, dishes, leashes, toys, and cages for their pets, too. When a pet gets sick, the owner must pay for the vet and medicine.



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This pet store sells expensive things people can buy for their pets.

I think the money pet owners spend on their animals should go to helping people instead. Vote NO to owning pets.



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Excerpt from *Should We Have Pets?*

by Sylvia Lollis, with Joyce Hogan and her second-grade class

An Argument for Pets

We Can Learn From Pets

"Our pets have taught us a lot."

—Blane Williamson and Orin Fussell



Owning a pet is hard work. A pet owner must remember to feed and clean the animal and to bring it to the vet for checkups. Owning a pet teaches a person responsibility, which is an important quality.

(continues)

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Excerpt from *Should We Have Pets?* *(continued)*



a mother hamster and babies

© Animals Animals/ Maier, Robert

Having a pet is also educational. Pet owners learn what different animals eat, when they sleep, and how they act. They might even get to see their pet have babies. Owning a pet is a science lesson every day.

Taking care of a pet teaches responsibility and it's educational. We vote YES to owning pets.



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Excerpt from *Should We Have Pets?*

by Sylvia Lollis, with Joyce Hogan and her second-grade class

An Argument Against Pets

Animals Should Be Free

"Pet birds have a small space to walk in but not enough room to fly. Some birds get so bored, they pull their own feathers out."

—Roshanda Harris and Franklin Sherman



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We think animals should be free. Animals kept as pets aren't free. It's cruel to keep dogs, cats, birds, fish, rabbits, or any other animals indoors, in cages, or away from their natural habitats.

(continues)

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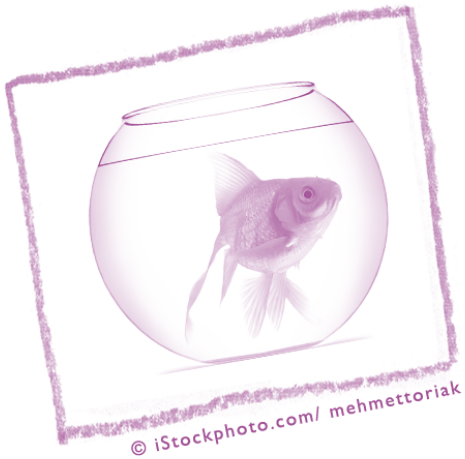
Most dogs and cats are kept indoors. Most wild dogs roam in packs, and pet dogs would act this way, too, if they were free. Cats are natural hunters that prowl around hunting when given the chance.

Birds are meant to fly, but most pet birds are kept in tiny cages. Fish should be free to swim in ponds, lakes, or oceans, but most pet fish are kept in small bowls or tanks. Living in a cage or bowl your whole life would be very lonely.



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Animals should be free, not kept as pets. We vote NO to owning pets.



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Word Bank



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A

above	all	animal	around
across	almost	another	as
add	along	answer	ask
after	always	any	ate
again	am	are	away
air	an	area	

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B

be
because
become
been
before
began
begin
being
below
best
better
between
big
birds
black
blue
body
book
both
brown
but
buy
by

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C

call
came
car
carry
children
city
close
cold
color
come
could
country
cut

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D

did
didn't
different
do
does
doesn't
don't
door
down
during

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E

early	eat	ever
earth	enough	every
easy	even	eye

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F

family
far
fast
father
feet

few
find
first
five
fly

food
for
found
four
friends

from
funny

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G

gave
get
girl
give
giving
goes
good
green
group
grow

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H

had
hand
happened
hard
has
have

head
hear
heard
help
her
here

hers
high
him
his
home
horse

hours
house
how
however

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I

idea
important
into
it's
its

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J, K

jump	keep	knew
just	kind	know

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J, K

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L

last	left	light	live
later	let	like	look
learn	letter	list	low
leave	life	little	

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M

made
make
many
mark
may
might
miss
mother
mountain
move
music
must

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N

near	never	next	not
need	new	night	now

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O

of
off
old
on
once
one
open
or
order
our
out
over
own

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P, Q

page
paper
picture
piece
plant
play
please
point
pretty
pull
put

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P, Q

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R

ran	really	ride	room
reached	red	right	round
read	remember	river	run

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S

said
saw
say
school
sea
second
see
seem
she
ship
short
side
since
sing
sit
sleep
so
some
something
sometimes
song
soon
stand
start
still
stop
story
such
sure

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T

take
talk
tell
thank
that
their
them
then
there
these
they
they're
think
this
those
thought
three
to
today
together
told
too
took
top
tree
try
turn
two

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U, V

under
until
upon
us
use
usually
very

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U, V

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W

walk
want
was
wash
watch
waves
well
went
were
what
when
where
which
while
white
who
whole
why
will
wish
with
without
work
world
would
write

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X,Y,Z

yellow
yes
you
young
your

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X,Y,Z

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Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
800.666.7270
collaborativeclassroom.org

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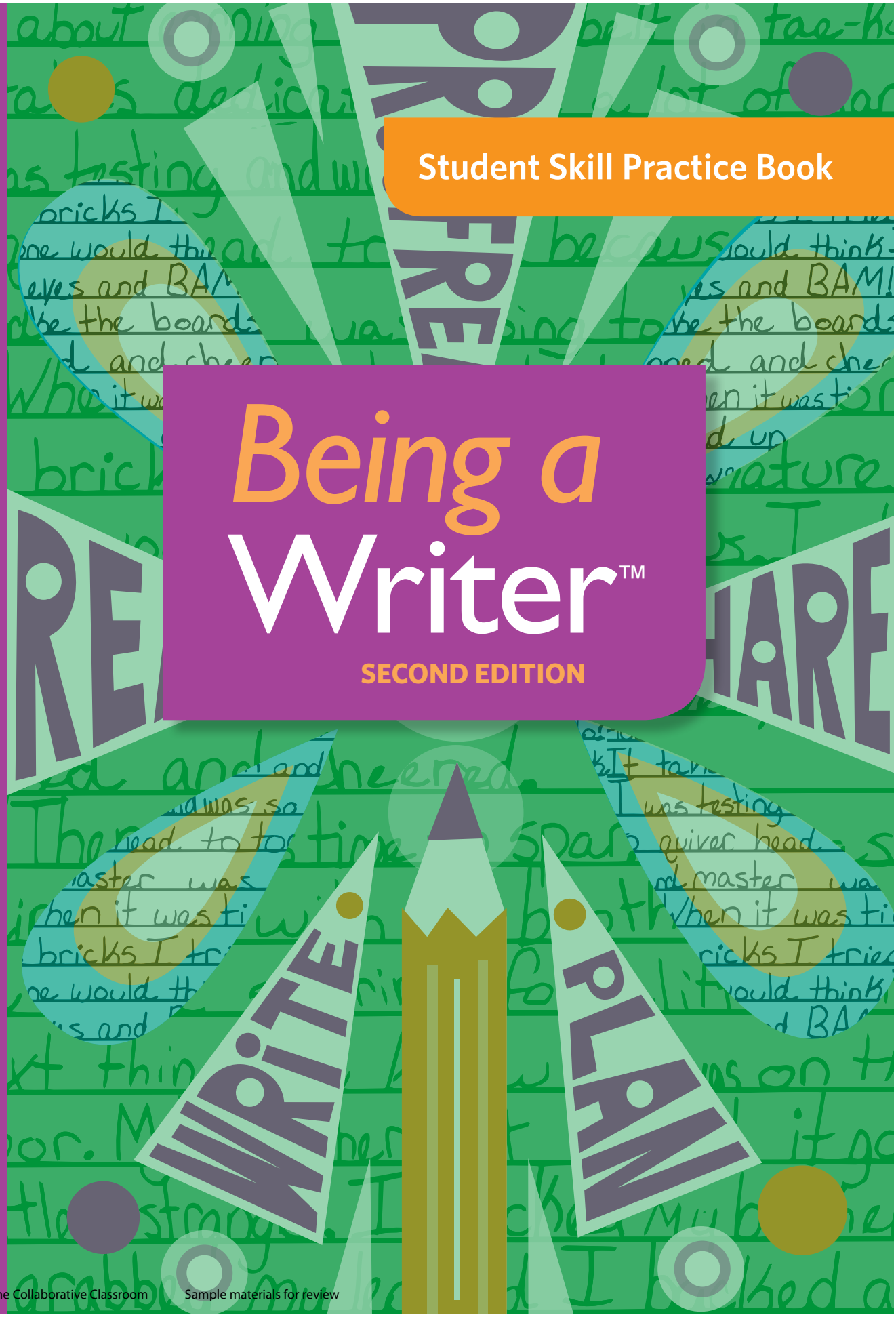
Student Skill Practice Book

Being a Writer™

SECOND EDITION



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Student Skill Practice Book

Being a Writer™

SECOND EDITION

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Center for the Collaborative Classroom
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(800) 666-7270; fax: (510) 464-3670
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A Day at the Beach

A. Read each sentence. Draw one line under the part that tells who or what. Draw two lines under the part that tells what happens.

1. Kimo goes to the beach.
2. He walks barefoot on the sand.
3. The sand feels very hot.
4. A cool wave washes over his feet.

B. Draw a line to connect the two parts to make a complete sentence. Write the new sentences on the lines.

Who	What Happens
Kimo	wash the castle away.
The castle	builds a sand castle.
Big ocean waves	has a door on one side.

1. _____
2. _____
3. _____

C. Write sentences about your favorite summer place. Begin each sentence with a capital letter. End each sentence with a period.

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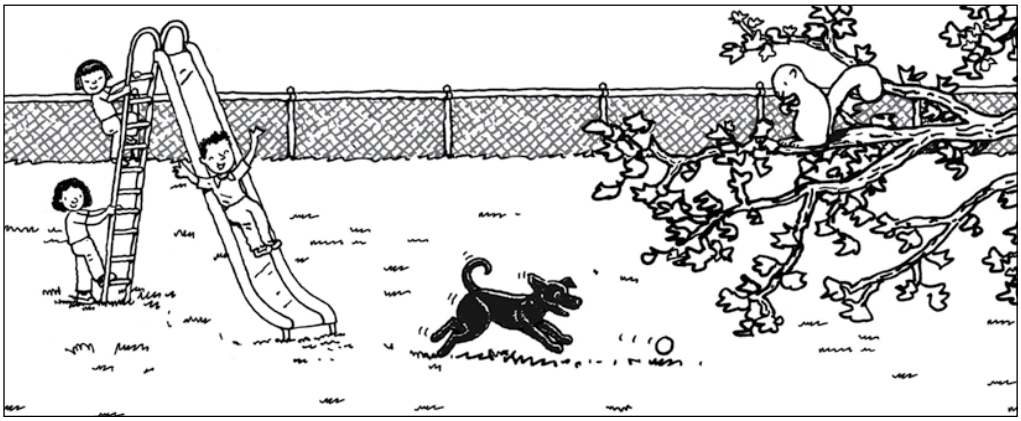
Swings and Slides

A. Draw a line to connect the two parts correctly. Use the picture to help you. Write the new sentences on the lines.



Who	What Happens
Two girls	watches from a branch.
A boy	chases a ball.
A squirrel	glides down the slide.
A black dog	climb up the slide.

1. _____

2. _____

3. _____

4. _____

B. Write three sentences about things you see children do on a playground.

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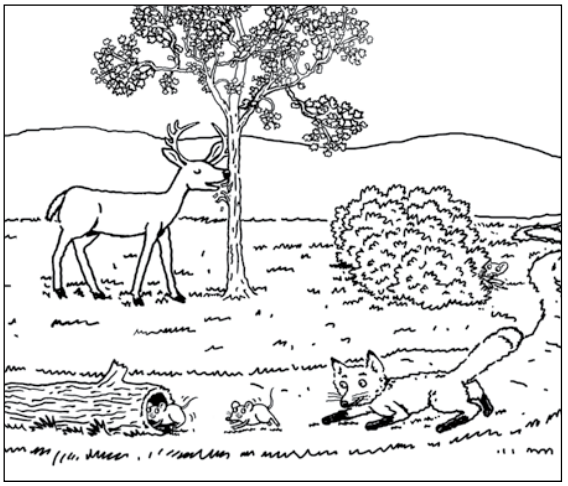
A Walk in the Woods

A. Read the paragraph. Write *who* or *what happens* above the underlined words.

Many people walk in the woods. These people enjoy the peace and quiet. Still, the forest gets noisy sometimes. The birds chirp loudly. Dry leaves make crunching sounds. If you are ever in the woods, stop and listen.

B. Complete each sentence. Choose the correct part from the word box to tell about the picture.

One mouse
chews the tree bark
The fox
run inside a log



1. _____ creeps along the trail.
2. Two mice _____.
3. _____ hides behind a bush.
4. A deer _____.

C. Write one more sentence telling about the picture. Make sure that your sentence is complete.

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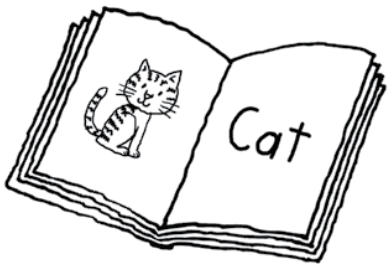
A Visit to the Library

A. Read each statement. Circle *C* if the sentence is written correctly. Circle *I* if it is not.



1. Clare goes to the library with her dad	**C**	**I**
2. The girl is excited.	**C**	**I**
3. she gets a library card for the first time.	**C**	**I**
4. Clare and her father go to storytime.	**C**	**I**
5. they listen to a story about Pecos Bill	**C**	**I**

B. Draw a line under each question word. Add a question mark to the end of each sentence.

1. When do you go to the library
2. Who goes to the library with you
3. Why do you go to the library
4. What is the name of your favorite book
5. Where is the library in your neighborhood

C. Write a statement to answer each question above. Use capital letters and periods correctly.

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All Kinds of Stories

A. Read each sentence. Write *Q* on the line if the sentence is a question. Write *S* if the sentence is a statement.

1. People read all kinds of books. _____
2. What kinds of books do you like? _____
3. When is the best time to read? _____
4. Who are your favorite authors? _____
5. I like to read books by Leo Lionni. _____

B. Circle the word that completes each question. Write the questions on the lines.

1. (When, Who) writes the best animal stories?

_____

2. (What, Why) is your favorite animal story?

_____

3. (Where, What) does the story take place?

_____

C. Write one question you would like to ask your favorite author. Begin the question with *Who*, *What*, *Where*, *When*, or *Why*.

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Who Is Rollo?

A. Read the paragraph. Find five mistakes with statements and questions. Cross out each mistake and write the correction above it.

Jun writes stories. What do you think he writes about. he makes up stories about robots. The robot's name is Rollo? Rollo wants to be a person. Where doesn't he want to be a robot anymore.

B. Draw a line to connect the words on the left to the words on the right to form a sentence. Write the sentences on the lines.

Some robots	was named Hal.
One robot in a movie	name a robot?
What would you	have silly names.

1. _____

2. _____

3. _____

C. Write one statement and one question about a real or a make-believe robot that you have read about or seen on TV.

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A Big Day!

A. Read the sentences. Draw a line under the sentences that show strong feeling.

1. All children lose their baby teeth.
2. Jake lost a tooth today!
3. It was a front tooth.
4. How excited Jake was!
5. At night he put the tooth under his pillow.
6. What an amazing day this was!

B. Write each group of words as an exclamation. Use capital letters and exclamation points correctly.

1. the excited boy could hardly sleep

   _____

2. what a great surprise the tooth fairy brought

   _____

   _____

C. Write three exclamations about losing a tooth. Use capital letters and exclamation points correctly.

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Eat Right

A. Read the sentences. Write *C* on the line if the sentence is a command. Remember, a command tells someone to do something.

1. Good food is important for your health. _____
2. Eat fruit every day. _____
3. Bananas are a tasty fruit. _____
4. Put them in your cereal at breakfast. _____
5. Drink lots of milk. _____

B. Circle the word or words that will form a command. Write the new sentences on the lines.

1. _____ carrots for a snack.
   I eat
   Eat

   _____

2. _____ a lot of sugar.
   Do not eat
   Jonah eats

   _____

3. _____ healthy meals.
   Make
   Kim makes

   _____

C. Write three commands that tell someone how to make a sandwich. Use capital letters and periods correctly.

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Get Strong

A. Read the paragraph. Find three mistakes with exclamations and commands. Cross out each mistake. Write the correction above it.

Do you want a strong body? get exercise every day. Do something you like Liz jumps rope with her friends. What fun she has? She feels really healthy!

B. Use each group of words to create an exclamation or a command. Write the complete sentences on the lines.

1. run around the gym

_____

2. do jumping jacks

_____

3. what strong legs you will have

_____

C. Write one exclamation and one command about a fun and healthy activity.

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Bang the Drum

A. Circle *C* if the group of words is a complete sentence. Circle *I* if it is an incomplete sentence.

1. Ryan's mom is in a band. **C** **I**
2. Plays the drums and a banjo. **C** **I**
3. She practices every day. **C** **I**
4. Knows many different songs. **C** **I**
5. Her favorite music of all. **C** **I**

B. Choose a subject or predicate from the chart to make each group of words a complete sentence. Write the sentences on the lines.

Subject	Predicate
Ryan	barks to the music

1. Plays the drums, too.

   _____

2. His dog.

   _____

C. Write two complete sentences about how you might make music.

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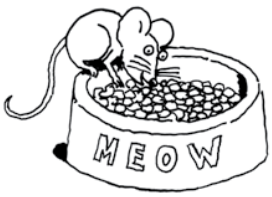
What a Mouse!

A. Read the passage. Draw a line under the incomplete sentences.



Ellie's family has a problem. Have a mouse in the house.

The mouse at night. It steals the cat's food. Eats holes in the rug. That mouse is really hungry!

B. Choose a subject or predicate from the chart to make each group of words a complete sentence. Write the sentences on the lines.

Subject	Predicate
The brave mouse	hides under a chair
The family	play loud music

1. Tries to scare the mouse away.

_____

2. They.

_____

3. Just looks at them.

_____

4. The cat.

_____

C. Write three complete sentences about a mouse.

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The Birthday Present

A. Draw a line from each subject to its predicate. Write the new sentences on the lines.

Subject	Predicate
Mia	are great birthday presents
The bracelets	makes bracelets with beads

1. _____

2. _____

B. Read each incomplete sentence. Then correct each one by adding words from the word box. Write the new sentences on the lines.

loved the gift	The bracelet	Mia

1. Gave one bracelet to her friend Ada.

_____

2. Fit perfectly on Ada's wrist.

_____

3. Ada.

_____

C. Write two complete sentences about a birthday present you could make for someone.

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Games to Play

A. Read each sentence. Circle the comma and the connecting word.

1. Cheng likes games, and he plays them a lot.
2. He jumps rope, or he plays checkers with his sister.
3. Cheng likes Go Fish, but he enjoys Crazy Eights more.

B. Join each sentence pair to make a compound sentence. Use the connecting word in ( ), and add a comma before it.

1. Cheng plays inside on rainy days. He goes outside on sunny days. (but)

_____

_____

2. Cheng draws squares. He plays hopscotch. (and)

_____

_____

3. Cheng plays by himself. He plays with his sister.(or)

_____

_____

C. Write two compound sentences about games you play. Use a different connecting word in each sentence.

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Too Much Stuff

A. Read each sentence. Write an *S* beside each simple sentence. Write a *C* beside each compound sentence.

1. Tia loves Grandpa, but she does not see him often. _____
2. He lives far away in Peru. _____
3. This summer her family will visit him. _____
4. Tia writes him a letter, and she mails it. _____

B. Complete each sentence by adding a comma and a word from the word box. Use each word one time.

and	or	but

1. Tia packs her clothes in the suitcase _____ then she adds her favorite toy.
2. She tries to close the suitcase _____ it is too full.
3. Tia could take out some shorts and T-shirts _____ she could leave the toy at home.

C. Write two compound sentences about what you might take with you on a trip.

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Fun Outdoors

A. Read the story. Find the two compound sentences. Draw a line under each one.

The kids have fun. Lisa flies kites, and Ramon rides a scooter. They do different things, but they both enjoy the outdoors. The fresh air feels good.

B. Join each pair of sentences to make a compound sentence. Use *and*, *but*, or *or*, and add a comma before the word.

1. Lisa collects rocks. She puts them in a box.

_____

_____

2. Lisa might look for rocks in the park. She might look for them by the river.

_____

_____

3. Sometimes dirt covers the rocks. Lisa picks them up anyway.

_____

_____

C. Write two compound sentences about something you collect or would like to collect.

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Night Owls



A. Read each group of words. Circle *C* if the sentence is complete. Circle *I* if it is incomplete.

1. Some birds stay awake all night.	**C**	**I**
2. Leaves its home in the hollow of a tree.	**C**	**I**
3. The owl hunts for food.	**C**	**I**
4. It sees a moth!	**C**	**I**
5. Small animals on the ground.	**C**	**I**

B. Read each sentence. Write *S* if it is a statement, *Q* if it is a question, *E* if it is an exclamation, or *C* if it is a command.

1. Walk outside on a hot summer night. _____

2. Do you see tiny twinkling lights in the night sky? _____

3. The lights come from fireflies. _____

4. Why do fireflies flash their lights? _____

5. They talk to each other that way. _____

6. How beautiful the lights are! _____

C. Write a question about an animal that comes out at night. Find out the answer and write it down.

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The Fox and the Crow

A. Read the sentences. Add a period (.), a question mark (?), or an exclamation point (!) to each one.

1. Crow perched on a tree branch with some cheese in her mouth____
2. Fox wanted the cheese for himself____
3. How lovely you look with your fine feathers____
4. Will you treat me to a beautiful song____
5. Open your mouth wide and sing____

B. Read the sentence pairs. Join the sentences to make a compound sentence. Use *and*, *but*, or *or*, and add a comma before it.

1. Crow opened her mouth to sing. The cheese fell to the ground.

   _____

   _____

2. Was Fox kind? Was he tricky?

   _____

3. Crow was smart. Fox fooled her.

   _____

C. Write one sentence to tell the lesson Crow learned.

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One Smart Crow

A. Find four mistakes. Write the correction above each one.

Did you know that crows are very smart!

Have their own language. Their memories are also

strong? Crows can remember the faces of people.

What amazing birds they are?

B. Read each group of words. Add a subject or predicate from the chart to make it a complete sentence. Write each new sentence.

Subject	Predicate
Crows	are safe now
The farmer	keeps the crows away

1. Like to eat the farmer's crops.

_____

2. Puts a scarecrow in the field.

_____

3. The scarecrow.

_____

4. The crops.

_____

C. Write two sentences about an animal you think is really smart.

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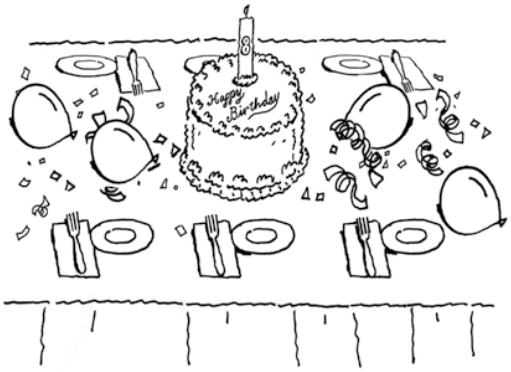
A Birthday Party

A. Read the sentences. Circle the nouns.



1. The girl turns eight.
2. A cake sits on the table.
3. The candle is tall.
4. Get the big balloon.
5. Now the room is ready.

B. Read the sentences. Circle *person*, *place*, or *thing* to tell more about each underlined noun.

1. A <u>friend</u> comes over.	**person**	**place**	**thing**
2. Look at the amazing <u>gift</u>!	**person**	**place**	**thing**
3. Oops! The <u>balloon</u> pops.	**person**	**place**	**thing**
4. The <u>girls</u> laugh.	**person**	**place**	**thing**
5. They play in the <u>yard</u>.	**person**	**place**	**thing**

C. Write two sentences about a birthday party. Circle the nouns in the sentences.

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A Yummy Thanksgiving

A. Read the sentences. Draw a line from each sentence to the picture that shows what the noun names.

1. The turkey is ready.



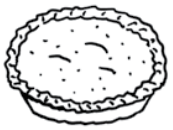
2. The pie is still baking.



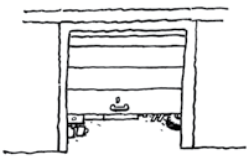
3. Where is the big table?



4. Look in the garage.



5. Help the boy carry it.



B. Complete each sentence with a noun from the word box. Write the words on the lines.

friend	turkey	kitchen	plate

1. We eat in the bright _____.
2. The _____ tastes so good.
3. My _____ helps clean up.
4. Please put that _____ in the sink.

C. Write three sentences about Thanksgiving. Circle the nouns in the sentences.

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The Circus

A. Circle the noun that belongs in each list.

Person	Place	Thing
clown	lion	ticket
rope	tent	child

B. Complete the story with nouns from the word box. Write the nouns on the lines.

dancer	circus	bar	band

You see great things at the _____.

A woman swings from a _____ high up in the air. A big _____ plays loud music. A _____ jumps and spins.

C. Write three sentences about a fun place you like. Circle the nouns.

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Playing Soccer

A. Read the paragraph. Circle the plural nouns.

Children everywhere play soccer. After a game, their feet are tired. They take off their shoes. They eat some berries. They drink big glasses of water, too.

B. Circle the correct plural form of each noun. Write the nouns on the lines.

1. Two _____ lost their hats at a soccer game. (womans, women)
2. The wind blew their hats off their _____. (heades, heads)
3. The hats got stuck in the _____. (bushes, bushies)
4. Soon some _____ were nibbling on their hats! (deer, deers)

C. Write two sentences about your favorite sport. Use a plural noun in each sentence. Underline the plural nouns.

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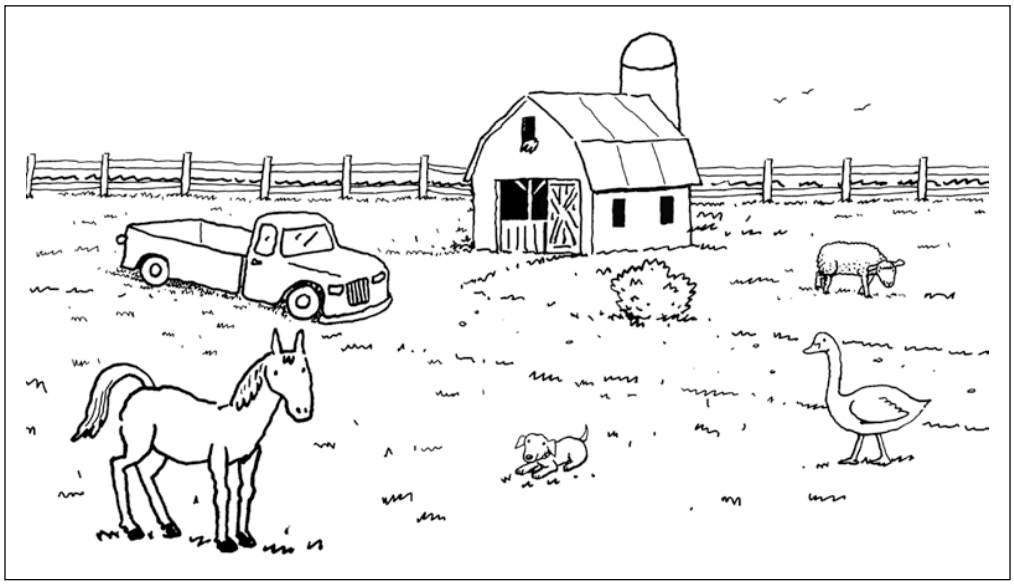
On the Farm

A. Each singular noun names something in the picture. Write its plural form on the line.



1. fence _____
2. truck _____
3. barn _____
4. puppy _____
5. horse _____
6. sheep _____
7. bush _____
8. goose _____

B. Write two sentences about the place where you live. Use a plural noun in each sentence. Underline the plural nouns.

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Up the Mountain

A. Read the sentences. Write the plural form of each noun in ( ) on the lines.

1. The tall _____ are beautiful. (mountain)
2. A group of _____ hike to the top. (man)
3. Some _____ climb on rocks nearby. (sheep)
4. Yellow _____ grow near the trail. (daisy)
5. Few _____ grow on the mountaintop. (tree)
6. The hikers take photos to show their _____. (child)

B. Write two sentences about what you might see from the top of a mountain. Use a plural noun in each sentence. Underline the plural nouns.

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Many More Than One

A. Read each sentence. Circle the noun that names a group of animals. The underlined word tells the kind of animals in the group.

1. Al counted five puppies in the litter.
2. Maria drew a picture of a school of fish.
3. Ramon had a dream about a troop of monkeys.
4. Yesterday Morgan saw an army of ants.

B. Complete each sentence with a noun from the word box. Write the words on the lines.

crowd	stack	flight	class

1. LeVar ran up the _____ of stairs to his house.
2. He saw a _____ of presents waiting for him.
3. He heard a _____ of people yell, "Surprise!"
4. His whole _____ of schoolmates was there!

C. Write a sentence about a group of animals you would like to see. Use a collective noun from this page.

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The Great Outdoors

A. Read the sentences. Tell what the underlined noun names. Circle people, animals, or things.

1. My <u>family</u> went camping.
   people animals things

2. We saw a big <u>herd</u> of deer.
   people animals things

3. A <u>pile</u> of stones marked the trail.
   people animals things

B. Complete each sentence with a noun from the word box. Write the words on the lines.

team	bunch	stack



1. I carried a big _____ of bananas to the picnic table.

2. Mom carried a _____ of wood for the campfire.

3. Don't Mom and I make a great _____?

C. Write two sentences about being outdoors. Use a collective noun in each sentence.

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Songs to Sing

A. Read the sentences. Write *Yes* on the line if the sentence has a noun that names a group of people, animals, or things.

1. Shawn's class will sing. _____
2. His teacher will play the piano. _____
3. A big crowd of people will come. _____

B. Complete the story with nouns from the word box. Write the nouns on the lines.

chorus	band	litter	family

A _____ with two guitars also played music. The _____ of singers sang well. Sadly, Shawn's whole _____ couldn't come. His sister had to stay home with a new _____ of kittens.

C. Write three sentences about a fun event. Use a collective noun in each sentence.

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A Tricky Day

A. Read the sentences. Write *C* on the line if the underlined word or words are a common noun. Write *P* if the underlined word or words are a proper noun.

1. Tomorrow is my friend's <u>birthday</u>. _____
2. It is also <u>April Fools' Day</u>. _____
3. Many people play <u>tricks</u> on one another to celebrate. _____
4. People all over the <u>United States</u> join in the fun. _____

B. Read the sentences. Underline the common nouns. Circle the proper nouns.

1. April Fools' Day is a holiday in France, too.
2. My friend Jackie was born on this day.
3. Her brother Max promised her a puppy as a gift.
4. Then he gave her a box with a picture of a puppy in it—April Fools'!

C. Write two sentences about a trick someone played on you. Use common nouns and proper nouns.

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The Day of the Dead

A. Read the sentences. Underline the common nouns. Circle the proper nouns.

1. The Day of the Dead is a special holiday.
2. In my country, Mexico, we celebrate it.
3. We remember Grandma Maria and other special people.
4. In La Paz, where I live, we have a parade.
5. Sometimes we go to Garcia's Café for a special dinner.

B. Underline the proper noun in each sentence. Circle the common noun in ( ) that tells what each proper noun is.

1. Some people in the United States also celebrate this holiday. (city, country)
2. In Los Angeles, people have neighborhood parties. (city, forest)
3. Sometimes people eat a special sweet bread from Perez's Bakery. (country, store)
4. They also paint their houses using Greatest Colors. (person, product)

C. Write three sentences about your favorite holiday. Use common nouns and proper nouns.

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All About You



A. Draw a line from each proper noun to the common noun that tells what it is.

1. White and Bright Toothpaste	holiday
2. Ohio	product
3. Valentine's Day	state

B. Complete the sentences with proper nouns. Write the proper nouns on the lines.

1. The city or town I live in is _____.

2. My favorite holiday is _____.

3. My best friend's name is _____.

4. A good product name for my sneakers would be _____.

C. Write three sentences that tell more about you. Use common nouns and proper nouns.

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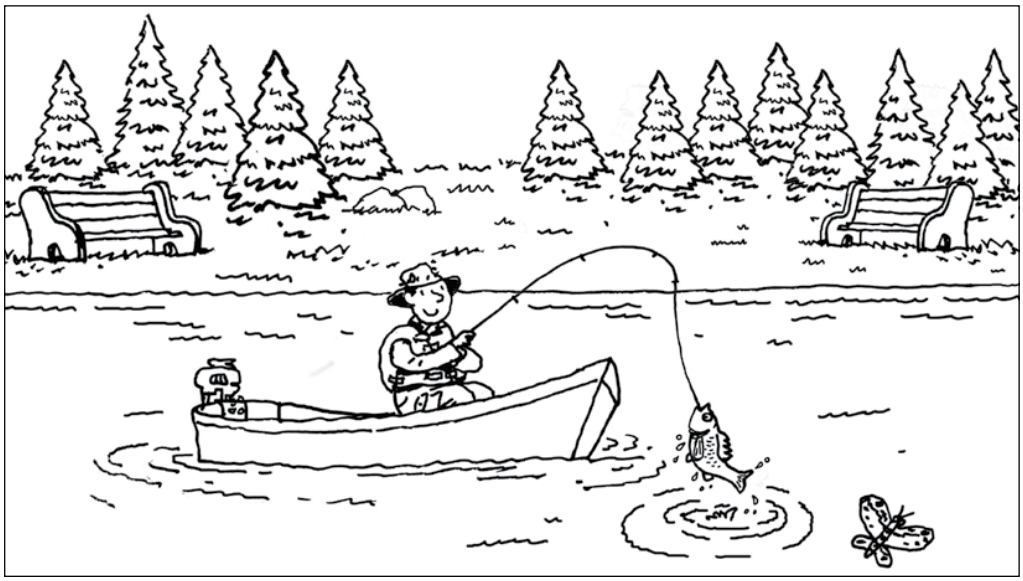
By the Water

A. Write the names of the nouns you see in the picture. Write both the singular and plural forms of the noun, as shown.



	Singular	Plural
1.	lake	lakes
2.		
3.		
4.		
5.		
6.		
7.		

B. Write three sentences about a lake or park you enjoy. Use singular and plural nouns.

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Wonderful Water

A. Complete each sentence with a collective noun from the word box. Write the words on the lines.

herd	stack	forest	class	family	crowd

1. My third-grade _____ learned about water.
2. A _____ of trees needs water to grow.
3. A _____ of animals must drink water to live.
4. My _____ uses water at home every day.
5. We wash a big _____ of dishes after we eat.
6. On a hot day, we join the _____ of people at the nearby pond.

B. Write two sentences about water. Use a collective noun in each sentence.

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Falling Water

A. Underline the common nouns. Circle the proper nouns.

1. Niagara Falls
2. water
3. park
4. New York
5. Famous Falls T-Shirts
6. visitors
7. boat
8. United States

B. Read the paragraph. Find four mistakes with common and proper nouns. Cross out each incorrect word and write the word correctly above it.

I like waterfalls. This Summer we are going to visit nevada Falls. It sounds like the waterfall is in the state of Nevada. It isn't. It is in california. We will go right after the Fourth Of July holiday.

C. Write two sentences about a place you would like to visit. Use common and proper nouns.

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Mr. Garcia

A. Read the story. Circle each action verb.

Mr. Garcia drives a taxi. People wave to him on rainy days. He stops. They jump in the taxi. Then Mr. Garcia speeds away.

B. Read the story. Circle each action or linking verb.

I am Mr. Garcia's neighbor. Yesterday he helped a lady in the rain. She was cold. Her clothes were wet. He stepped out of his taxi. He handed her his umbrella. Mr. Garcia is a kind person.

C. Write two sentences about someone you know who is kind. Use an action verb in one sentence. Use a linking verb in the other.

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On the School Bus

A. Read the verbs in the word box. Write the verbs on the lines to complete the story.

leave	is	tell	am	ride

After school I _____ the bus home. My street _____ the last stop. All my friends _____ before me. I _____ the only kid by the end. The driver and I laugh and _____ each other stories.

B. Read each sentence. Look at the underlined verb. Choose a verb from the word box that is more colorful, and write it on the line.

shout	jump	dash	rolls

1. I <u>run</u> out of the house. _____
2. I <u>get</u> on the school bus. _____
3. I <u>say</u> hello to the driver. _____
4. The bus <u>moves</u> down the street. _____

C. How do you get to school? Write two sentences about it. Use a colorful action verb in each one.

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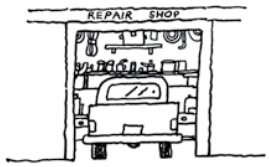
Mr. Fix-it

A. Read the story. Circle all the verbs.

My uncle fixes cars. He works at a garage. The garage is near my school. Sometimes we walk home together.

B. Look at each picture. Read the beginning of the sentence. Draw a line to the words that complete the sentence.



1. The truck fixed the flat tire.



2. Uncle Jay parked her car.



3. The lady was in the garage.



4. My uncle and I are pals.

C. Write two sentences about a busy street. Use a colorful action verb in one sentence. Use a linking verb in the other.

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Snakes and Bunnies

A. Read the story. Circle the verbs that show action in the past. Draw a box around the verbs that show action happening now.

I like snakes. I want a pet snake. Last night I asked my parents. They talked to my brother and sisters. My brother clapped his hands. He shouted, "Yes!" My sisters cried. They hate snakes.

B. Read each sentence. Circle the correct form of the verb.

1. Yesterday Marta (show, showed) me her pet bunny for the first time.
2. Before, I (like, liked) snakes more than bunnies.
3. Now I (love, loved) bunnies more.
4. I try to pet the bunny, but it (kicks, kicked) me.
5. Earlier, the bunny (chew, chewed) a hole in its box.
6. I think I (want, wanted) a pet snake after all.

C. Write one sentence about something you wanted when you were really little. Write another sentence about something you want now. Use *want* and *wanted* correctly.

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My Cat Star

A. Read the verbs in the word box. Write a verb to complete each sentence in the story.

stared	visited	twinkle	love
decided	call	jumped	curl

Last week we _____ an animal shelter. A little cat _____ up at me with yellow eyes. Then the cat _____ into my arms! Mom and I _____ to take her home.

Now we _____ our new pet. We _____ her Star. Her eyes _____ like stars. I _____ up with her at night.

B. Write three sentences. Use three of the verbs from the story. You can change the verbs to show action happening now or in the past.

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Bad Dog!

A. Complete the chart. Fill in the missing verbs.

Present	Past
1. jump	_____
2. stop	_____
3. chase	_____

B. Read the story. Cross out each incorrect verb. Above it, write the correct form to show the past or present.

Yesterday my dog chew up a newspaper.

Then he bump into a table. The fish bowl spilled,

and the fish flop on the floor. I still liked my dog.

But I needed some new fish.

C. Write two sentences. Use the verbs *bark* and *trip*. Then rewrite the sentences. Change the verbs to show the action happening in the past.

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The Secret

A. Read the story. Circle the verbs that tell about the past.

Last week Arthur found two quarters on the ground. He hid them in a secret place. But his sister, Ana, saw them. She said, "Now we both have a secret!"

B. Read each sentence. Circle the correct form of the verb.

Yesterday Arthur (went, goed) to his secret place. He (getted, got) one of the quarters. Then he (gave, gived) it to Ana. He (told, telled) her, "Last week you (keeped, kept) my secret. Thank you!"

C. What do you think Ana and Arthur did next? Write two sentences. Use two of these verbs: *went*, *got*, *saw*, or *told*.

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The Money Box

A. Complete the story. Write the verbs from the word box on the lines.

got	gave	sat	told	said	went	found	kept

Arthur looked for Ana. He _____ her in the kitchen.

Arthur _____ down on a chair.

He _____, "I _____ to the store. I _____ something for us."

Ana asked, "Is it something to eat?"

"No," Arthur _____ Ana. "It is a box."

He _____ the box to Ana. It had a lock.

"We will save our money in this."

After that, Arthur and Ana _____ their money in the box.

B. Tell about a time you went to the store. Write three sentences using three verbs from the story.

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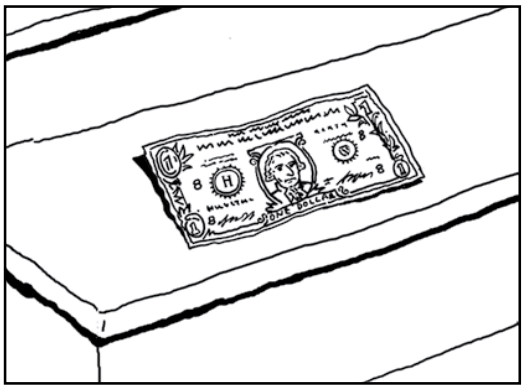
Look What I Found!

A. Complete the chart. Fill in the missing verbs.

Present	Past
1. sit	_____
2. go	_____
3. tell	_____
4. say	_____

B. Read the poem. Cross out each verb. Above it, write the correct form to show the past.

Yesterday I find a dollar.



I see it on the stair.

I give the dollar to my mom.

She says, "Thank you, Claire."

C. Write two sentences about something you found once. Use the verbs *found* and *saw*.

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Batter Up!

A. Read the story. Underline each verb that tells about the future. Be sure to underline the helping verb *will*, too.

Right now I am at the ball park. The baseball game will start in ten minutes. My sister will be the pitcher. She is a great pitcher. I will cheer loudly for her. We will have orange slices after the game. I love fresh fruit!

B. Look at each underlined verb. Write its future form to complete the second sentence.

1. Right now the game <u>is</u> almost finished. Soon it _____ over.
2. Yesterday Carter <u>pitched</u>. Tomorrow Levi _____.
3. The players <u>sit</u> on the bench. They _____ until their turn at bat.
4. This year I <u>was</u> too young for the team. Next year I _____ old enough.

C. Write two sentences about something you will do when you are older. Use two different verbs that tell about the future.

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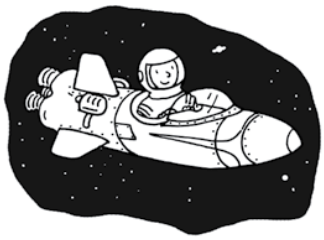
Games in Space



A. Complete the story. Write the verbs from the word box to tell about the future.

will chase	will see	will zoom	will compete
will cheer	will be	will play	will hit

Maybe games _____ different in the future. Maybe we _____ the games in outer space. Teams from different planets _____ against each other. Players _____ each other through space. They _____ around in tiny rockets. Maybe the players _____ balls from one planet to the next!

Just like today, fans _____ for their favorite teams. But in the future, maybe they _____ the games on big screens out in space.

B. Make up a game of the future. Write three sentences about how it will be played. Use three different verbs.

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Race Day

A. Draw a line from each verb that shows the past to the words that tell about the future.

Past	Future
said	will run
went	will see
saw	will go
ran	will say

B. Read the story. Cross out each incorrect verb. Write the correct form above it.

Yesterday our teacher told us about Race Day. Race Day be next Friday. The first race start at 9 a.m. Students ran in silly races. I carry an egg on a spoon! It will be fun.

C. Write two sentences about something fun that will happen at school soon. Use a different verb in each sentence to tell about it.

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In the Field

A. Read each sentence. Circle the correct verb.

1. I (see, sees) horses in the field.
2. Jordon (point, points) at a horse.
3. The horse (chew, chews) on some grass.
4. Bees (buzz, buzzes) around the horse.
5. The horse (swish, swishes) its tail.

B. Read each sentence. Circle the correct verb.



1. Yesterday three cows (was, were) in the field.
2. One cow (was, were) young.
3. Today only two cows (is, are) in the field.



4. One cow (is, are) smaller than the other.
5. I (am, is) smaller than both cows!

C. Write a sentence about a horse or a cow. Write another sentence about more than one horse or cow. Make sure each verb agrees with the subject of the sentence.



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By the Barn

A. Write each missing action verb. Use a verb from the word box. Add an -s if it needs one.

quack	tip	bark	hunt

The barnyard is busy. Chickens _____ for food in the dirt. A dog _____ at two ducks. A goat _____ over a pail. The ducks _____ at the goat.

B. Read the rhyme. Complete each sentence. Write the correct verb from the word box.

are	was	is	were

I _____ at the barn yesterday.

Three little pigs _____ in the hay.

Now two pigs _____ there again.

But the other pig _____ out of its pen.

C. Pretend you are at the barn. What do you see? Write two sentences. Make sure each verb agrees with the subject.

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On the Farm

A. Read each sentence. Look at the underlined verb. Does it agree with the subject? Circle *yes* or *no*.

1. My grandpa <u>is</u> a farmer.	**yes**	**no**
2. I <u>are</u> at Grandpa's farm today.	**yes**	**no**
3. Grandpa <u>feed</u> the chickens.	**yes**	**no**
4. I <u>collects</u> the eggs.	**yes**	**no**
5. Grandpa <u>teaches</u> me about animals.	**yes**	**no**

B. Read the story. Cross out the three verbs that do not agree with their subjects. Write the correct forms above the verbs.

My grandpa were up before the sun today.

He always gets up early. The animals needs him.

First, Grandpa milk the cows. Then I help him with other chores.

C. Write a sentence about a job you have at home. Write another sentence about a job someone else has. Make sure the verbs agree with their subjects.

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Special Jobs

A. Write each missing action verb. Use a verb from the word box. Add an -s if it needs one.

care	save	teach	chase	work

1. A police officer _____ robbers.
2. A firefighter _____ people from fire.
3. Teachers _____ children at school.
4. A nurse _____ for sick people.
5. Some doctors _____ in a hospital.

B. Write each missing verb. Use a linking verb from the word box. You will use one verb twice.

am	is	are

1. My neighbors _____ firefighters.
2. Aunt Gail _____ a police officer.
3. My parents _____ teachers.
4. I _____ a student.

C. Write two sentences about a person with a special job. In one sentence, use a colorful action verb. In the other, use a linking verb.

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When I Grow Up

A. Read each sentence. Look at the word to the right that tells when the action happens. Circle the correct form of the verb.

1.	At school, we (learn, learned) about jobs.	**past**
2.	Yesterday a lady (talks, talked) to our class.	**past**
3.	She (works, worked) at a TV station.	**present**
4.	She (gives, will give) the weather report.	**present**
5.	Students (ask, asked) the lady about her job.	**past**
6.	She (likes, liked) her job.	**present**
7.	Tomorrow I (watch, will watch) her on TV.	**future**
8.	Maybe someday I (will be, was) on TV.	**future**

B. What will you be when you grow up? Write two sentences. Use verbs correctly to show the future.

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The Painter

A. Read the story. Cross out each underlined verb. Write the form to show the past above it.

Last week Mr. Pinsky paint a house. He use yellow paint. Some paint drip on his shirt. The paint dry. Mr. Pinsky like it. It look like the sun.

B. Read the story. Cross out each underlined verb. Write a verb from the word box to show the past above it.

sat	was	got	found

Yesterday Mr. Pinsky find a chair. He sit on the chair. It is wet with paint. He get paint on his pants!

C. Write two sentences about Mr. Pinsky. Tell about two things he did. Form verbs correctly to show the past.

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Blast Off!

A. Read the story. Circle six pronouns.

I would like to fly to the moon. Do you want to come with me? We could build a rocket. It would carry us all the way into space.

B. Read each sentence. Circle the pronoun that could replace the underlined word or words.

1.	<u>Maria and Marcus</u> are friends.	They	It
2.	<u>Maria</u> wants to travel in space.	He	She
3.	Maria wants <u>Marcus</u> to come along.	him	her
4.	Marcus agrees to go with <u>Maria</u>.	her	it
5.	The children blast off for <u>the stars</u>.	us	them

C. Would you like to travel in space? Why or why not? Write two sentences. Use the pronouns *I* and *me*.

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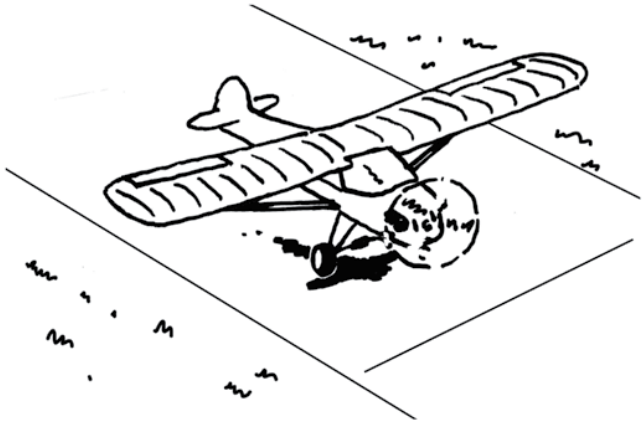
At the Airport

A. Read each sentence. Look at the underlined word or words. Write the pronoun that could replace them.



1. <u>Uncle Joe</u> works at the airport. _____
2. <u>Anna and I</u> visited Uncle Joe. _____
3. He took <u>Anna and me</u> up into a tower. _____
4. We could see many planes from <u>the tower</u>. _____
5. <u>Anna</u> pointed to a plane in the sky. _____
6. <u>The plane</u> was getting closer. _____
7. We could see <u>the plane's wheels</u>. _____
8. <u>The wheels</u> touched down, and the plane landed. _____

B. Pretend you are at the airport. What do you see? Write two sentences. Use the pronouns *they* and *them*.

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High in the Sky

A. Complete each sentence. Write the correct pronoun from the word box.

He	them	It	her

1. Grandma lives far away. We went to visit _____.
2. We flew in a plane. _____ was a big plane.
3. Dad sat next to me. _____ told me to look out the window.
4. I saw puffy clouds. I loved looking at _____.

B. Fill in the chart. Write the missing pronouns.

	Subject Pronoun	Object Pronoun
One boy:	1. he	_____
One girl:	2. _____	her
One thing:	3. _____	it
Two people:	4. they	_____

C. Pretend you are in a plane. Who is with you? What do you see? Write two sentences. Use two of these pronouns: *I*, *we*, *us*, *she*, *her*, *he*, or *him*.

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Wobbly Wheels

A. Read the story. Circle six pronouns that show belonging.

My brother Rob has a skateboard. I ask, "May I use your skateboard?"

He says, "No. Its wheels are too wobbly."

I ask my sister if I may use her skateboard.

She says, "No. Rob is using it. His skateboard has wobbly wheels. He has to fix it."

B. Read each sentence pair. Circle the correct pronoun in the second sentence.

1. I have a scooter. I got it for (my, its) birthday.
2. The scooter is red. (Its, Her) wheels are yellow.
3. You have a scooter, too. (Your, Our) scooter is blue.
4. We have awesome scooters! Let's ride (his, our) scooters together.

C. Write a sentence about a time you let someone use something of yours. Then write a sentence about a time someone let you borrow something. Use two of these pronouns: *my*, *his*, *her*, *its*.

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A Summertime Swim

A. Read each sentence. Write the pronoun that could replace the underlined words on the line.

1. The children and <u>the children's</u> mom are at the pool.

   _____

2. The girl is wearing <u>the girl's</u> favorite swimsuit.

   _____

3. The boy is floating on <u>the boy's</u> raft.

   _____

4. The sun is shining <u>the sun's</u> rays on the water.

   _____

B. Read each sentence. Look at the underlined words. In the next sentence, write the pronoun that means the same thing. Use a capital letter.

1. The swimsuit <u>belonging to me</u> has blue stripes.

   _____ swimsuit has blue stripes.

2. The towel <u>belonging to you</u> has purple flowers.

   _____ towel has purple flowers.

3. The noses <u>belonging to us</u> are pink from the sun.

   _____ noses are pink from the sun.

C. Pretend you are at a swimming pool. What do you see? Write two sentences. Use two of these pronouns: *his*, *her*, *its*, or *their*.

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Playground Pals

A. Complete the story. Write the correct pronoun from the word box on each line.



his	her	its	their

Sandra meets Tim at the playground. Sandra brings _____ ball. Tim brings _____ catcher's mitt. They play catch until _____ arms hurt. Then they find a tree. They rest in _____ shade.

B. Complete the story. Write the correct pronoun from the word box on each line.

its	our	my	your

Sometimes I walk to the playground with _____ dad. First, I swing on the swing. Then I say, "Now it is _____ turn, Dad!"

He laughs and says, "No, _____ seat is too small for me."

Later we walk back to _____ house.

C. What do you like to do at the playground? What do you bring with you? Write two sentences. Use two of these pronouns: *my*, *its*, *our*, or *their*.

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A Ride on the Roller Coaster

A. Read each sentence. Circle the pronoun that comes after the verb. Draw an arrow to the noun or pronoun it goes back to.

1. I get myself into the little car.
2. The twins get themselves into the next car.
3. We lock ourselves in.
4. The ride starts by itself.
5. John tells himself, "Don't be scared!"
6. Julia thinks to herself, "This is fun!"

B. Read each sentence. Circle the correct pronoun.

1. Girls, you may go on the ride by (yourself, yourselves).
2. John, you may get (yourself, yourselves) a snack.

C. Write two sentences. Tell about a time you had fun even though you were scared. Use two of these pronouns: *myself*, *himself*, *herself*, *themselves*, or *ourselves*.

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The Fun House

A. Read each sentence. Look at the underlined subject. Write the correct pronoun from the word box.

myself	himself	yourselves	ourselves
itself	themselves	yourself	herself

1. We take _____ to the Fun House.
2. I see _____ in a funny mirror.
3. Julia and John see _____, too.
4. Julia makes faces at _____.
5. John laughs at _____.
6. "Julia, you can make _____ look big or little in this mirror!" says John.
7. A door opens by _____.
8. "Children, now you must get _____ down the Silly Steps," says a voice.

B. What happens next in the Fun House? Write two sentences about it. Use two of these pronouns: *herself*, *himself*, *themselves*, or *itself*.

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At the Fair

A. Read the story. Circle the correct pronouns.

My brother and sister go to the fair by (themselves, himself). I cannot go by (myself, itself). So Grandma takes me. We enjoy (herself, ourselves) on the rides. Grandma gives me money for treats. "You may buy (yourselves, yourself) some ice cream," she says. I love my grandma!

B. Complete the story. Write the pronouns from the word box.

yourselves	himself	itself	herself

My sister plays a game at the fair. She wins _____ a silly hat. My brother plays a game, too. He wins _____ a toy car. When he turns it on, it moves by _____. "You both won _____ some great prizes!" says Grandma.

C. Pretend you are at a fair. What do you do? What do you see? Write two sentences. Use two of these pronouns: *myself*, *himself*, *herself*, *themselves*, or *itself*.

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Pizza for Everyone

A. Read the story. Circle each adjective.

Today we had a big pizza for lunch. It was covered with green and red peppers. It had spicy chicken on top. The crust was crispy and brown. I even ate the smelly onions. But I got red sauce all over my face. I looked funny!

B. Read each sentence. Draw an arrow from each underlined adjective to the noun it tells about.

1. Aunt Jen takes a pizza out of the hot oven.
2. She cuts the round pizza into slices.
3. The crust is chewy.
4. The middle is soft.
5. The hungry boys eat every bite.
6. Soon only a little crumb is left.

C. Do you like pizza? Why or why not? Write two sentences. Use an adjective in each one.

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Silly Rabbit

A. Look at each picture. Write an adjective from the word box to tell about the noun.

funny	thick	bright	hot

1.  _____ pot

2.  _____ bunny

3.  _____ stick

4.  _____ light

B. Read each sentence about the picture. Circle the correct adjective.

1. The bunny's ears are (white, black).
2. He sits on a (flat, bumpy) log.
3. A (huge, little) bird flies by.
4. The bird's song is (loud, quiet).



C. Write two more sentences about the bunny. Use an adjective in each sentence.

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Cool Drink on a Hot Day

A. Read the adjectives. Write the adjective that answers each question. Use each word only once.

sweet	tall	happy	noisy

1. Which word tells how something can sound? _____
2. Which word tells how something can smell? _____
3. Which word tells how someone can feel? _____
4. Which word tells how someone can look? _____

B. Complete the story. Write an adjective from the word box on each line.

cold	pink	sweet	thirsty

Raoul was hot and _____. He needed a _____ drink. He poured himself some _____ lemonade. It tasted _____.

C. Write two sentences about your favorite drink. What does it taste like? How does it make you feel? Use an adjective in each sentence.

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Pig Tales

A. Read the story. Circle six adverbs.

One day three little pigs merrily strolled through the woods. The first pig whistled cheerfully. The second pig hummed happily. The third pig was quiet.

A big bad wolf suddenly appeared. The wolf growled loudly. "I'm going to eat all of you!" he shouted excitedly.



B. Read each sentence. Draw an arrow from the underlined adverb to the verb it tells about.

1. The wolf licked his lips <u>hungrily</u>.
2. The pigs looked <u>nervously</u> at each other.
3. One of the pigs <u>calmly</u> stepped forward.
4. The pig smiled <u>sweetly</u> at the wolf.
5. "We'll <u>gladly</u> take you to lunch," said the pig.
6. The wolf loved to eat out, so he <u>quickly</u> agreed.

C. What happens next to the pigs and the wolf? Write two sentences. Use an adverb in each one.

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The Ants and the Crow

A. Read the story. Circle the correct words to complete each sentence.

Two ants crawled (slow, slowly) across a log. They were (sad, sadly). One ant said, "I am very (hungry, hungrily). We must (quick, quickly) find something to eat."

"Look!" cried the other ant. "That man (careless, carelessly) dropped a sandwich on the ground!" The ants enjoyed a (wonderful, wonderfully) feast.

TEKS 3.C.xi
Student/Teacher Activity
"The Ants and the Crow"
(parts A, B, and C)

B. Read the adverbs in the word box. Write the best adverb to complete each sentence in the story.

swiftly	hungrily	angrily	suddenly

The ants were munching _____ on the sandwich. A crow _____ swooped down and _____ carried the sandwich away. The ants shouted _____, "Come back with our sandwich!"

C. What do the ants do next? Write two sentences. Use an adverb in each one.

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The Busy Forest

A. Read each sentence. Choose the adverb that makes the most sense. Write it on the line to complete the sentence.

1. The bird sang _____. (sweetly, meanly)
2. The mouse squeaked _____. (quickly, softly)
3. The frog croaked _____. (loudly, silently)
4. The cat crept _____. (quietly, loudly)

B. Read the story. Cross out each incorrect adverb or adjective. Write the correct form of the word above it.

Once there was a quietly mouse. One day the mouse strolled slowly down to the creek. Bees buzzed loud. Frogs croaked. A bird zoomed quick by. The mouse said, "It is too loudly here. I'm leaving!"

C. Pretend you are a mouse. What do you see? What do you do? Write two sentences. Use an adverb in each sentence.

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A Different Kind of Bird

A. Read each sentence. Write *F* (for *formal*) or *I* (for *informal*).

1. Like, those penguins are so cute. _____
2. Penguins have wings, yet they cannot fly. _____
3. Penguins have an unusual way of using their wings in water. _____
4. Yep, it's kinda like flying underwater. _____
5. Cool! I didn't know all that stuff about penguins. _____
6. I would like to learn more facts about penguins. _____

B. Read this report about penguins. Underline the sentences that are too informal.

Penguins are able to hold their breath for a long time. Like 20 minutes! This is because a penguin's heart slows down when it swims. I mean really slow. Therefore, the penguin does not use up air quickly. I totally want to be a penguin.

C. Look at the sentences you underlined in the report above. Rewrite them to sound more formal.

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Reading About Bears

A. Circle *a.* or *b.* to answer each question.

1. Which of these would you write to a teacher?
   - **a.** Hey, I can't find any books on bears. Help!
   - **b.** Could you please help me find a book on bears?
2. If you were writing to a friend, which of these would you write?
   - **a.** Guess what! I'm writing a report about bears!
   - **b.** I have decided on a topic for my report.
3. Which would you write as an answer on a test?
   - **a.** Those big paws. Wow, they're fast in the water.
   - **b.** Polar bears have big paws to help them swim.

B. Read the book report. Circle the best word or words to complete each sentence.

All About Arctic Animals is an (excellent, awesome) book. (It's, It is) about animals that live near the North Pole. It has interesting (information, stuff) about polar bears. You (should, gotta) read it.

C. Rewrite to make this sound more formal.

Hey, I wanna go to the library. Like right now!

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I Didn't Know That!

A. Read the informal sentences. Draw a line from each one to the more formal way of writing it.

Informal	Formal
I'm gonna find out.	I am sorry for my mistake.
No way!	That is hard to believe.
Yep, it's true.	I will find out.
Sorry, I was wrong.	Yes, it is true.

B. Look at each sentence. Choose the word that is more formal. Write it to complete the sentence.

1. _____, Mr. Santoro. (Hey, Hello)
2. Your talk about ocean animals was _____. (interesting, cool)
3. I learned a lot of _____ about sharks. (facts, stuff)
4. Now I _____ get some books about sharks. (must, gotta)

C. Write a sentence to a friend. Tell about something that you learned this week. Then write the sentence again. Make it sound like part of a report.

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Building a Snowman



A. Read each sentence. Circle the pronoun that could replace the underlined word or words.

1.	<u>The girls</u> play in the snow.	Them	They
2.	<u>Beth and I</u> build a snowman.	We	Us
3.	Dad helps <u>the girls and me</u>.	us	her
4.	<u>Dad</u> finds a carrot.	He	She
5.	Now <u>the carrot</u> is the snowman's nose.	me	it

B. Complete each sentence. Write the correct pronoun from the word box on each line.

him	She	They	them	her

1. The snowman has two eyes. _____ are rocks.

2. Beth gets a hat. _____ puts it on the snowman.

3. The snowman looks great. I like _____.

4. I lost my mittens. I can't find _____.

5. Beth finds the mittens. I thank _____.

C. Pretend you are building a snowman with a friend. Write two sentences about it. Use two of these pronouns: *I*, *we*, *he*, *she*, *it*, *me*, *him*, or *her*.

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At the Ice Rink

A. Read each sentence. Write the pronoun that can replace the underlined words on the line.

1. The children and <u>the children's</u> parents are at the skating rink. _____

2. One girl is putting on <u>the girl's</u> skates. _____

3. A boy is zipping up <u>the boy's</u> jacket. _____

4. A truck sweeps the rink and smooths out <u>the rink's</u> ice. _____

5. Anil and I are waiting for <u>Anil's and my</u> turn to go on the ice. _____

B. Complete each sentence. Write a pronoun from the word box.

yourself	herself	myself	themselves

1. I taught _____ how to skate.

2. Did you hurt _____ when you fell?

3. Mom got _____ a new pair of skates.

4. Children may not go on the ice by _____.

C. What do you do outside in the winter? Write two sentences. Use two of these pronouns: *my*, *our*, *his*, *her*, *its*, *myself*, *ourselves*, *himself*, *herself*, or *itself*.

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Sledding Down the Hill

A. Read each sentence. Look at the two words. Write the one that completes the sentence correctly.

1. We pull our sleds _____ up the hill.
   (slow, slowly)

2. The hill is _____ but steep.
   (short, shortly)

3. We _____ get on our sleds.
   (careful, carefully)

4. The sleds slide on the _____ snow.
   (soft, softly)

5. We zoom _____ down the hill.
   (quick, quickly)

B. Read this letter. Find three mistakes in adjectives and adverbs. Cross out each mistake and write the correction above it.

Dear Aunt Bella,

Thank you for a wonderfully time. We loved your steep hill. It was a greatly place for sleds.

We also sat quiet on your porch, counting stars.

C. Write two sentences to a friend. Tell your friend about something fun that you did this week. Include an adjective in one sentence and an adverb in the other.

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Flying

A. Circle the commas that separate the things in each list.

I can fly in my dreams. I close my eyes, raise my arms, and run. The wind picks me up. It carries me over the trees, over the house, and over the city.

B. Add commas where they are needed in each list.

I see houses roads and rivers. They look small. People animals and cars look tiny. An airplane flies by me. The people inside point smile and wave.

C. Write a sentence listing three things you can see in the sky. Add commas to separate the things in your list.

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Best Friends

A. Circle the commas that separate the things in each list. Underline each thing in the list.

Yuko was different from Jane. Yuko was tall, dark, and funny. Jane was short, blond, and serious. Yuko liked pigs, horses, and dogs. Jane liked fish, rabbits, and cats.

B. Read the sentences. Add commas where they are needed in each list.

Yuko and Jane were best friends. They talked laughed and played together. Yuko knew when Jane was happy sad or mad. Yuko knew when Jane was practicing piano riding her bike or quietly reading.

C. Write a sentence about three things you like to do with your friends. Add commas to separate the things in your list.

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Family Fun

A. Read the sentences. Add commas where they are needed.

Yesterday my family had a picnic. We swam played ball and ran races. My father set up the table started the grill and unloaded the food.

B. Read the sentences. Circle the commas that separate the things in each list.

My dad packed a picnic lunch. We had cheese, fruit, and tomatoes. We also had sandwiches. I ate a tuna sandwich, some tomatoes, and an apple.

C. Write a sentence about what you take on a picnic. Add commas to separate the things in your list.

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Nature Friends

A. Circle the commas in the greeting and closing of the letter.

Dear Wind,

Every morning more of my leaves are missing. I know that you have a job to do, but please give them back.

Your friend,

Tree

B. Add commas where they belong in the greeting and closing of the letter.

Dear Tree

I'm sorry. I cannot give back your leaves. Don't worry! Your leaves will return on their own after the winter.

Your friend

Wind

C. Imagine you are a flower. Write a letter to the sun. Remember to use a comma after the greeting and after the closing of your letter.

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What Do You Want to Be?

A. Circle the commas in the greeting and closing of the pen-pal letter.

Dear Trevor,

I am seven years old. When I grow up, I want to be an astronaut. What do you want to be?

Your friend,

Akiko

B. Read the pen-pal letter. Add the missing commas in the greeting and the closing. Then underline the greeting and the closing.

Dear Akiko

I am eight years old. I don't know what I want to be. But I know I want to go to Egypt and see the pyramids.

Your friend

Trevor

C. Write a letter to a friend. Remember to use a comma after the greeting and after the closing of your letter.

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New Neighbors

A. Read the letters between neighbors. Add the four missing commas.

Dear Neighbor

I am happy that you moved in next door. What's your name? How old are you? Do you want to be friends?

Your neighbor

Ellie

Dear Ellie

My name is Ahmed. I'm eight years old. I do want to be friends. Can you come over and play in my yard tomorrow?

Your new neighbor

Ahmed

B. Write a short letter to a neighbor. Remember to use a comma after the greeting and after the closing.

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He's My Furry Friend!

A. Read each sentence. Find and circle the contraction. Write the words that form the contraction on the line.

is not → isn't	I am → I'm	I have → I've
could not → couldn't	he is → he's	he will → he'll

1. I've become the proud owner of a kitten. _____
2. Winston isn't big. _____
3. But he's very funny and furry. _____
4. I'm teaching Winston to roll over. _____
5. At first he couldn't do it. _____
6. Now he'll roll over on command. _____

B. Write two or three sentences about a special pet you have or would like to have. Use a contraction in each sentence.

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They're Important!

A. Underline the contractions in the paragraph. Write the words that form each contraction above it.

Your eyebrows aren't big. They're important, though. You'd get dirt and dust in your eyes without your eyebrows. They're also good for showing how you feel. Your eyebrows will go up when you're surprised. They'll scrunch close together when you are mad.

B. Write the contraction for each set of words.

1. did not _____
2. they will _____
3. I am _____
4. it is _____

C. Write a sentence about eyebrows. Use a contraction in your sentence.

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The Tree House

A. This paragraph has five mistakes with contractions. Find the mistakes and circle them. Write the contractions correctly above the mistakes.

My friend Evan has a tree house. Its in a tall tree in his backyard. Youll have to climb a rope ladder to get to it. You would'nt believe what you can see from the tree house! Il'l tell you. The road seems to go on forever. You cant see the end.

B. Write the words that form the contractions on the lines.

1. shouldn't _____
2. you'll _____
3. isn't _____

C. Write two sentences about a tree house. Use a contraction in each sentence.

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Our Museum

A. Underline the words that show that something belongs to someone.

1. Matty's class set up a show-and-tell at school.
2. The students put Gabby's model airplanes on a table.
3. They showed Tony's toy horses on one shelf.
4. Sofia's shells took up two shelves.
5. Andrea's baseball cards were very popular.

B. Underline the words that show that something belongs to more than one person, animal, or thing. Circle the apostrophes.

1. The students' show was the best in the school.
2. Everyone liked the numbers on the airplanes' wings.
3. People studied the players' pictures on the baseball cards.
4. The little children loved the shells' colors.
5. The horses' tails had different colors, too.

C. Think about something that belongs to your best friend. Write a sentence about it, using words that show ownership.

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Perfect Pets

A. Underline the words that show that something belongs to a person, pet, or thing. Circle the apostrophes.

My friend's pet is a goldfish named Goldie. It lives in a fishbowl in Matt's living room. Every morning Matt shakes a bit of the fish's food into the bowl. He also makes sure to keep Goldie's fishbowl clean. It is Matt's job to take care of Goldie.

B. Underline the words that show that something belongs to more than one person, pet, or thing. Circle the apostrophe.

My neighbors' pets are friendly. The Changs' cat always purrs. The twins' puppies always wag their tails. The Dansons' dogs like to play ball with me. The dogs' voices are high and very cute.

C. Think about a neighbor's pet. Write a sentence about it, using words that show ownership.

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My Family's Singing

A. Read the paragraph. Find five mistakes with words that show ownership and circle them. Write them correctly above the mistakes.

My family loves to sing, but not every persons voice is the same. My moms voice is high, like a birds voice. My dads voice is low, like a whales' voice.

B. Write the correct form of the noun in ( ) to finish the sentence.

1. Both my _____ voices are really pretty. (sisters)
2. My _____ voice is more like a shout. (brother)
3. Our _____ walls are very thin. (apartment)
4. Luckily, our _____ hearing isn't very good! (neighbors)

C. Write a sentence about singing. Use a word that shows ownership.

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Alonzo and Sam

A. Circle the quotation marks before and after the exact words that each speaker says.

"Sam, what are you doing after school?"

Alonzo asked.

Sam said, "I think I'll go swimming in the lake."

"It's winter. The lake is almost frozen," Alonzo said.

"Then I'll go ice skating," said Sam.

"I said it was *almost* frozen," Alonzo reminded Sam.

"Maybe I'll just go home and read a book,"

said Sam.

"That's a good idea," Alonzo replied.

B. What else might Alonzo and Sam say to each other? Write two more sentences. Use quotation marks correctly.

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Percy Wants a Cracker

A. Add quotation marks before and after the exact words each speaker says. Use the first sentence as a guide.

"What do you want for breakfast, Percy?"

Shandra asked her little brother.

I want a cracker, said Percy.

I can make eggs, said Shandra.

I want a cracker, said Percy.

How about toast and jam? Shandra asked.

I want a cracker, said Percy.

How about some yummy cereal? Shandra asked.

I want a cracker, said Percy.

B. Write two more lines of dialogue between Shandra and her brother Percy. Use quotation marks correctly.

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Rainy Day Fun

A. Read the passage. Add the missing quotation marks before and after what each person says.

I want a new color, said Liza to her sister.

Let's mix red and yellow together, said Zoë.

Liza giggled and said, We're making a mess.

Zoë answered, We're not making a mess! We're making orange!

What else can we mix? asked Liza.

Let's mix blue and yellow to make green, said Zoë.

Liza replied, You have the best ideas!

B. What might two brothers say to each other as they play on a rainy day? Write three sentences. Use quotation marks correctly.

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An Animal with a Job

A. Read the letter. Add commas where they belong.

Dear Aunt Ida

I learned about an animal called a meerkat today. It has a long tail sharp teeth and small ears. Meerkats live in groups. They do many jobs. Some jobs are babysitting watching for danger and hunting for food. I hope to see a furry meerkat some day.

Love
Manny

B. Read the sentences. Underline the contractions. Write the words that form the contractions on the lines.

1. When digging holes, meerkats don't like to get dirt in their ears. _____
2. They've unusual ears that close to keep out the dirt. _____
3. The eyes of a baby meerkat aren't open when it is born. _____

C. Write a short letter to a friend about an unusual animal. Use commas for the greeting and closing of the letter. Use commas if your letter has a list.

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Singing Birds

A. Complete each sentence by writing a noun that shows belonging. Write the correct form of the nouns in ( ) on the lines.

1. _____ two pet birds love to sing. (Tam)
2. Both _____ favorite song is "Yankee Doodle." (birds)
3. One _____ whistle is really loud. (bird)
4. Tam loves the looks on her _____ faces when they hear the birds sing. (friends)

B. Add quotation marks at the beginning and the end of the exact words each speaker says.

Did you teach the birds to sing that song? Mike asked his friend Tam.

They learned it by themselves, Tam answered.

Should we teach them a new song? asked Mike.

Tam replied, That would be great because I'm so tired of hearing this one!

C. Write two more lines of dialogue between Tam and Mike. Use quotation marks to set off what each speaker says.

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One Special Dog

A. Read the paragraph. Find four mistakes. Cross out each mistake and write the correction above it.

Chatty is Jeffs' dog. She can't run fast. She doesnt have shiny fur. Shes' still special. Chatty can talk. The dogs talent surprised everyone, even Jeff.

B. Read the passage. Add missing quotation marks where they belong. Cross out quotation marks that do not belong.

Chatty can talk," Jeff shouted out one day.

"What did she say? his dad asked.

I'm not sure," answered Jeff."

"What do you mean? asked his dad.

Chatty is talking in a language I don't understand, explained Jeff."

C. What do you think Chatty is saying? Write what Chatty might say. Then write Jeff's answer. Use quotation marks correctly.

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Student Grammar Guide

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Sentences

A **sentence** is a group of words that tells a complete thought. It has a part that tells who or what and a part that tells what happens.

- The **subject** is the part that tells who or what.

  A little mouse sees a sleeping lion.

- The **predicate** is the part that tells what happens.

  The lion wakes up suddenly.

  He grabs the mouse.

There are four different kinds of sentences.

- An **exclamation** is a sentence that shows strong feeling or surprise.

  What a great snack you are!

- A **command** is a sentence that tells someone to do something.

  Please let me go.

- A **question** is a sentence that asks something.

  Why should I let you go?

- A **statement** is a sentence that tells something.

  Maybe I can help you someday.

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An **incomplete sentence** does not tell a complete thought. It is missing either a subject or a predicate.

Incomplete: Some hunters.

Complete: Some hunters trap the lion in a net.
predicate

Incomplete: Tries to escape.

Complete: The lion tries to escape.
subject

Incomplete: A tiny mouse.

Complete: A tiny mouse chews a hole in the net.
predicate

A **compound sentence** is two simple sentences joined by a **connecting word**, such as *and*, *but*, or *or*. Put a comma before the connecting word.

The lion thanks the mouse. They hurry away.

The lion thanks the mouse**,** and they hurry away.

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Nouns

A noun names a person, a place, or a thing. It can also name an animal.

A **singular noun** names only one: bee. 

A **plural noun** names more than one: bees. 

- Add *-s* to form the plural of most nouns: bugs, flowers.
- Add *-es* to nouns that end with *s*, *x*, *sh*, *ch*: glasses, boxes, benches, dishes.
- Change the *y* to an *i* and add *-es* to a noun that ends with a consonant + *y*: fly – *y* + *i* + *es* = flies.
- Change the spelling to form the plural of some nouns: child/children; mouse/mice.
- The spelling of some nouns stays the same: one deer/two deer; one sheep/two sheep.

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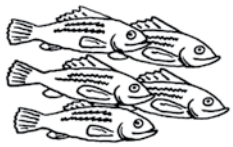
A **collective noun** names a group of animals, people, or things:

a school of fish. 

Eli has four brothers in his family.

Two of them sing in a chorus.

They sing a funny song about a stack of pancakes.

A **common noun** names any person, place, thing, or animal. It does not begin with a capital letter: girl.

A **proper noun** names a specific person, place, thing, or animal. It begins with a capital letter: Lisa.

My favorite holiday is New Year's Eve.

We celebrate in Salem, the city where I grew up.

We go to a diner called Sadie's Super Suppers.

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Verbs

An **action verb** tells what the subject of a sentence does. The verb must agree with the subject.

A doctor helps sick people.

Dentists fix teeth.

A **linking verb** connects the subject of a sentence to words that tell more about it. The verb must agree with the subject.

My dentist is a nice man.

Clean teeth are important.

A verb can tell about an action **in the present**.

My throat hurts.

A verb can tell about an action **in the past**.

Last night my skin itched.

A verb can tell about an action **in the future**.

Tomorrow Dad will take me to the doctor.

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You can add *-ed* to many verbs to show action in the past.

The doctor looked at my skin. (add *-ed*)

She tapped my chest. (double the final consonant and add *-ed*)

She shined a light in my throat. (drop the silent *e* and add *-ed*)

She spied bumps. (change the *y* to *i* and add *-ed*)

Some verbs are called **irregular**. They have a special form for the past.

The doctor gave me a shot. (past tense of *give*)

I went home to bed. (past tense of *go*)

I was tired. (past tense of *am*)

My eyes were red. (past tense of *are*)

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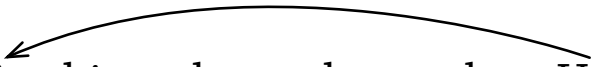
Pronouns

I, *you*, *he*, *she*, *it*, *we*, and *they* are **subject pronouns**. They take the place of the noun in the subject of a sentence.



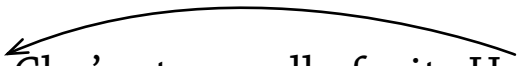
Mr. Hitachi works at the market. He sells fish.

Me, *you*, *him*, *her*, *it*, *us*, and *them* are **object pronouns**. They take the place of a noun that follows a verb or a word such as *to*, *at*, *for*, *from*, or *about*.



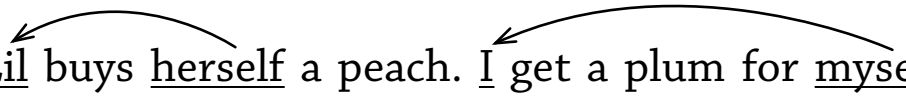
People like Mr. Hitachi. Everyone goes to him for fish.

My, *your*, *his*, *her*, *its*, *our*, and *their* are **possessive pronouns**. They show that someone has or owns something.



Mrs. Chu's store sells fruit. Her fruit is always sweet.

Myself, *yourself*, *himself*, *herself*, *itself*, *yourselves*, *ourselves*, and *themselves* are **reflexive pronouns**. These pronouns come after the verb or a word such as *to*, *by*, *at*, or *for*. They relate back to the noun or pronoun in the subject.



Lil buys herself a peach. I get a plum for myself.

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Adjectives

An **adjective** describes a noun or a pronoun. Adjectives can tell how someone or something looks, feels, tastes, smells, or sounds.

I buy warm, fresh bread. It is soft.

Adverbs

An **adverb** tells more about an action verb. It tells how the action was done. Most adverbs end with *-ly*.

I stroll slowly through the market.

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Punctuation

Use **commas** at the end of a greeting and after the closing of a letter. Also use commas to separate words in a list of three or more items.

Dear Uncle Dave**,**

I visited a great pet museum. I learned that many presidents kept dogs**,** goats**,** and snakes as pets. I looked at pictures of the pets**,** read stories about them**,** and took photos. It was fun! I hope to see you soon.

Your niece**,**

Fala

An **apostrophe (')** takes the place of the missing letter or letters in a contraction.

could not = couldn't

Fala couldn't wait to see her friend Rico.

I have = I've

"I've got an amazing picture to show you," she said.

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An **apostrophe** also shows that something belongs to someone or something else. Add **'s** to a singular noun. Add just **'** to a plural noun.

"This dog picture is made from the animal**'**s own hair!"

"Did you see anything made from the hair of horses**'** tails?" Rico asked.

Use **quotation marks** to show exactly what a speaker says.

"Did any of the presidents have horses?**"** Rico asked.

Fala replied, **"**A few of them did.**"**

"What were the horses' names?**"** Rico asked.

"The names I remember are Rusty, Dawn, Julia, and The General,**"** Fala reported.

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Tasks



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Name: _____ Date: _____

Task 1

A student is writing a story. Draw a line under the correct answers to complete it.

(1) Our _____ planted a vegetable garden at school. **(2)** Our garden needed sun. **(3)** It needed good soil. **(4)** Our teacher _____ a place near the schoolyard. **(5)** It had _____ sun most of the day.

(6) All of the _____ worked hard to get the garden ready. **(7)** Then we planted the seeds _____. **(8)** I planted squash in our garden. **(9)** Ben planted carrots. **(10)** We both worked quietly and _____.

(11) Tiny green sprouts started to peek out of the soil. **(12)** The plants _____ bigger and stronger. **(13)** Finally the vegetables were ready to pick and eat.

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1. Which word correctly completes sentence 1?
   - **a.** flock
   - **b.** class
   - **c.** herd

2. Which is the best way to write sentence 2 and sentence 3 as one sentence?
   - **a.** Our garden needed sun but it needed good soil.
   - **b.** Our garden needed sun or good soil.
   - **c.** Our garden needed sun, and it needed good soil.

3. Which word correctly completes sentence 4?
   - **a.** finded
   - **b.** found
   - **c.** find

4. Which is the correct way to complete sentence 5?
   - **a.** warm
   - **b.** warmly
   - **c.** warmest

5. Which word correctly completes sentence 6?
   - **a.** childs
   - **b.** children
   - **c.** childrens



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6. Which word correctly completes sentence 7?
   - **a.** myself
   - **b.** ourself
   - **c.** ourselves

7. Which is the best way to write sentence 8 and sentence 9 as one sentence?
   - **a.** I planted squash in our garden, and Ben planted carrots.
   - **b.** We planted squashed carrots in our garden.
   - **c.** Ben planted in our garden carrots and I planted squash.

8. Which is the correct way to complete sentence 10?
   - **a.** quick
   - **b.** quickly
   - **c.** quicker

9. Which word correctly completes sentence 12?
   - **a.** growed
   - **b.** grow
   - **c.** grew

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Draw a line under the correct answers to complete this letter.

(14) 210 Fifth Street

(15) memphis, TN 38133

(16) August 2, 2019

(17) Dear Aunt Liz.

(18) This year we planted a vegetable garden, while a _____ of birds watched us. **(19)** When the vegetables were ready, we picked them. **(20)** Our teacher made a big salad with them for us. **(21)** I couldn't wait to sink my _____ into those tasty vegetables.

(22) Mom says that we can plant a small garden at home. **(23)** The man next door has a garden, and he will help us. **(24)** My garden will be half the size of our _____ garden. **(25)** Mom said that I can choose the plants _____. **(26)** Maybe _____ have fresh vegetables at our house on the Fourth of July.

(27) Love

(28) Trina

GO ON

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10. Which is the correct way to write line 15?

a. Memphis, TN 38133

b. Memphis, tn 38133

c. Correct as is

11. Which is the correct way to write line 17?

a. Dear Aunt Liz

b. Dear Aunt Liz,

c. Correct as is

12. Which word correctly completes sentence 18?

a. band

b. flock

c. school

13. Which word correctly completes sentence 21?

a. teeth

b. tooths

c. teeths

14. Which word correctly completes sentence 24?

a. neighbors

b. neighbors'

c. neighbor's

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15. Which word correctly completes sentence 25?

a. myself

b. ourself

c. myselves

16. Which word correctly completes sentence 26?

a. youll

b. youl'l

c. you'll

17. Which is the correct way to write the underlined part of sentence 26?

a. fourth of July

b. fourth of july

c. Correct as is

18. Which is the correct way to write line 27?

a. Love,

b. Love.

c. Correct as is

STOP

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Name: _____ Date: _____

Task 2

Draw a line under the correct answers to complete the story.

(1) Anna watched as the _____ of people got onto the airplane. **(2)** Inside, the men and _____ found their seats. **(3)** Some people placed small things under the seat near their _____. **(4)** The pilots _____ in the cockpit. **(5)** Soon the airplane sped down the runway and then lifted _____ toward the sky. **(6)** It _____ long before it was just a speck in the sky.

(7) Anna loved learning about airplanes. **(8)** She read books about airplanes. **(9)** She watched videos about them, too. **(10)** Anna even flew on an airplane once. **(11)** She and her mom _____ to Florida. **(12)** At the end of the flight, the pilot showed Anna the cockpit. **(13)** She could imagine sitting in the _____ seat someday. **(14)** Anna thought to _____, "Someday I'll be a pilot."

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1. Which word correctly completes sentence 1?
   - **a.** flock
   - **b.** crowd
   - **c.** bundle

2. Which word correctly completes sentence 2?
   - **a.** woman
   - **b.** womans
   - **c.** women

3. Which word correctly completes sentence 3?
   - **a.** foot
   - **b.** foots
   - **c.** feet

4. Which word correctly completes sentence 4?
   - **a.** sit
   - **b.** sat
   - **c.** sitted

5. Which is the correct way to complete sentence 5?
   - **a.** graceful
   - **b.** gracefully
   - **c.** more graceful

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6. Which word correctly completes sentence 6?
   - **a.** wasnt
   - **b.** was'nt
   - **c.** wasn't

7. Which is the best way to write sentence 8 and sentence 9 as one sentence?
   - **a.** She read books about airplanes, and she watched videos about them, too.
   - **b.** She read books about airplanes but she watched videos about them.
   - **c.** She read books about airplanes, or watched videos, too.

8. Which word correctly completes sentence 11?
   - **a.** go
   - **b.** went
   - **c.** goed

9. Which word correctly completes sentence 13?
   - **a.** pilots
   - **b.** pilots'
   - **c.** pilot's

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10. Which word correctly completes sentence 14?

a. myself

b. herself

c. herselves

Draw a line under the correct answers to complete the letter.

(15) 41 Maple Street

(16) everett, MA 02149

(17) October 20, 2017

(18) Dear Uncle Joe

(19) Mom says you are an airplane pilot. **(20)** I want to be a pilot _____ someday. **(21)** Do you like being part of the _____ that flies the plane? **(22)** Is it _____ to learn to fly a plane? **(23)** How long do you go to school to learn?

(24) Please show us one of your planes at _____. **(25)** I am looking forward to our visit with you. **(26)** My parents are excited, too.

(27) Your niece,

(28) Anna

GO ON

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11. Which is the correct way to write line 16?

a. Everett, MA 02149

b. Everett, ma 02149

c. Correct as is

12. Which is the correct way to write line 18?

a. Dear Uncle Joe.

b. Dear Uncle Joe,

c. Correct as is

13. Which word correctly completes sentence 20?

a. myself

b. herself

c. myselves

14. Which word correctly completes sentence 21?

a. flock

b. team

c. family

15. Which is the correct way to complete sentence 22?

a. easy

b. easily

c. easier

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16. Which word correctly completes sentence 24?

a. thanksgiving

b. Thanksgiving

c. ThanksGiving

17. Which is the best way to write sentence 25 and sentence 26 as one sentence?

a. I am looking forward to our visit with you, or my parents are excited.

b. I am looking forward to our visit with you but my parents are, too.

c. I am looking forward to our visit with you, and my parents are excited, too.

18. Which is the correct way to write line 27?

a. Your, niece

b. Your niece

c. Correct as is



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Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
800.666.7270
collaborativeclassroom.org

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GRADE 2

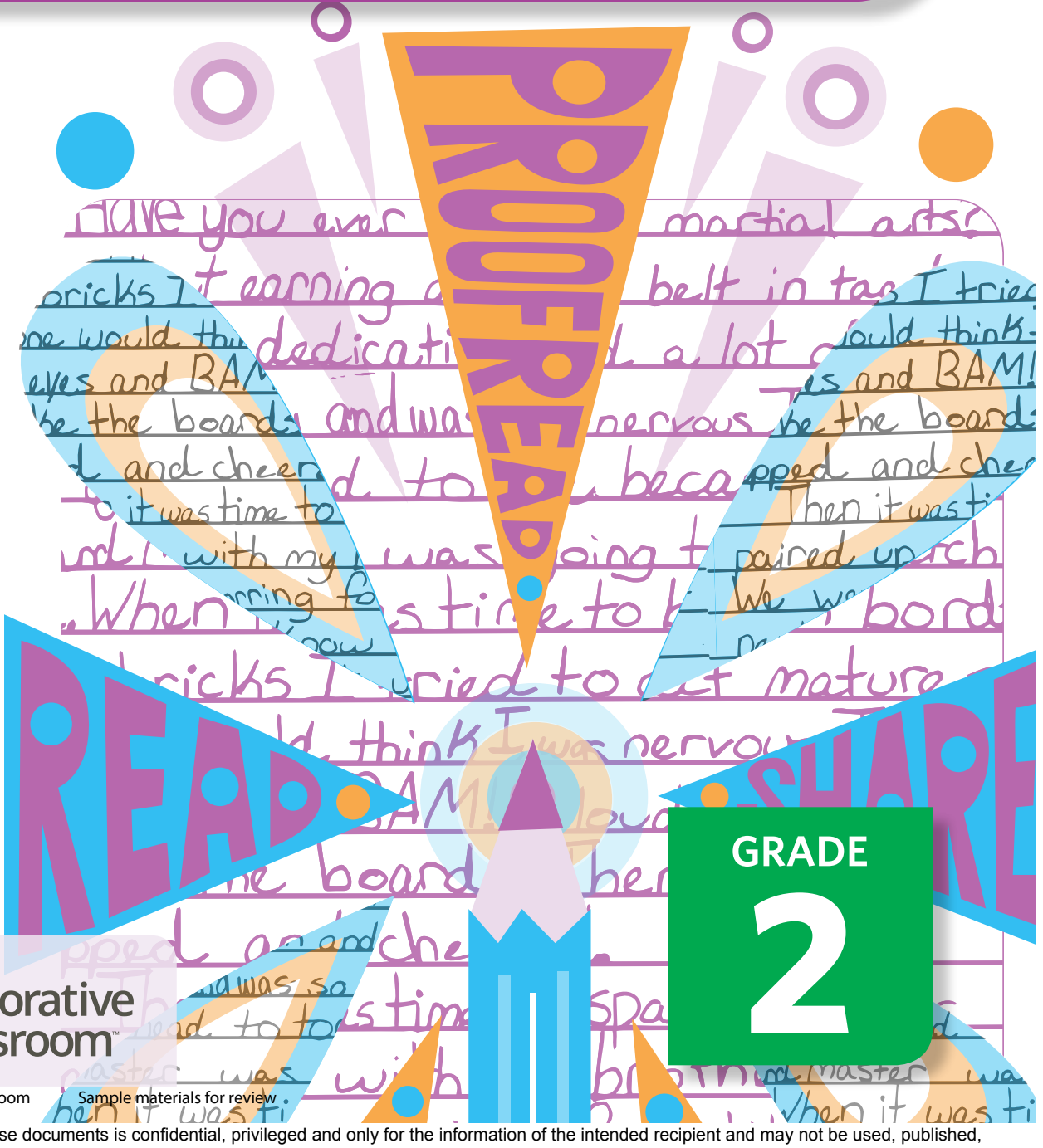
Assessment Resource Book

CCC Collaborative Literacy

Being a Writer

Being a Writer™

SECOND EDITION



GRADE 2

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CCC

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Assessment Resource Book

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Being a Writer™

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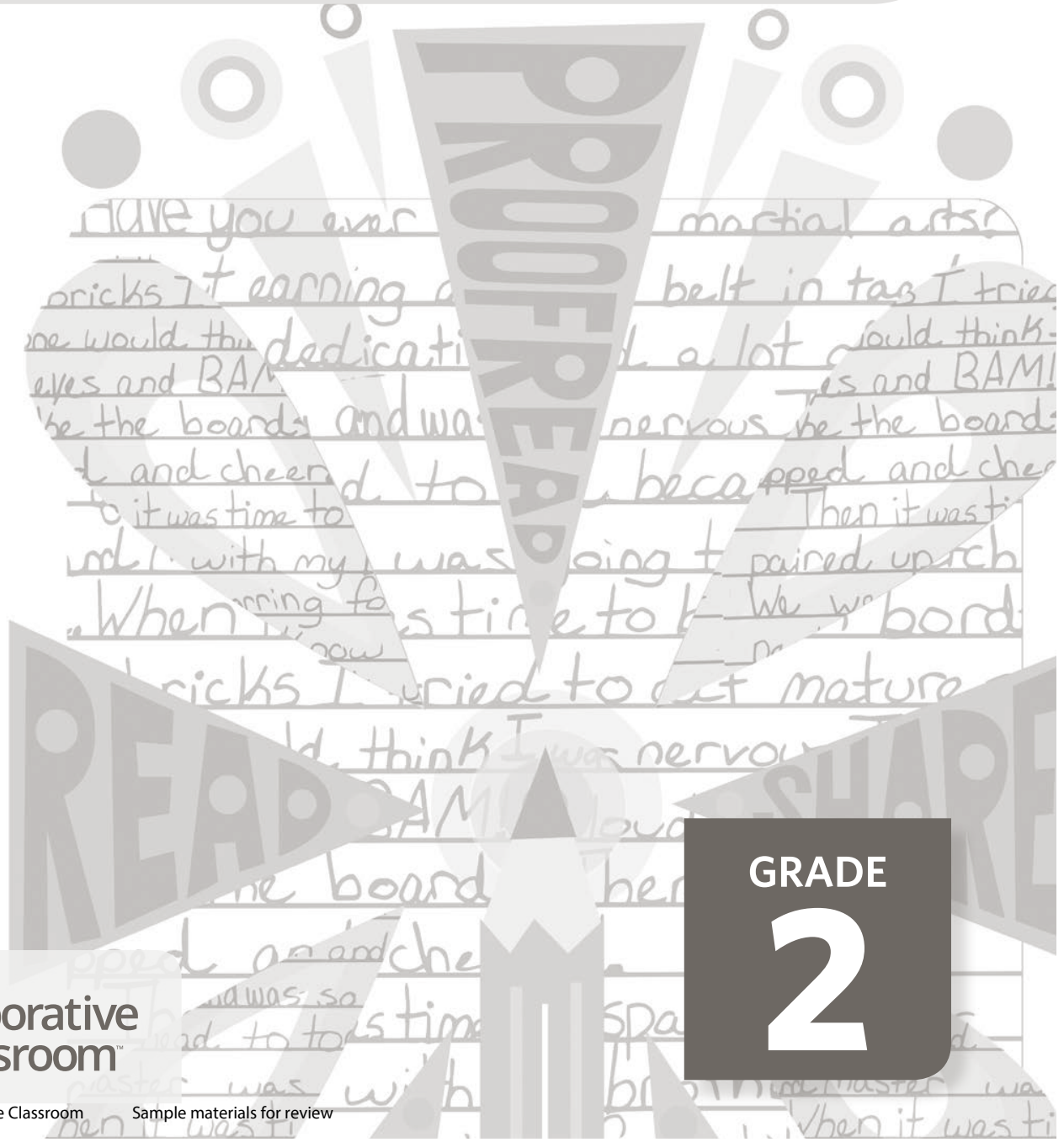

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Assessment Overview

The assessments offered in the *Being a Writer*™ program are designed to help you (1) make informed instructional decisions as you teach the program, and (2) track your students' writing growth and social development over time. The assumption is that all of your students are developing at their own pace into strong, capable writers and that they are all developing into principled, responsible people with strong interpersonal skills.

The *Being a Writer* program provides a comprehensive and flexible set of formative and summative assessments that enable you to track and evaluate your students' progress and needs, unit-by-unit and across the year. (For a brief description of each assessment, see "Assessments" on page vi.) As you teach the lessons in the *Teacher's Manual*, an assessment icon () will alert you whenever an assessment is suggested. If you are using the *Digital Teacher's Set*, tapping the assessment icon opens the CCC ClassView™ assessment app.

Everything you need to conduct each assessment, including instructions and forms, can be found in this book or accessed through the CCC ClassView app (classview.org). You may choose to record your students' progress using printed copies of the forms from this book or from the CCC Learning Hub (ccclearninghub.org). For more information, see "CCC ClassView App" below.

CCC ClassView App

The CCC ClassView app is an online application that contains all of the assessment forms and instructions available in this *Assessment Resource Book*. This tool also enables you to electronically collect, sort, synthesize, and report assessment data for each student. When conducting the assessments, you can enter data directly into the CCC ClassView app and then generate reports on the progress of individual students and the class as a whole. You can access the CCC ClassView app by tapping the linked assessment icons in the *Digital Teacher's Set*, directly accessing the app at classview.org, or via the CCC Learning Hub (ccclearninghub.org). For more information about the assessment app, view the "Using the CCC ClassView App" tutorial (AV80).



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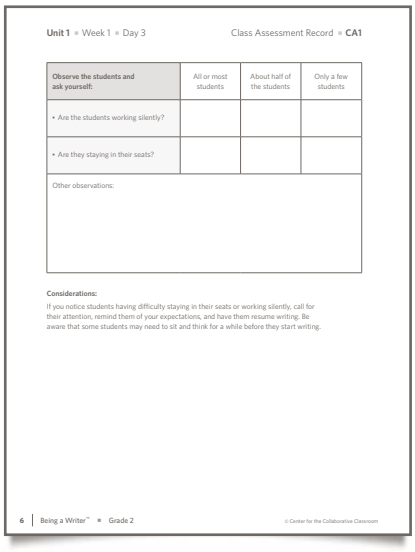
Assessments

CLASS ASSESSMENT



Unit 1 ▪ Week 1 ▪ Day 3 Class Assessment Record ▪ CA1

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
• Are the students working silently?			
• Are they staying in their seats?			
Other observations:			

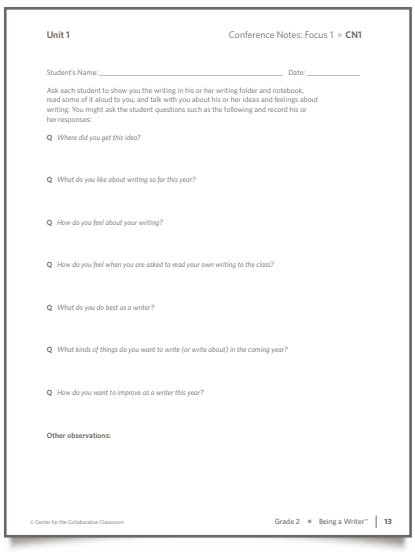
Considerations:

If you notice students having difficulty staying in their seats or working silently, call for their attention, remind them of your expectations, and have them resume writing. Be aware that some students may need to sit and think for a while before they start writing.

6 | Being a Writer™ ▪ Grade 2 © Center for the Collaborative Classroom

The class assessments are designed to help you assess the writing, and sometimes the social performance, of the whole class. As you teach the lessons, a Class Assessment Note in the *Teacher's Manual* will alert you when an assessment is suggested. During the class assessments you have the opportunity to observe the students as you ask yourself questions that focus your observations. These notes occur about once per week, usually during Writing Time, when the students are using the writing processes, craft, or skills that they are learning in the unit. Each Class Assessment Note has a corresponding "Class Assessment Record" sheet (CA) where you can record your observations. The record sheet reiterates the suggestions from the *Teacher's Manual* for how to proceed with the instruction based on your observations.

TEACHER CONFERENCE



Unit 1 Conference Notes: Focus 1 ▪ CN1

Student's Name:_____ Date: _____

Ask each student to show you the writing in his or her writing folder and notebook, read some of it aloud to you, and talk with you about his or her ideas and feelings about writing. You might ask the student questions such as the following and record his or her responses:

Q *Where did you get this idea?*

Q *What do you like about writing so far this year?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

Q *What do you do best as a writer?*

Q *What kinds of things do you want to write (or write about) in the coming year?*

Q *How do you want to improve as a writer this year?*

Other observations:

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Teacher conferences provide you with the opportunity to talk with individual students about their writing, identify areas of strength, and note areas in which a student needs more support. As you teach the lessons, a Teacher Conference Note in the *Teacher's Manual* will alert you when an individual teacher conference is suggested. These notes provide specific questions related to the students' writing that you might ask yourself or a student when conferring individually. Many notes also include suggestions for supporting struggling students. Each Teacher Conference Note has a corresponding "Conference Notes" record sheet (CN) where you can document your suggestions and observations that result from each conference. We encourage you to confer with each student at least once or twice per unit, depending on the length of the unit. The "Conference Notes" record sheets from your writing conferences with the students also comprise an important source of information for the Individual Writing Assessment (see page vii).

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Student Goals and Interests Survey

The questions provided in the first "Conference Notes" record sheet can be used as a beginning-of-year survey of your students' goals and interests. After you have conferred with all of your students, we recommend that you review the students' responses to the questions and look both for patterns across the class and for individual comments that stand out for you. For example, you might note writing topics and genres that the students are interested in and whether the students exhibit an aversion to, or affinity for, writing. The information you gather can help you plan instruction for the coming months.

After analyzing your students' responses, you might share with the class what you learned about them as writers and how you plan to help them build their love of writing over the course of the year. For ideas on how to facilitate a class discussion about the survey, see the extension "Discuss the Students' Writing Goals and Interests" on page 85 of the *Teacher's Manual*.

The questions in the final Teacher Conference Note of the year can serve as an end-of-year survey of your students' perceptions of their growth as writers, a measure of their attitudes toward writing, and a summary of their goals for summer writing. After you have conferred with your students, you might share the information from this final survey with them, along with the initial survey, and discuss how the students' attitudes toward writing have changed.

SOCIAL SKILLS ASSESSMENT

The Social Skills Assessment allows you to note how well each student is learning and applying the social skills taught in the program. In addition to social skills, this assessment allows you to track how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. As you teach the lessons, a Social Skills Assessment Note in the *Teacher's Manual* will alert you when a social skills assessment is suggested. We recommend that you do this assessment three times during the year—in the fall, winter, and spring. (If you teach in a year-round school, adapt as necessary to assess early in the year, midyear, and at the end of the year.) The "Social Skills Assessment Record" sheet (SS1) allows you to track how individual students are doing with particular skills over the course of the year (see page 137).

INDIVIDUAL WRITING ASSESSMENT

The Individual Writing Assessment is designed to help you assess growth in the writing of individual students. In most units, the "Individual Writing Assessment" record sheet (IA) consists of two sections—Part A: Non-published Writing and Part B: Published Writing—and a few Reflection questions to help guide your assessment of each student's growth. Note that because the students are not introduced to a formal publishing process until Unit 3, the Individual Writing Assessment in Units 1 and 2 includes only the Non-published Writing section.

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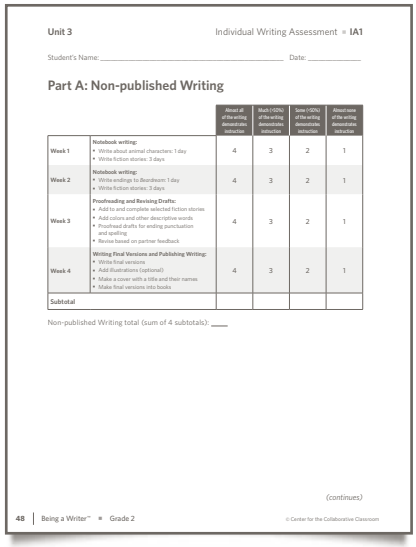
Part A: Non-published Writing



Unit 3 Individual Writing Assessment ■ IA1

Student's Name: _____ Date: _____

Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (~50%) of the writing demonstrates instruction	Some (~30%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	**Notebook writing:** • Write about animal characters: 1 day • Write fiction stories: 3 days	4	3	2	1
Week 2	**Notebook writing:** • Write endings to Beardmom: 1 day • Write fiction stories: 3 days	4	3	2	1
Week 3	**Proofreading and Revising Drafts:** • Add to and complete selected fiction stories • Add colors and other descriptive words • Proofread drafts for ending punctuation and spelling • Revise based on partner feedback	4	3	2	1
Week 4	**Writing Final Versions and Publishing Writing:** • Write final versions • Add illustrations (optional) • Make a cover with a title and their names • Make final versions into books	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): ___

(continues)

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The Non-published Writing section helps you analyze each student's notebook writing or other non-published writing generated during a unit using a rubric that identifies the instruction and the writing tasks for each week of the unit. The purpose of this portion of the assessment is to help you determine whether the writing the student completes on a day-to-day basis shows evidence of the unit's instruction.

Part B: Published Writing

The Published Writing section helps you score each student's published piece using a rubric that identifies certain descriptors of successful writing.* You assess the writing to determine whether *almost all*, *much*, *some*, or *almost none* of the writing shows evidence of each descriptor. Examples of scored student work are provided for each unit as models to help you score your students' writing using the rubric.

Reflection The Reflection section in Part B provides questions that help you reflect on each student's progress since the previous assessment and identify what you might focus on during the next unit's instruction.

The information from the "Individual Writing Assessment" and the "Conference Notes" record sheets, combined with any scored *Student Skill Practice Book* activities, constitute a record of each student's development over the unit. (For more information about scoring *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

If you need to use the scored writing as a basis for grading, the "Individual Writing Assessment" record sheet includes a section where an overall unit score can be calculated. Keep in mind that progress in the *Being a Writer* program is determined by an increase in scores over time, rather than by each unit's score. The assumption is that all students are growing at their own pace into strong, capable writers. The "Individual Writing Assessment Class Record" sheet (CR1) is provided for you to record your students' progress over the course of the year (see page 141). If you are using the CCC ClassView app, you can generate

*For information about the how this program's "Descriptors of Successful Writing" relate to the 6+1 Traits®, used by many schools as part of writing assessment, see "The 6+1 Trait® Writing Model and the *Being a Writer* Program" on page xxiv of the *Teacher's Manual*.

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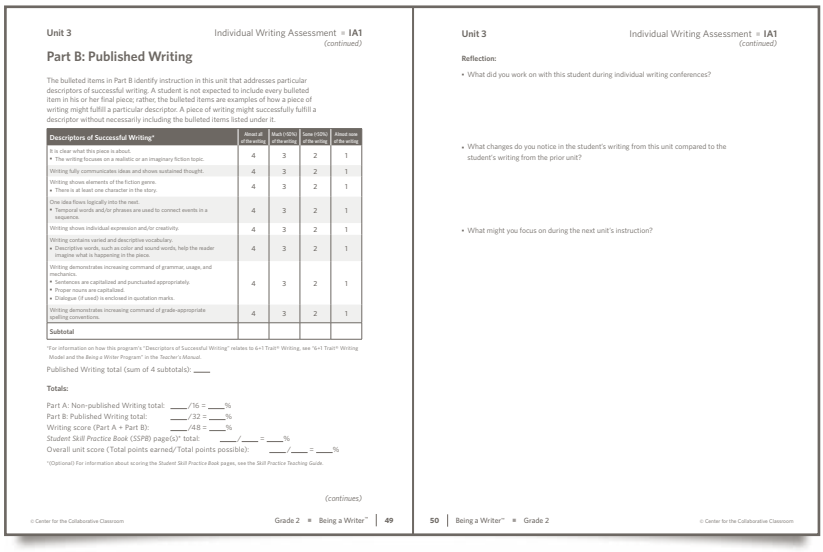
a variety of reports that track individual students' progress as well as the progress of your class as a whole.



Unit 3 Individual Writing Assessment ■ **IA1** *(continued)*

Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	About all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. • The writing focuses on a realistic or an imaginary fiction topic.	4	3	2	1
Writing fully communicates ideas and shows sustained thought.	4	3	2	1
Writing shows elements of the fiction genre. • There is at least one character in the story.	4	3	2	1
One idea flows logically into the next. • Temporal words and/or phrases are used to connect events in a sequence.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. • Descriptive words, such as color and sound words, help the reader imagine what is happening in the piece.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. • Sentences are capitalized and punctuated appropriately. • Proper nouns are capitalized. • Dialogue (if used) is enclosed in quotation marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): ____

Totals:

Part A: Non-published Writing total: ____/16 = ____%
Part B: Published Writing total: ____/32 = ____%
Writing score (Part A + Part B): ____/48 = ____%
Student Skill Practice Book (SSPB) page(s)* total: ____/____ = ____%
Overall unit score (Total points earned/Total points possible): ____/____ = ____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice* Teaching Guide.

(continues)

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Unit 3 Individual Writing Assessment ■ **IA1** *(continued)*

Reflection:

- What did you work on with this student during individual writing conferences?
- What changes do you notice in the student's writing from this unit compared to the student's writing from the prior unit?
- What might you focus on during the next unit's instruction?

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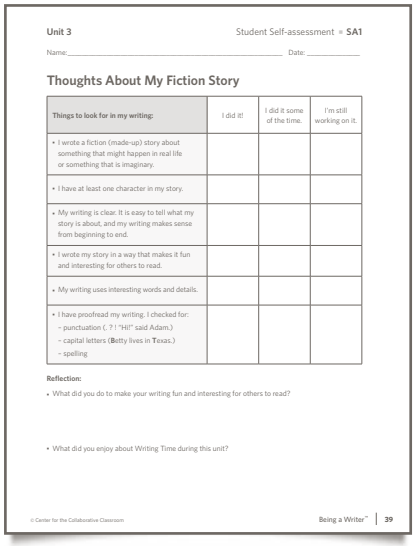
STUDENT SELF-ASSESSMENT (OPTIONAL)



Unit 3 Student Self-assessment ■ **SA1**

Name:_____ Date: _____

Thoughts About My Fiction Story

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
• I wrote a fiction (made-up) story about something that might happen in real life or something that is imaginary.			
• I have at least one character in my story.			
• My writing is clear. It is easy to tell what my story is about, and my writing makes sense from beginning to end.			
• I wrote my story in a way that makes it fun and interesting for others to read.			
• My writing uses interesting words and details.			
• I have proofread my writing. I checked for: – punctuation (. ? ! "Hi!" said Adam.) – capital letters (Betty lives in Texas.) – spelling			

Reflection:

- What did you do to make your writing fun and interesting for others to read?
- What did you enjoy about Writing Time during this unit?

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The Student Self-assessment is an optional assessment included in all units in which the students publish a piece of writing. The self-assessment provides the students with an opportunity to analyze their published pieces for characteristics of good writing using a "Student Self-assessment" record sheet (SA). The self-assessment also invites the students to think about what they did well in their writing and what they want to continue to work on. For instruction on how to introduce the self-assessment to your students, see the extension "Introduce 'Student Self-assessment'" on page 277 of the *Teacher's Manual*.

BEGINNING- AND END-OF-YEAR WRITING SAMPLES (OPTIONAL)

You may choose to obtain a beginning-of-year writing sample from each student to determine a baseline for individual students' writing ability. Each student is asked to write in response to a prompt and is encouraged to incorporate what he or she knows about good writing and the writing process into this piece. After obtaining the writing samples, we recommend that you analyze each student's writing using the "Beginning-of-year Writing Sample Record" sheet (WS1). The information you gather from the students' writing can help you determine

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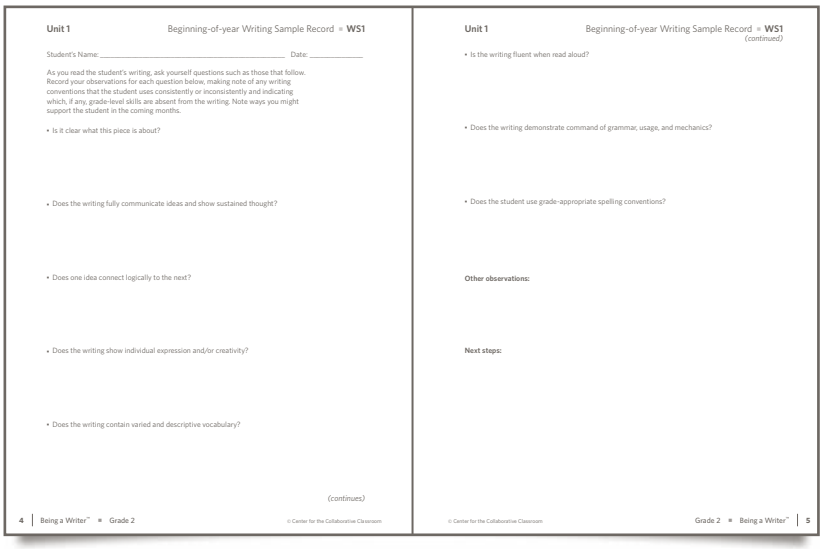
your students' current writing skills and can help you plan your instruction in the coming months. For more information, see "Obtaining a Beginning-of-year Writing Sample" on page 2.



Unit 1 Beginning-of-year Writing Sample Record ▪ WS1

Student's Name: _____ Date: _____

As you read the student's writing, ask yourself questions such as those that follow. Record your observations for each question below, making note of any writing conventions that the student uses consistently or inconsistently and indicating which, if any, grade-level skills are absent from the writing. Note ways you might support the student in the coming months.

- Is it clear what this piece is about?
- Does the writing fully communicate ideas and show sustained thought?
- Does one idea connect logically to the next?
- Does the writing show individual expression and/or creativity?
- Does the writing contain varied and descriptive vocabulary?

(continues)

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Unit 1 Beginning-of-year Writing Sample Record ▪ WS1 *(continued)*

- Is the writing fluent when read aloud?
- Does the writing demonstrate command of grammar, usage, and mechanics?
- Does the student use grade-appropriate spelling conventions?

Other observations:

Next steps:

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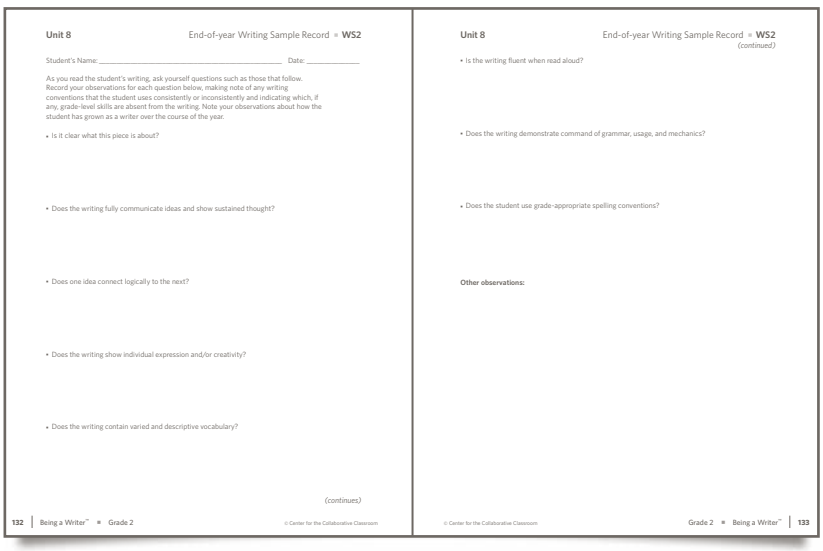
End-of-year writing samples are obtained from the students using the same prompt as the beginning-of-year writing samples. After obtaining the writing samples, we recommend that you analyze each student's writing using the "End-of-year Writing Sample Record" sheet (WS2). If you obtained both samples, comparing the "Beginning-of-year Writing Sample Record" and "End-of-year Writing Sample Record" sheets can help you evaluate your students' growth as writers and the effectiveness of the year's instruction. For more information, see "Obtaining an End-of-year Writing Sample" on page 130.

We suggest that you obtain the beginning-of-year writing samples during the first month of school and the end-of-year writing samples during the last unit of instruction in the program.



Unit 8 End-of-year Writing Sample Record ▪ WS2

Student's Name: _____ Date: _____

As you read the student's writing, ask yourself questions such as those that follow. Record your observations for each question below, making note of any writing conventions that the student uses consistently or inconsistently and indicating which, if any, grade-level skills are absent from the writing. Note your observations about how the student has grown as a writer over the course of the year.

- Is it clear what this piece is about?
- Does the writing fully communicate ideas and show sustained thought?
- Does one idea connect logically to the next?
- Does the writing show individual expression and/or creativity?
- Does the writing contain varied and descriptive vocabulary?

(continues)

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Unit 8 End-of-year Writing Sample Record ▪ WS2 *(continued)*

- Is the writing fluent when read aloud?
- Does the writing demonstrate command of grammar, usage, and mechanics?
- Does the student use grade-appropriate spelling conventions?

Other observations:

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Overview of Grade 2 Assessment

The table below provides an overview of the assessments in Grade 2 of the *Being a Writer* program. The ■ indicates the units in which a particular assessment can be found.

Overview of Grade 2 Assessment

Assessment	Unit 1: The Writing Community	Unit 2: Telling More	Unit 3: Fiction	Unit 4: Nonfiction	Unit 5: Letter Writing	Unit 6: Poems and Words	Unit 7: Opinion Writing	Unit 8: Revisiting the Writing Community
Class Assessment	■	■	■	■	■	■	■	■
Teacher Conference	■	■	■	■	■	■	■	■
Social Skills Assessment	■			■				■
Individual Writing Assessment (Non-published Writing)	■	■						
Individual Writing Assessment (Non-published and Published Writing)			■	■	■	■	■	
(Optional) Student Self-assessment			■	■	■	■	■	
(Optional) Beginning- and End-of-year Writing Sample	■							■
(Optional) *Student Skill Practice Book* pages	■	■	■	■	■	■	■	

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Individual Assessment Folders

We recommend that you create a folder for each student in which to store collected writing samples and "Individual Writing Assessment," "Conference Notes," and "Student Self-assessment" record sheets. You may also want to make copies of each student's scored writing and file these in the assessment folder. Periodically, you can use the materials in the folder to discuss the student's progress with him or her, as well as with parents and other adults in the school. The folders can travel to the next grade with the students.

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Unit 1

The Writing Community

Beginning-of-year Writing Sample (WS1) 2

Class Assessment Records (CA1–CA7) 6

Conference Notes (CN1–CN2) 13

Individual Writing Assessment (IA1) 16

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Obtaining a Beginning-of-year Writing Sample

Conduct this assessment during the first month of the school year. If you would like to administer this assessment online, go to classview.org to learn how you can conduct the *Being a Writer* assessments using the CCC ClassView app.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Beginning-of-year Writing Sample Record" sheet (WS1) from the CCC Learning Hub (ccclearninghub.org) or from page 4. Review the questions on the record sheet to help you prepare to analyze each student's work.

✓ Plan to provide enough time for the students to complete the writing sample. You might base the amount of time on your school district's requirements for similar writing tasks or simply provide your students with the time they need to complete their writing.

✓ Gather any additional materials needed to complete the writing task (for example, dictionaries, extra pencils, crayons, or markers) and make them available to your students.

✓ Write the following prompt where everyone can see it: *Think about a time in your life when you were very happy. Write a story about that very happy time.*

CONDUCTING THE ASSESSMENT

1. Tell the students that today they will each write a piece to show what they know about good writing. Explain that the students should try to do their best writing in this piece.
2. State your expectations for how the students will behave while you are conducting the assessment (for example, students should stay in their seats, work silently, and raise their hands if they have questions). You might also tell the students what additional resources, if any, they can use as they write (such as drawing materials or a dictionary).
3. Direct the students' attention to the prompt and explain that they will all write about this topic. Read the prompt aloud.
4. Give the students a few moments to think about what they will write. (If you are conducting this assessment as a timed writing activity, tell the students how much time they will have to complete their writing and that you will let them know when they have 10 minutes remaining.)
5. Distribute writing paper and have the students begin.
6. Signal the end of the writing period and collect the students' writing.

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ANALYZING THE ASSESSMENT

For each student's writing sample:

1. Read the piece carefully. As you read, think about the questions on the "Beginning-of-year Writing Sample Record" sheet (WS1) and record your observations. Make note of any writing conventions that the student uses consistently or inconsistently, and indicate which, if any, grade-level skills are absent from the writing.
2. Use the information you gather from the student's writing to help inform your instruction in the coming months. (For example, if you notice that many students struggle to write engaging opening sentences, you can make note to emphasize that instruction when appropriate.)
3. Attach the completed record sheet to the writing sample and file it in the student's individual assessment folder.

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Student's Name: _____ Date: _____

As you read the student's writing, ask yourself questions such as those that follow. Record your observations for each question below, making note of any writing conventions that the student uses consistently or inconsistently and indicating which, if any, grade-level skills are absent from the writing. Note ways you might support the student in the coming months.

- Is it clear what this piece is about?

- Does the writing fully communicate ideas and show sustained thought?

- Does one idea connect logically to the next?

- Does the writing show individual expression and/or creativity?

- Does the writing contain varied and descriptive vocabulary?

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- Is the writing fluent when read aloud?

- Does the writing demonstrate command of grammar, usage, and mechanics?

- Does the student use grade-appropriate spelling conventions?

Other observations:

Next steps:

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students working silently?			
▪ Are they staying in their seats?			
Other observations:			

Considerations:

If you notice students having difficulty staying in their seats or working silently, call for their attention, remind them of your expectations, and have them resume writing. Be aware that some students may need to sit and think for a while before they start writing.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students approaching writing with confidence and enthusiasm?			
▪ Are they able to start writing fairly quickly?			
▪ Do the students who have difficulty getting started begin writing after a few minutes?			
▪ Are they able to write sentences?			
▪ Can they spell some words conventionally? If not, do they approximate spelling using letter–sound relationships?			
Other observations:			

Considerations:

For now, just note where the students are as writers, setting aside concerns about spelling or correctness. Acknowledge their efforts and encourage them to write words and sentences as they are able.

If a student has difficulty writing anything at all, have him or her dictate an idea to you. Write it on a self-stick note and have him or her copy it onto his or her own paper and then add any further writing to it.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to start writing fairly quickly?			
▪ Do those who sketch before writing begin to write fairly quickly?			
▪ Do they skip lines?			
▪ Do they capitalize the first letters of sentences and use ending sentence punctuation?			
▪ Do they make a best attempt at spelling unfamiliar words and then keep writing?			
Other observations:			

Considerations:

If a student has difficulty writing anything at all, have him or her dictate an idea to you. Write it on a self-stick note, and have the student copy it onto his or her own paper and then add any further writing to it.

If a student is not skipping lines, refer him or her to your model story or put a small dot on the next 3–4 lines in his or her notebook to indicate the lines he or she should use when writing his or her story.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students list a variety of friends, such as older and younger friends, relatives, neighbors, and even pets?			
▪ Do the students get new ideas by hearing the ideas of their classmates?			
▪ Do the students include a word or two about how they know each friend?			
Other observations:			

Considerations:

If you notice many students are struggling, signal for the class's attention and ask the students to think about questions such as:

Q *Who is a friend that is older than you? Younger than you?*

Q *Who is a friend in your neighborhood? At school?*

Q *Who do you play with after school?*

Have the students resume writing their lists.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students writing stories with multiple sentences? Are they beginning to write stories that are more than one page in length?			
▪ Are they approximating the spelling of unfamiliar words?			
▪ Are they using ending sentence punctuation?			
▪ Are they capitalizing proper nouns and the first letters of sentences?			
Other observations:			

Considerations:

If necessary, revisit the above skills with individual students, a small group, or the entire class.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to choose ideas and start writing fairly quickly?			
▪ Are the students writing stories with multiple sentences? Are they beginning to write stories that are more than one page in length?			
▪ Do they approximate the spelling of unfamiliar words?			
▪ Do they refer to the word wall to spell high-frequency words?			
▪ Do they use ending sentence punctuation?			
▪ Do they capitalize proper nouns and the first letters of sentences?			
Other observations:			

Considerations:

If necessary, revisit the above skills with individual students, a small group, or the entire class.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Does the author share in a voice loud enough for all to hear?			
▪ Does the author read at a pace that is neither too fast nor too slow?			
▪ Does the author wait for everyone's attention?			
▪ Is the audience listening attentively?			
▪ Do the students ask the author to speak up, if necessary?			
Other observations:			

Considerations:

Note any problems you want to bring up with the students during Reflecting.

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Student's Name: _____ Date: _____

Ask each student to show you the writing in his or her writing folder and notebook, read some of it aloud to you, and talk with you about his or her ideas and feelings about writing. You might ask the student questions such as the following and record his or her responses:

Q *Where did you get this idea?*

Q *What do you like about writing so far this year?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

Q *What do you do best as a writer?*

Q *What kinds of things do you want to write (or write about) in the coming year?*

Q *How do you want to improve as a writer this year?*

Other observations:

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Student's Name: _____ Date: _____

Have each student tell you about his or her story and read it aloud to you.

As you listen, ask yourself:	Yes	No	Not evident	Evidence:
▪ Is this student able to read his or her writing? Does it make sense?				
▪ Is this student writing longer pieces than he or she did at the beginning of the year?				
▪ Does this student use letter–sound relationships to approximate the spelling of unfamiliar words?				
▪ Does this student use ending sentence punctuation?				
▪ Does this student capitalize proper nouns and the first letters of sentences?				
▪ Does this student use sight and sound words in his or her writing?				

Look for opportunities to help the student approximate spelling when you work with him or her individually. Also look for opportunities to help him or her capitalize proper nouns and the first letters of sentences and use ending sentence punctuation. Support a struggling student by asking questions such as:

Q *Read me the first sentence in your story. Where do you need a capital letter? Why? Where do you need a period? Why?*

Q *What word is this? What letter spells the first sound of this word? What letter spells the next sound?*

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Q *Is this word on our word wall? How is it spelled?*

Q *Where might you add a word to describe what something sounds like? Looks like?*

Other observations:

Next steps:

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Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's non-published writing (notebook writing) from this unit. The rubric on page 17 provides you with the opportunity to assess the writing for evidence of the unit's instruction. Beginning in Unit 3, you will also assess each student's published writing. If you would like to administer this assessment online, go to classview.org to learn how you can conduct the *Being a Writer* assessments using the CCC ClassView app.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 17.

✓ Collect the students' writing notebooks and any other non-published writing from the unit.

✓ Review the descriptors of successful writing on the record sheet (IA1) to help you prepare for scoring the students' work.

CONDUCTING THE ASSESSMENT

For each student:

1. Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the non-published writing total to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)
3. Review the "Conference Notes" record sheets for the student during this unit. Think about the Reflection questions on the "Individual Writing Assessment" record sheet (IA1) and write your responses in the space provided below each question.
4. File the completed assessment, along with the "Conference Notes" record sheets and copies of any scored *Student Skill Practice Book* pages, in the student's individual assessment folder.

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Student's Name: _____ Date: _____

Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	**Write from a drawing:** 2 days **Draw and write about a place the students like to go:** 2 days	4	3	2	1
Week 2	**Sketch ideas:** 2 days **Write a story from a sketch:** 2 days	4	3	2	1
Week 3	**Notebook writing:** ▪ List things that have happened to them: 1 day ▪ Write an "It Happened to Me" story: 2 days ▪ Write freely: 1 day	4	3	2	1
Week 4	**Notebook writing:** ▪ List friends they might write about: 1 day ▪ Write about a friend: 2 days ▪ Write freely: 1 day	4	3	2	1
Week 5	**Notebook writing:** ▪ Write silly animal sentences: 1 day ▪ Write silly animal stories: 1 day ▪ Write "My Little Sister/Brother" sentences: 1 day ▪ Write "My Little Sister/Brother" stories: 1 day	4	3	2	1
Week 6	**Notebook writing:** ▪ Write scary sentences: 1 day ▪ Write a scary story: 2 days ▪ Write freely: 1 day	4	3	2	1
Week 7	**Notebook writing:** ▪ Write stories: 2 days ▪ Write freely: 2 days	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): _____

Totals:

Non-published Writing total: _____/28 = _____%

Student Skill Practice Book (*SSPB*) page(s)* total: _____/_____ = _____%

Overall unit score
(Total points earned/Total points possible): _____/_____ = _____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

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Reflection:

- What did you work on with this student during individual writing conferences?

- What might you focus on during the next unit's instruction?

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Unit 2

Telling More

Class Assessment Records (CA1–CA4) 20

Conference Notes (CN1–CN2) 24

Individual Writing Assessment (IA1) 27

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to write longer pieces by telling more?			
▪ Does their writing make sense?			
▪ Do they approximate the spelling of unfamiliar words?			
▪ Do they refer to the word wall to spell high-frequency words?			
▪ Do they capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?			
▪ Do they use temporal words to show the order in which events happen in their stories?			
Other observations:			

Considerations:

Support any student who is struggling with what to write or with telling more by having him or her tell you what was discussed in his or her partner conversations and by asking questions about his or her writing. If necessary, revisit capitalizing proper nouns and the first letters of sentences and using correct sentence punctuation with individual students, a small group, or the entire class.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students list a variety of things they like and dislike?			
▪ Do they use the word wall and approximate the spelling of unfamiliar words?			
▪ Do they capitalize proper nouns?			
Other observations:			

Considerations:

Support any student who is struggling to think of a variety of things he or she likes and dislikes by asking questions such as:

Q *What TV shows do you [like/dislike]?*

Q *What animals do you [like/dislike]?*

Q *What games do you [like/dislike]?*

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Observe partners without intervening and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners listening carefully to each other's stories?			
▪ Are they able to ask questions about what more they want to know?			
Other observations:			

Considerations:

As you observe the pair conferences, make note of anything you want to bring up during Reflecting. If partners are struggling, wait to see whether they work through their difficulties before you intervene. If they do not, support them by asking questions such as:

Q *What characters are in your partner's story?*

Q *What is something else you want to know about your partner's [pet snake]?*

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Observe partners without intervening and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners listening carefully to each other's stories?			
▪ Are they able to ask questions about what more they want to know?			
Other observations:			

Considerations:

As you observe the pair conferences, make note of anything you want to bring up during Reflecting. If partners are struggling, wait to see whether they work through their difficulties before you intervene. If they do not, support them by asking questions such as:

Q *What characters are in your partner's story?*

Q *What is something more you want to know about this character or about what happens to [him/her]?*

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Student's Name: _____ Date: _____

Have each student tell you about his or her story and read it aloud to you.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Is this student able to read his or her writing? Does it make sense?				
▪ Is this student able to tell more, resulting in a longer piece of writing?				
▪ Does this student use the word wall and approximate the spelling of unfamiliar words?				
▪ Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?				
▪ Does this student use temporal words to show the order in which events happen in his or her story?				

Encourage the student to tell more by asking him or her questions such as:

Q *Who is your story about?*

Q *Where does your story take place?*

Q *What happens in your story?*

Q *What more can you tell about what happens? How might you add that to your writing?*

Q (Beginning Week 1, Day 3) *What details might you add to help your reader imagine your story?*

(continues)

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Other observations:

Next steps:

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Student's Name: _____ Date: _____

Have each student tell you about his or her story and read it aloud to you.

As you listen, ask yourself:	Yes	No	Not evident	Evidence:
▪ Is this student able to read his or her writing? Does it make sense?				
▪ Is this student able to tell more, resulting in a longer piece of writing?				
▪ *(Beginning Week 3, Day 2)* Is this student able to add more to his or her initial thinking about a character?				
▪ Does this student use the word wall and approximate the spelling of unfamiliar words?				
▪ Does this student capitalize proper nouns and the first letters of sentences and use correct sentence punctuation?				
▪ Does this student attempt to use commas in a series correctly?				

Encourage the student to tell more by asking questions about his or her writing.

Other observations:

Next steps:

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Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's non-published writing (notebook writing) from this unit. The rubric on the page 28 provides you with the opportunity to assess the writing for evidence of the unit's instruction. Beginning in Unit 3, you will also assess each student's published writing.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 28.

✓ Collect the students' writing notebooks and any other non-published writing from the unit.

✓ Review the descriptors of successful writing on the record sheet (IA1) to help you prepare for scoring the students' work.

CONDUCTING THE ASSESSMENT

For each student:

1. Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the non-published writing total to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)
3. Review the "Conference Notes" record sheets for the student during this unit. Think about the Reflection questions on the "Individual Writing Assessment" record sheet (IA1) and write your responses in the space provided below each question.
4. File the completed assessment, along with the "Conference Notes" record sheets and copies of any scored *Student Skill Practice Book* pages, in the student's individual assessment folder.

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Student's Name: _____ Date: _____

Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	**Notebook writing:** ▪ Write about a fun time outdoors: 2 days ▪ Write about a fantasy trip: 2 days	4	3	2	1
Week 2	**Notebook writing:** ▪ Write lists of likes and dislikes: 1 day ▪ Write stories about likes and dislikes: 2 days ▪ Write freely: 1 day	4	3	2	1
Week 3	**Notebook writing:** ▪ Write about a pet: 2 days ▪ Write about a character: 2 days	4	3	2	1
Week 4	**Notebook writing:** ▪ Write about something interesting that happens to a character: 2 days ▪ Write freely: 2 days	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): _____

Totals:

Non-published Writing total: _____/16 = _____%

Student Skill Practice Book (*SSPB*) page(s)* total: _____/_____ = _____%

Overall unit score
(Total points earned/Total points possible): _____/_____ = _____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

(continues)

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Reflection:

- What did you work on with this student during individual writing conferences?

- What might you focus on during the next unit's instruction?

- What changes do you notice in this student's writing from this unit compared to the student's writing from the prior unit?

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Unit 3

Fiction

Class Assessment Records (CA1–CA4) 32

Conference Notes (CN1–CN2) 36

Student Self-assessment (SA1) 39

Individual Writing Assessment (IA1) 40

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to get engaged with an idea and start writing fairly quickly?			
▪ Are they making up stories using their imaginations?			
▪ Are they attempting to write about something interesting that happens to a character?			
▪ Can they sustain their focus on their writing?			
Other observations:			

Considerations:

Be aware that some students may need to just sit and think for a while before they start writing. Give them uninterrupted time to do this. If you notice many students having difficulty starting to write after 10 minutes, call for the class's attention and have a few volunteers share what they have written so far. Then have them resume silent writing.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students making up stories using their imaginations?			
▪ Can they sustain their focus on their writing?			
▪ Are they attempting to include dialogue?			
▪ Do they approximate the spelling of polysyllabic words by listening to their syllables?			
Other observations:			

Considerations:

If you notice that many students are struggling to write stories, call for the class's attention and have a few volunteers read their writing to the class. Then have the students resume silent writing.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students adding to their writing?			
▪ Do they seem to know when their pieces are finished?			
Other observations:			

Considerations:

If the students are having difficulty, support them by having them tell you about what they plan to add. Ask questions such as:

Q *Who are the characters in your story? What happens to them?*

Q *What happens next? How can you write about that?*

Q *What did your partner want to know about your story? Where might you add that?*

Q *What more can you tell about [how they escape from the haunted house]?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students engaged and excited about making their fiction books?			
▪ Do they handle the materials responsibly and share them fairly?			
▪ If they have disputes about the materials or supplies, are they able to resolve them in a fair way?			
▪ Will most of the students be finished making their books by the end of Writing Time today?			
Other observations:			

Considerations:

Make note of any problems you notice the students having, and be prepared to discuss them during Reflecting.

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Student's Name: _____ Date: _____

Ask each student to show you a piece of his or her writing and to read some of it aloud to you.

As you listen, ask yourself:	Yes	No	Not evident	Evidence:
▪ Is this student making up a story using his or her imagination?				
▪ Is this student able to write about something that happens to a character or about something that makes a character unique?				
▪ Is this student able to sustain his or her focus on writing?				
▪ Is this student's writing readable? Does it make sense?				
▪ Is this student able to add to his or her writing to tell more?				
▪ *(Beginning Week 1, Day 4)* Does this student add dialogue to his or her writing?				

Encourage the student to tell more by asking him or her questions such as:

Q *What is this story about?*

Q *Who [is/are] the character(s)? What's interesting about [him/her/them]?*

Q *What interesting thing happens to [him/her/them] in this story?*

Q *What makes your character(s) unique?*

Q *What do your characters say to each other?*

Q *What in your story can happen only in the imagination? What can happen in real life?*

Q *What part of your story are you going to work on next?*

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Other observations:

Next steps:

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Student's Name: _____ Date: _____

Confer with individual students about the pieces they are developing for publication.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Does this student's writing communicate clearly? If not, what's unclear?				
▪ Does this student use proper sentence punctuation?				
▪ Does this student capitalize *I* and all proper nouns?				
▪ *(Beginning Week 3, Day 4)* Does this student recognize misspelled words and correct them?				

Help the student revise unclear writing by rereading those passages back to him or her and explaining what is confusing to you. Ask questions such as:

Q *What do you want to say in that part? Write that down.*

Q *Do you need to add punctuation somewhere? Where?*

Q *Do you need to capitalize any letters in this part? Which ones? Why?*

Considerations:

If necessary, show the student how to edit his or her story for punctuation and capitalization.

Other observations:

Next steps:

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Name:_____ Date: _____

Thoughts About My Fiction Story

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
▪ I wrote a fiction (made-up) story about something that might happen in real life or something that is imaginary.			
▪ I have at least one character in my story.			
▪ My writing is clear. It is easy to tell what my story is about, and my writing makes sense from beginning to end.			
▪ I wrote my story in a way that makes it fun and interesting for others to read.			
▪ My writing uses interesting words and details.			
▪ I have proofread my writing. I checked for: – punctuation (. ? ! "Hi!" said Adam.) – capital letters (**B**etty lives in **T**exas.) – spelling			

Reflection:

▪ What did you do to make your writing fun and interesting for others to read?

▪ What did you enjoy about Writing Time during this unit?

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Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 48.

✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.

✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 42 to help you prepare for scoring the students' work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

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5. Review the "Conference Notes" record sheets for the student during this unit. Think about the Reflection questions on the "Individual Writing Assessment" record sheet (IA1) and write your responses in the space provided below each question.

6. Attach the completed assessment to the writing sample and file it, along with the "Conference Notes" record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

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Examples of Scored Writing: Sample 1

One day there was a toy shark he wanted to explore a drain. When he went down the drain, he was in the sewer syistem. Just then a rush of water came behind him. SWOOSH he got swept away. "Oh no" he cried. Where am I? "I shouldn't have come here in the first place." "What have I done?" he thought? Just then he saw something green in the distance. W whats that. It got closer & closer & closer. He finally figurd out what it was. It was a green allagator he shouted, Hey can you help me? Nothing happened. He was doing signs, He said just stay here. I will just stay here. I like it here It is nice.

(continues)

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Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The writing is a realistic or imaginary fiction story.	(4)	3	2	1
Writing fully communicates ideas and shows sustained thought.	(4)	3	2	1
Writing shows elements of the fiction genre. ▪ There is at least one character in the story.	(4)	3	2	1
One idea connects logically to the next. ▪ Temporal words and/or phrases are used to connect events in a sequence.	(4)	3	2	1
Writing shows individual expression and/or creativity.	(4)	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words, such as color and sound words, help the reader imagine what is happening in the piece.	(4)	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated appropriately. ▪ Proper nouns are capitalized. ▪ Dialogue (if used) is enclosed in quotation marks.	4	(3)	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	(4)	3	2	1
Subtotal	28	3	0	0

Published Writing total (sum of 4 subtotals): 31

Commentary: It is clear that this piece is about a toy shark that was swept into the sewer system, met a friendly green alligator, and decided to stay. The presence of these two characters indicates that this is a work of imaginary fiction. The writing tells a complete story and shows evidence of sustained thought. Temporal words and phrases connect one idea to the next (*One day, Just then, finally*) and help move the story along from beginning to end. The writing shows individual expression and creativity by giving voice to the toy shark's fear (*W whats that*) and using repetition to create the image of something approaching (*It got closer & closer & closer*). It also contains descriptive color and sound words (*Just then he saw something green in the distance, SWOOSH he got swept away*). Sentences are capitalized and punctuated correctly throughout much of the writing. Dialogue is included, but the author uses quotation marks correctly only some of the time (*"Oh no" he cried. Where am I*). Almost all of the words are spelled conventionally, and the words that are spelled unconventionally show evidence of good letter–sound correspondence (*syistem, allagator*).

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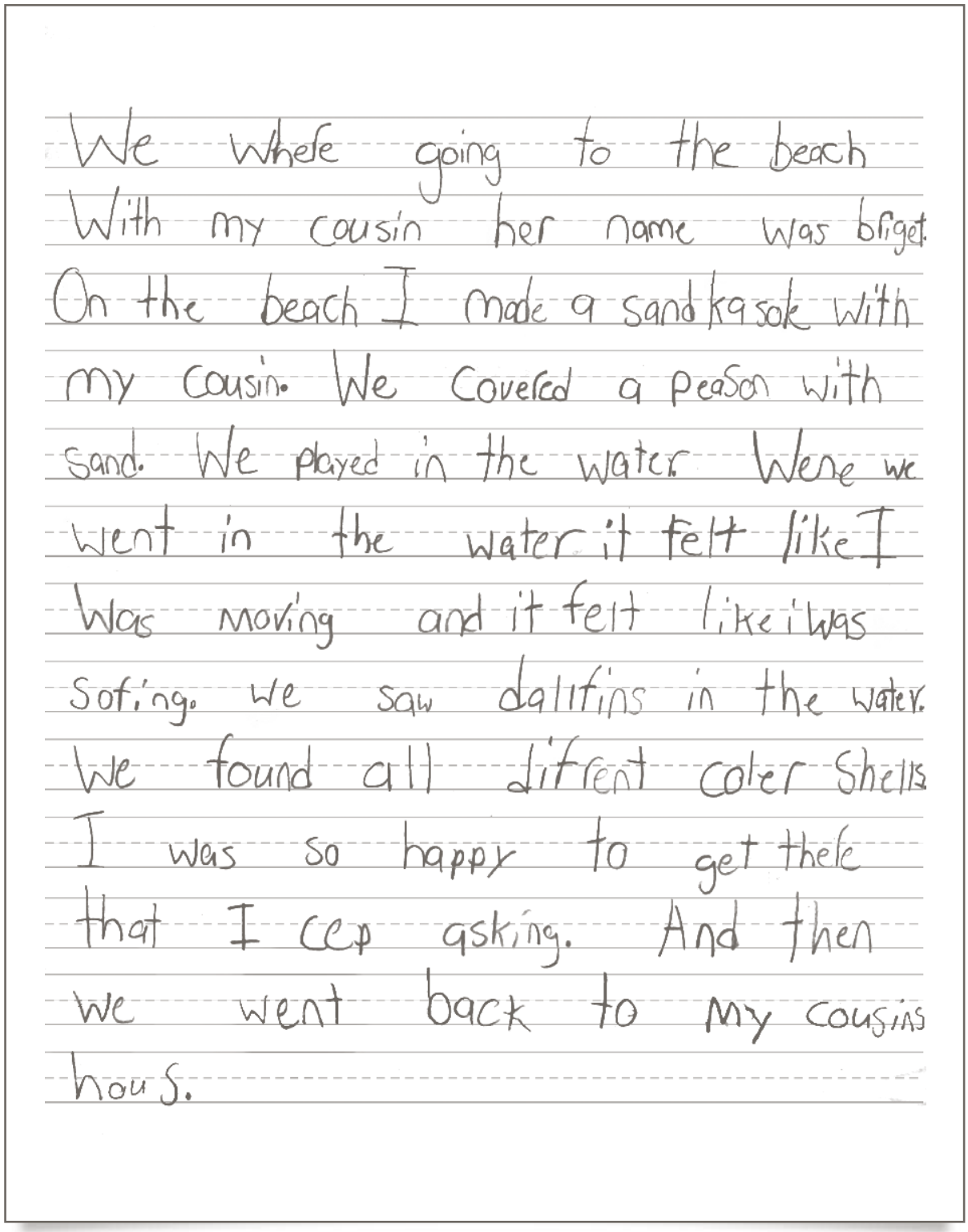
Examples of Scored Writing: Sample 2



We whefe going to the beach
With my cousin her name was briget.
On the beach I made a sandkqsok with
my cousin. We Covered a peason with
sand. We played in the water. Were we
went in the water it felt like I
Was moving and it felt like i was
Soting. we saw dalifins in the water.
We found all difrent coler Shells
I was so happy to get thefe
that I cep asking. And then
we went back to my cousins
hous.

(continues)

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Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The writing is a realistic or imaginary fiction story.	4	(3)	2	1
Writing fully communicates ideas and shows sustained thought.	4	(3)	2	1
Writing shows elements of the fiction genre. ▪ There is at least one character in the story.	4	(3)	2	1
One idea connects logically to the next. ▪ Temporal words and/or phrases are used to connect events in a sequence.	4	(3)	2	1
Writing shows individual expression and/or creativity.	4	3	(2)	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words, such as color and sound words, help the reader imagine what is happening in the piece.	4	3	(2)	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated appropriately. ▪ Proper nouns are capitalized. ▪ Dialogue (if used) is enclosed in quotation marks.	4	(3)	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	(3)	2	1
Subtotal	0	18	4	0

Published Writing total (sum of 4 subtotals): 22

Commentary: It is clear that this piece is about a trip to the beach, but it is unclear whether this is a realistic fiction story or a personal narrative. The writing shows evidence of sustained thought, but the second-to-last sentence (*I was so happy to get there that I cep asking*) leaves the reader puzzled. One temporal phrase is used (*And then*), and other dependent clauses are used to help connect one idea to the next (*On the beach, Wene we went in the water*). The writing shows some hints of individual expression and creativity (*it felt like I was moving and it felt like i was sofing*). The author attempts to incorporate color words (*We found all difrent coler shells*), and also uses some words that help the reader imagine what is happening in the piece (*We covered a peason with sand*). Sentences are capitalized and punctuated correctly throughout almost all of the writing, but the proper noun (*briget*) is not capitalized. Many high-frequency words are spelled correctly, though some are not (*where* for *were, wene* for *when*, and *hous* for *house*).

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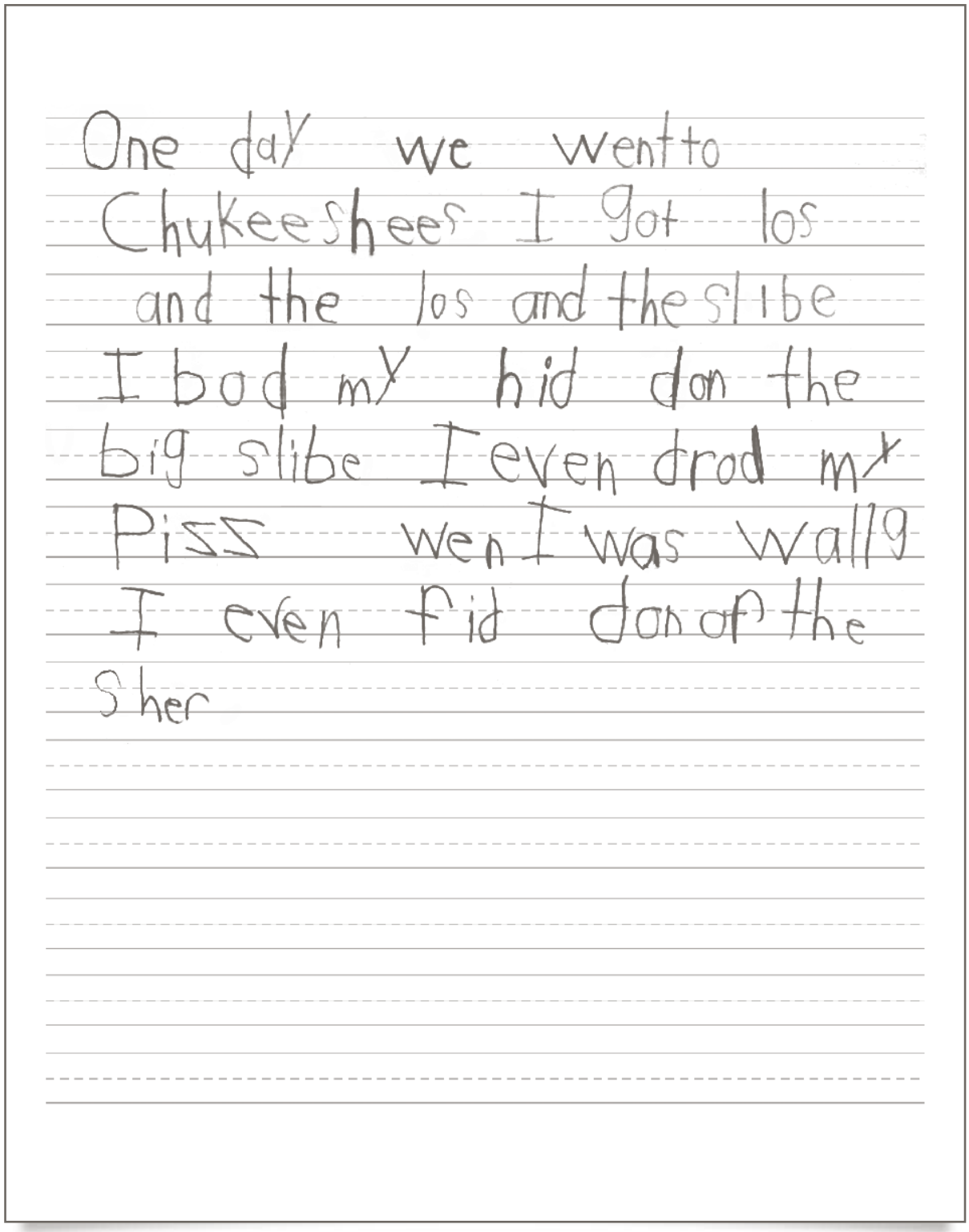
Examples of Scored Writing: Sample 3


One day we went to Chukeeshees I got los and the los and the slibe I bod my hid don the big slibe I even drod my Piss wen I was wallg I even fid don of the sher

(continues)

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Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The writing is a realistic or imaginary fiction story.	4	3	(2)	1
Writing fully communicates ideas and shows sustained thought.	4	3	(2)	1
Writing shows elements of the fiction genre. ▪ There is at least one character in the story.	4	(3)	2	1
One idea connects logically to the next. ▪ Temporal words and/or phrases are used to connect events in a sequence.	4	3	(2)	1
Writing shows individual expression and/or creativity.	4	3	(2)	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words, such as color and sound words, help the reader imagine what is happening in the piece.	4	3	2	(1)
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated appropriately. ▪ Proper nouns are capitalized. ▪ Dialogue (if used) is enclosed in quotation marks.	4	3	(2)	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	3	2	(1)
Subtotal	0	3	10	2

Published Writing total (sum of 4 subtotals): 15

Commentary: The first sentence tells where this story takes place (*One day we went to Chukeeshees*), but the rest of the story is difficult to understand. The reader cannot be sure whether this is a realistic fiction story or a personal narrative. The writing shows some evidence of sustained thought (*I got los, I bod my hid don the big slibe*), yet it does not tell a complete story. The first sentence begins with a temporal phrase (*One day*), but the piece tends to read more like a list than a story. There are some hints of individual expression (*I even drod my pizz*), but the vocabulary is not particularly varied or descriptive. The author capitalizes *I* (which is the first word of three of the five sentences), the first word of the story (*One*), and the proper noun (*Chukeeshees*), but no ending punctuation marks are used. Some high-frequency words are spelled correctly (*went, and, the*) while others are not (*don* for *down, wen* for *when*). Some approximated spellings can be easily interpreted (*hid* for *head*) while others are missing sounds and are less easily deciphered (*bod* for *bumped, drod* for *dropped*).

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Student's Name: _____ Date: _____

Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	**Notebook writing:** ▪ Write about animal characters: 1 day ▪ Write fiction stories: 3 days	4	3	2	1
Week 2	**Notebook writing:** ▪ Write endings to *Beardream*: 1 day ▪ Write fiction stories: 3 days	4	3	2	1
Week 3	**Proofreading and Revising Drafts:** ▪ Add to and complete selected fiction stories ▪ Add colors and other descriptive words ▪ Proofread drafts for ending punctuation and spelling ▪ Revise based on partner feedback	4	3	2	1
Week 4	**Writing Final Versions and Publishing Writing:** ▪ Write final versions ▪ Add illustrations (optional) ▪ Make a cover with a title and their names ▪ Make final versions into books	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): ____

(continues)

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Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The writing focuses on a realistic or an imaginary fiction topic.	4	3	2	1
Writing fully communicates ideas and shows sustained thought.	4	3	2	1
Writing shows elements of the fiction genre. ▪ There is at least one character in the story.	4	3	2	1
One idea flows logically into the next. ▪ Temporal words and/or phrases are used to connect events in a sequence.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words, such as color and sound words, help the reader imagine what is happening in the piece.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated appropriately. ▪ Proper nouns are capitalized. ▪ Dialogue (if used) is enclosed in quotation marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): _____

Totals:

Part A: Non-published Writing total: _____/16 = _____%
Part B: Published Writing total: _____/32 = _____%
Writing score (Part A + Part B): _____/48 = _____%
Student Skill Practice Book (*SSPB*) page(s)* total: _____/_____ = _____%
Overall unit score (Total points earned/Total points possible): _____/_____ = _____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

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Reflection:

- What did you work on with this student during individual writing conferences?

- What changes do you notice in the student's writing from this unit compared to the student's writing from the prior unit?

- What might you focus on during the next unit's instruction?

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Unit 4

Nonfiction

Class Assessment Records (CA1–CA6) 52

Conference Notes (CN1) 58

Student Self-assessment (SA1) 60

Individual Writing Assessment (IA1) 62

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and write questions about Kate and Pippin?			
▪ Do they write a question mark at the end of each question?			
▪ Do the students help each other when needed?			
▪ Are they talking respectfully to one another?			
Other observations:			

Considerations:

Support struggling pairs by asking questions such as:

Q *What would you like to know about Pippin?*

Q *What would you like to know about Kate?*

Q *What would you like to know about Pippin and Kate's friendship?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and write questions to ask their partners?			
▪ Are they able to write answers that capture the information their partners tell them?			
▪ Do they ask follow-up questions to get more information?			
▪ Do they help each other write answers when needed?			
▪ Are they talking respectfully to one another?			
Other observations:			

Considerations:

Support struggling pairs by having one partner ask the other a question, listening to the answer, and asking:

Q *What can you write to capture what your partner just said?*

Q *What else can you ask your partner about [what she likes to do on the weekend]?*

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Observe pairs, without intervening, for 5 minutes and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are pairs able to discuss the experiment and agree on sentences to write?			
▪ If they disagree, do they keep talking until they agree?			
▪ Do they write sentences that make sense and describe what happened?			
▪ Do they use temporal words or phrases to indicate order?			
Other observations:			

Considerations:

After 5 minutes, if you notice some pairs having difficulty writing about the experiment, support them by asking them questions such as:

Q *What did we want to find out by doing this experiment?*

Q *What did we do? What word or phrase could you use to show that this was the [next] thing we did?*

Q *What did you find out about paper by doing the experiment? How can you write that as a sentence?*

If you notice most pairs in the class having difficulty after 5 minutes, call for the students' attention and write the first two or three sentences together as a class, following the procedure you used in Day 3 (see Step 3). Then have pairs resume writing on their own.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and write questions about the polar lands?			
▪ Do they write a question mark at the end of each question?			
▪ Do the students help each other when needed?			
▪ Are they talking respectfully to one another?			
Other observations:			

Considerations:

Support struggling pairs by asking questions to stimulate their thinking, such as:

Q *What questions do you have about the polar lands?*

Q *What would you like to know about the animals that live there?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and write questions about the people who live in the polar lands?			
▪ Do they write a question mark at the end of each question?			
▪ Do the students help each other when needed?			
▪ Are they talking respectfully to one another?			
Other observations:			

Considerations:

Support struggling pairs by asking questions such as:

Q *What questions do you have about the people who live in the polar lands?*

Q *What would you like to know about what it's like to live in such a cold place?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students engaged and excited about making their nonfiction books?			
▪ Do they include any features of nonfiction books?			
▪ Do they handle the materials responsibly and share them fairly?			
▪ If they have disputes about the materials, are they able to resolve them in a fair way?			
Other observations:			

Considerations:

Make note of any problems the students have so that you can discuss them during Sharing and Reflecting. Also note whether most of the students finish making their books today or whether they will need more time to do so.

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Student's Name: _____ Date: _____

Confer with individual students to get an idea of their thinking as they write nonfiction pieces. Ask each student to show you a piece of writing and read some of it aloud to you.

As you listen, ask yourself:	Yes	No	Not evident	Evidence:
▪ Can I tell what the topic is?				
▪ Is this student writing factual information about the topic?				
▪ Is the writing clear? Does it make sense?				
▪ Is this student able to add to his or her writing to give more information?				
▪ *(Beginning Week 4, Day 3)* Does this student write an opening sentence to introduce the topic?				
▪ *(Beginning Week 4, Day 3)* Does this student include interesting facts and information about the topic?				
▪ *(Beginning Week 4, Day 3)* Does this student write a closing sentence to end the piece?				
▪ Does this student use proper sentence punctuation?				
▪ Does this student capitalize *I* and all proper nouns?				
▪ Does this student recognize misspelled words and correct them?				

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Support the student by asking questions such as:

- **Q** *Does your writing make sense? What do you need to change or add so it makes sense?*
- **Q** (Beginning Week 4, Day 3) *What opening sentence might you write to introduce your topic?*
- **Q** (Beginning Week 4, Day 3) *What information might you write about this topic? How might you write that in a way that makes it interesting for others to read?*
- **Q** (Beginning Week 4, Day 3) *What closing sentence might you write to end your piece?*
- **Q** *What more can you tell about this topic?*
- **Q** *Do you need to add punctuation somewhere? Where?*
- **Q** *Do you need to capitalize any letters? Which ones? Why?*

Other observations:

Next steps:

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Name:_____ Date: _____

Thoughts About My Nonfiction Piece

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
▪ I wrote a nonfiction piece about the polar lands, polar animals, or the people who live in the polar lands.			
▪ I wrote an opening sentence that tells the topic of my piece.			
▪ My writing tells true information about the topic.			
▪ I told the facts from books in my own words.			
▪ I wrote the information in a way that makes it fun and interesting for others to read.			
▪ My writing is clear and makes sense from beginning to end.			
▪ I wrote a closing sentence to end my piece.			
▪ I have proofread my writing. I checked for: – punctuation (. ? ! ,) – capital letters (**P**olar bears live in the **A**rctic.) – spelling			

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Reflection:

- What did you do to make your writing fun and interesting for others to read?

- How is the writing you did in this unit different from the writing you have done in other units? How is it the same?

- What did you enjoy about Writing Time during this unit?

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Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 70.

✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.

✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 64 to help you prepare for scoring the students' work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

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5. Review the "Conference Notes" record sheets for the student during this unit. Think about the Reflection questions on the "Individual Writing Assessment" record sheet (IA1) and write your responses in the space provided below each question.

6. Attach the completed assessment to the writing sample and file it, along with the "Conference Notes" record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

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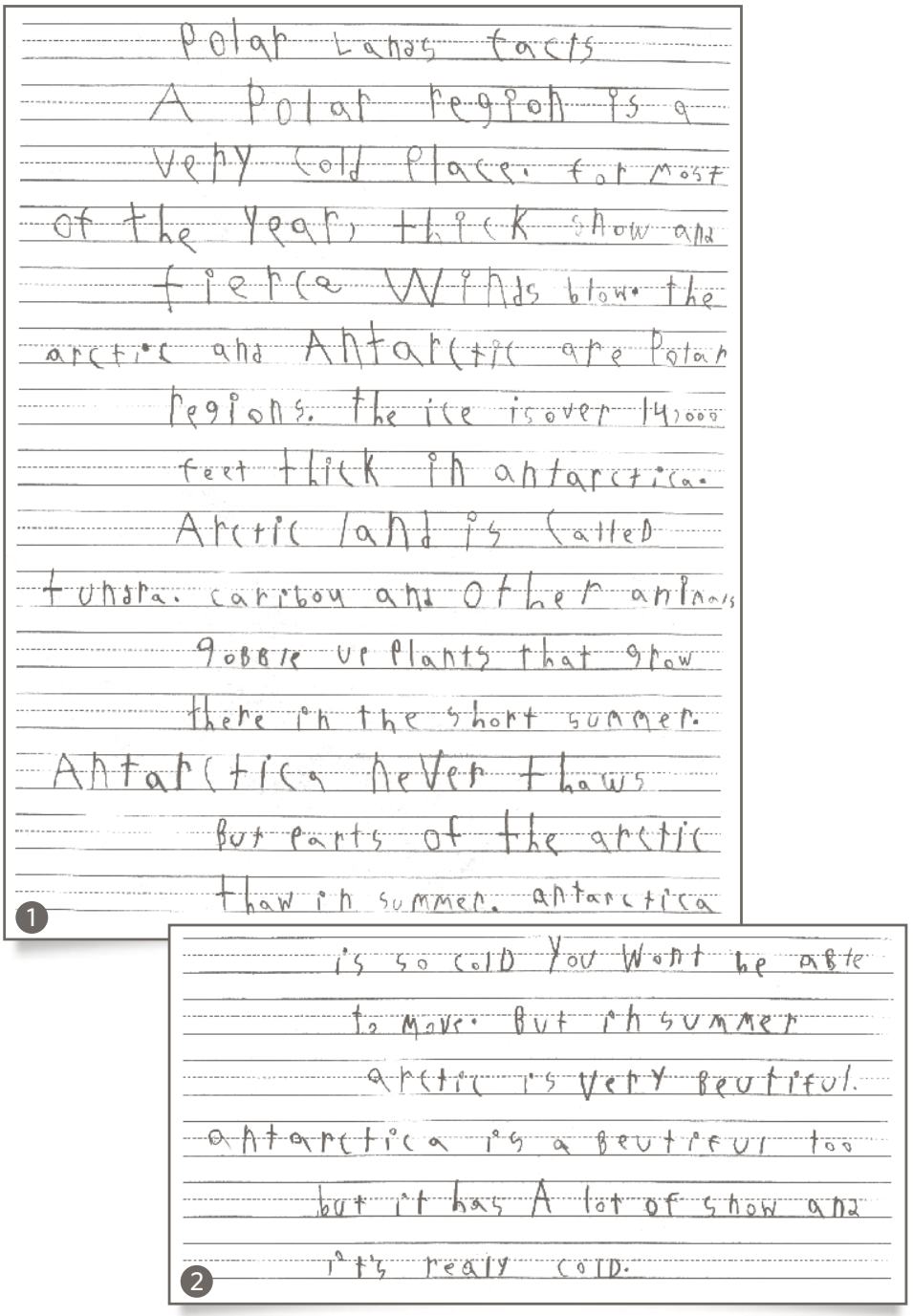
Examples of Scored Writing: Sample 1



Polar bears facts

A Polar region is a very cold place. for most of the year, thick snow and fierce Winds blow. the arctic and Antarctic are Polar regions. the ice is over 14,000 feet thick in antarctica. Arctic land is called tundra. caribou and other animals gobble up plants that grow there in the short summer. Antarctica never thaws but parts of the arctic thaw in summer. antarctica

1

is so cold You Wont be able to move. but in summer arctic is very beutiful. antarctica is a beutiful too but it has A lot of snow and it's realy cold.

2

(continues)

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Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this report is about. ▪ The writing focuses on a nonfiction topic.	(4)	3	2	1
Writing fully communicates ideas and shows sustained thought.	(4)	3	2	1
Writing shows elements of the nonfiction genre. ▪ The writing tells true information about the topic. ▪ The writing includes facts documented on classroom charts or from excerpts available in the *Student Writing Handbook*. ▪ The writing includes an illustration or diagram (or other element of nonfiction texts) and gives additional information about the topic. ▪ The writing includes an opening sentence that introduces the topic. ▪ The writing includes a closing sentence that ends the piece.	4	(3)	2	1
One idea connects logically to the next.	(4)	3	2	1
Writing shows individual expression and/or creativity. ▪ The information is expressed in the writer's own words.	(4)	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words help the reader imagine what is happening in the piece.	4	(3)	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated appropriately. ▪ Proper nouns are capitalized.	4	3	(2)	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	(4)	3	2	1
Subtotal	20	6	2	0

Published Writing total (sum of 4 subtotals): 28

Commentary: It is clear that this is a nonfiction piece about the polar lands. The many pieces of true information, collected from the classroom charts and the excerpts in the *Student Writing Handbook*, show evidence of sustained thought. Several of the lines are indented unconventionally, but these indentations do not diminish the piece's other attributes. An opening sentence introduces the topic (*A Polar region is a verY Cold Place*) and the closing provides an appropriate, though untraditional, ending (*But in summer arctic is very Beutiful. antarctica is a Beutiful too but it has A lot of snow and it's realy colD*). The author connects ideas by telling more about each piece of information. He expresses almost all the information in his own words, with the exception of two sentences that appear in one of the read-aloud texts. All of the sentences are punctuated appropriately, but many sentences do not begin with a capital letter. The proper nouns *Arctic* and *Antarctica* are often not capitalized, and capital letters are sometimes used in places where lowercase letters should have been used. Almost all of the high-frequency words are spelled correctly, and other words reflect learned spelling patterns.

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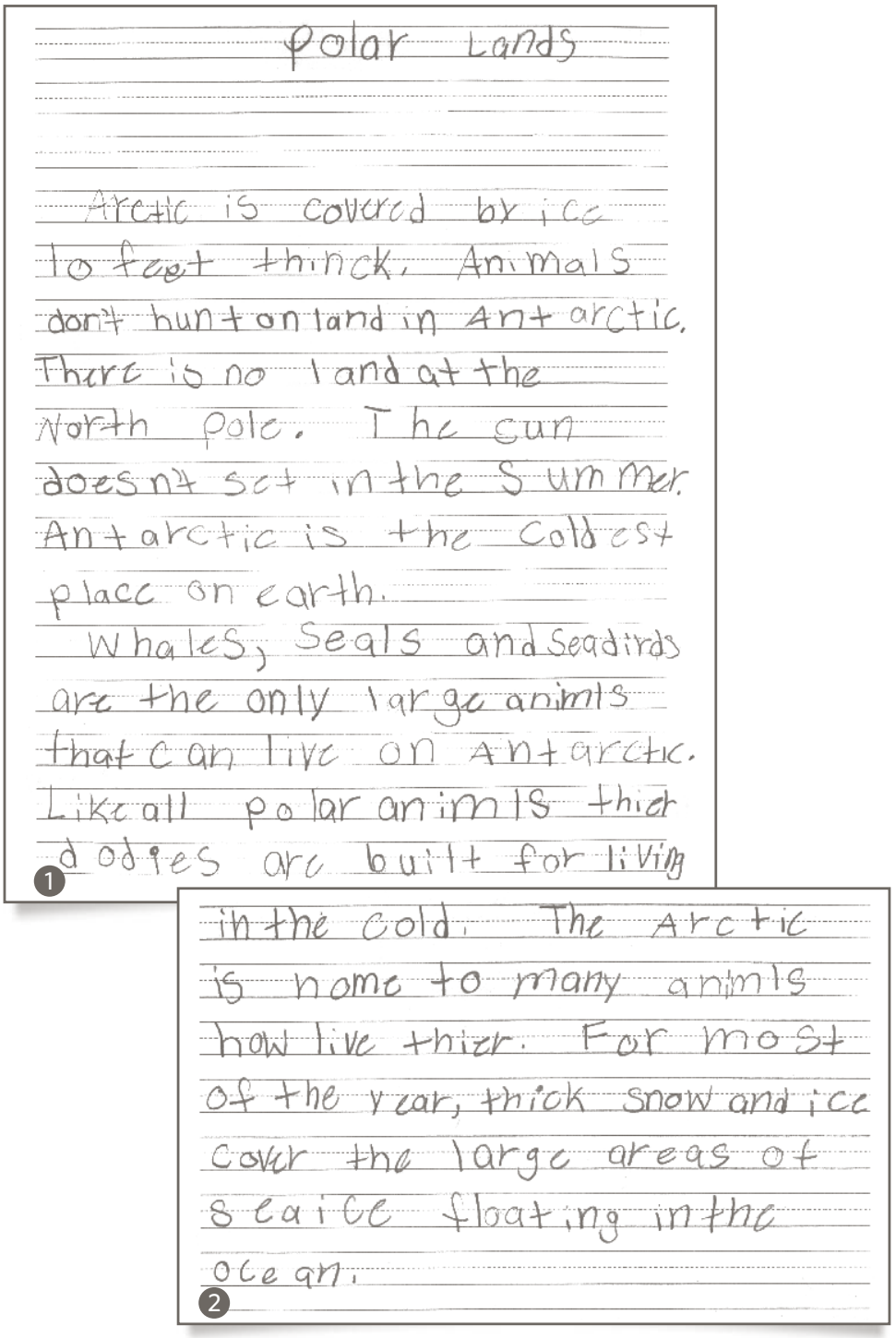
Examples of Scored Writing: Sample 2



Polar Lands

Arctic is covered by ice to feet thinck. Animals don't hunt on land in Antarctic. There is no land at the North pole. The sun doesn't set in the Summer. Antarctic is the coldest place on earth.

Whales, Seals and Seadirds are the only large animls that can live on Antarctic. Like all polar animls thier bodies are built for living in the cold. The Arctic is nome to many animls how live thier. For most of the year, thick snow and ice cover the large areas of sea ice floating in the ocean.

1

2

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Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this report is about. ▪ The writing focuses on a nonfiction topic.	(4)	3	2	1
Writing fully communicates ideas and shows sustained thought.	4	(3)	2	1
Writing shows elements of the nonfiction genre. ▪ The writing tells true information about the topic. ▪ The writing includes facts documented on classroom charts or from excerpts available in the *Student Writing Handbook*. ▪ The writing includes an illustration or diagram (or other element of nonfiction texts) and gives additional information about the topic. ▪ The writing includes an opening sentence that introduces the topic. ▪ The writing includes a closing sentence that ends the piece.	4	3	(2)	1
One idea connects logically to the next.	4	3	(2)	1
Writing shows individual expression and/or creativity. ▪ The information is expressed in the writer's own words.	(4)	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words help the reader imagine what is happening in the piece.	4	(3)	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated appropriately. ▪ Proper nouns are capitalized.	(4)	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	4	(3)	2	1
Subtotal	12	9	4	0

Published Writing total (sum of 4 subtotals): 25

Commentary: It is clear that this is a nonfiction piece about the polar lands. The writing tells true information about the topic, including facts documented in either the classroom charts or the excerpts in the *Student Writing Handbook*. It shows evidence of sustained thought, but the piece does not include an opening or a closing sentence. In the first paragraph, the author writes discrete pieces of information as if writing a list (*Arctic is covered by ice 10 feet thinck. Animals don't hunt on land in Antarctic. There is no land at the North Pole*), but in the second paragraph, the author connects ideas by telling more about one topic (*Whales, seals and seadirds are the only large animls that can live on Antarctic. Like all polar animls thier dodies are built for living in the cold*). The information is expressed in the author's own words, and the vocabulary is sufficiently descriptive to help the reader imagine what the polar lands are like (*There is no land at the North Pole. The sun doesn't set in the summer*). Sentences are capitalized and punctuated appropriately, and proper nouns are capitalized. Most high-frequency words are spelled correctly, and many other grade-appropriate words are spelled correctly.

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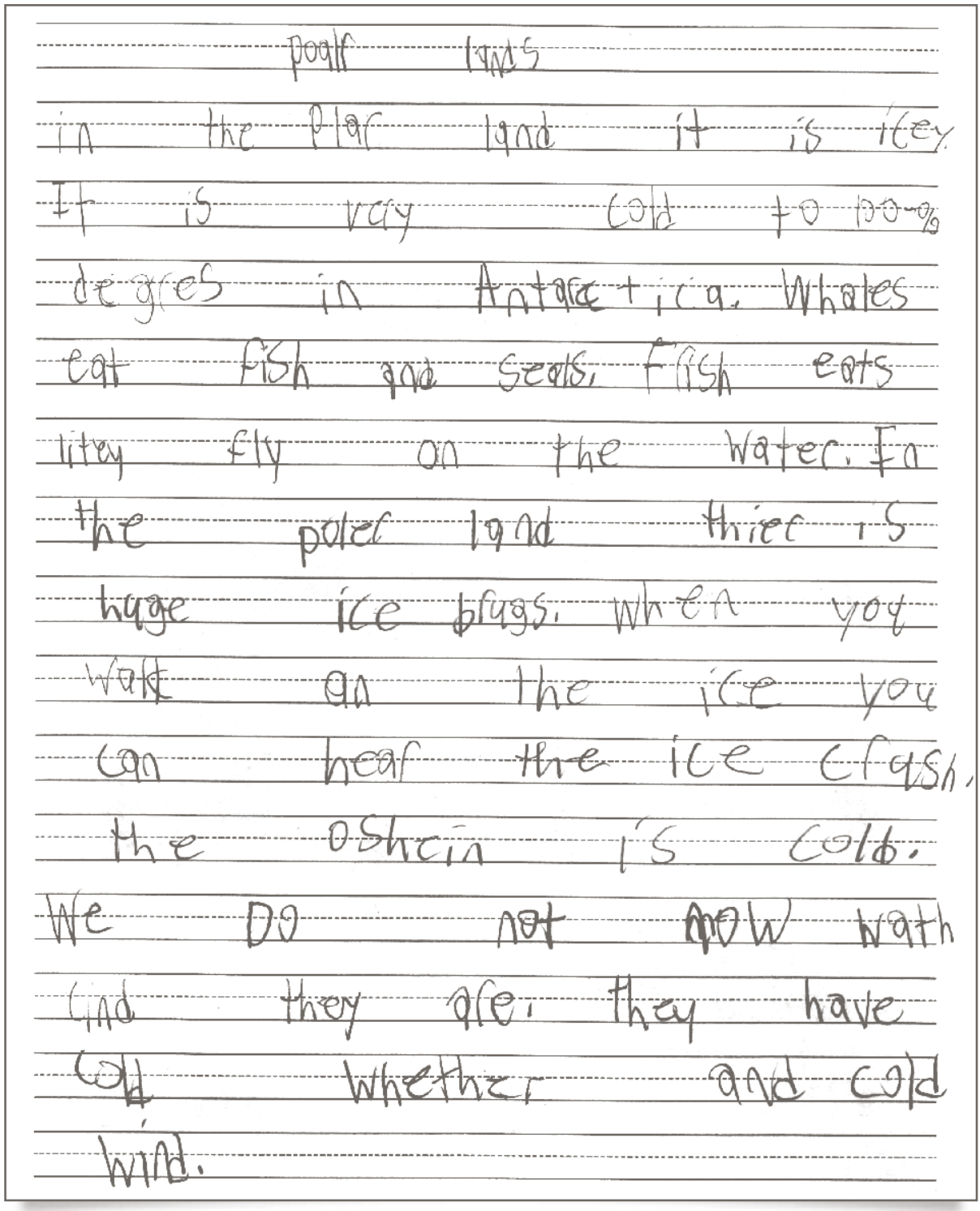
Examples of Scored Writing: Sample 3



poalr lands
in the Plar land it is icey
It is very cold to 100-%
degres in Antarc+ica. Whales
eat fish and seals. Frish eats
litey fly on the water. In
the poler land thier is
huge ice brugs. when you
walk an the ice you
can hear the ice crush.
the oshein is cold.
We Do not now wath
cind they are. they have
cold whether and cold
wind.

(continues)

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Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this report is about. ▪ The writing focuses on a nonfiction topic.	4	3	(2)	1
Writing fully communicates ideas and shows sustained thought.	4	3	(2)	1
Writing shows elements of the nonfiction genre. ▪ The writing tells true information about the topic. ▪ The writing includes facts documented on classroom charts or from excerpts available in the *Student Writing Handbook*. ▪ The writing includes an illustration or diagram (or other element of nonfiction texts) and gives additional information about the topic. ▪ The writing includes an opening sentence that introduces the topic. ▪ The writing includes a closing sentence that ends the piece.	4	3	2	(1)
One idea connects logically to the next.	4	3	(2)	1
Writing shows individual expression and/or creativity. ▪ The information is expressed in the writer's own words.	4	(3)	2	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words help the reader imagine what is happening in the piece.	4	3	(2)	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated appropriately. ▪ Proper nouns are capitalized.	4	3	(2)	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	4	3	(2)	1
Subtotal	0	3	12	1

Published Writing total (sum of 4 subtotals): 16

Commentary: The title *poalr lands* gives a clue as to what this piece is about, but some of the sentences within the piece stray off topic. Most of the writing tells true information (*it is icey, thier is huge ice brugs, the oshcin is cold*), some of which was documented in either the classroom charts or the excerpts in the *Student Writing Handbook*. One sentence, however, tells what the author *thinks* would happen if a person was to walk on an iceberg (*when you walk on the ice you can hear the ice crash*) rather than expressing a fact. The piece does not include an opening or a closing sentence. The author attempts to connect ideas by telling more about the climate, animals, and icebergs, but there are no connections between these bigger ideas. The information that is included in the piece is expressed in the author's own words, and the vocabulary is somewhat descriptive (*icey, very cold, huge ice brugs*). All of the sentences are punctuated appropriately, and some of the sentences begin with a capital letter. Many high-frequency words are spelled correctly, though some are not (*thier* for *their*, *now* for *know*, *wath* for *what*), and most words reflect learned spelling patterns (*cold, walk, crash*).

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Student's Name: _____ Date: _____

Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	**Notebook writing:** ▪ Write a list of questions about Kate and Pippin: 1 day ▪ Write freely: 1 day ▪ Write interview questions: 1 day ▪ Write about how to be a friend: 1 day	4	3	2	1
Week 2	**Notebook writing:** ▪ Write descriptions of paper: 1 day ▪ Write about how paper is used in the classroom: 1 day ▪ Write about how paper is used at home: 1 day ▪ Write a step-by-step narrative about an experiment: 1 day	4	3	2	1
Week 3	**Notebook writing:** ▪ Write questions about the polar lands: 1 day ▪ Write about polar lands: 1 day ▪ Write questions about polar animals: 1 day ▪ Write about polar animals: 1 day	4	3	2	1
Week 4	**Notebook writing:** ▪ Write questions about the people who live in the polar lands: 1 day ▪ Write about the people who live in the polar lands: 1 day **Selecting Drafts and Conferring:** ▪ Adding to and completing selected nonfiction draft ▪ Adding descriptive words ▪ Revising draft based on partner feedback	4	3	2	1
Week 5	**Proofreading, Writing Final Versions, and Publishing:** ▪ Proofreading draft for spelling, punctuation, and capitalization ▪ Writing final version ▪ Adding illustrations and/or diagrams ▪ Publishing final version as book	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): ____

(continues)

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Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this report is about. ▪ The writing focuses on a nonfiction topic.	4	3	2	1
Writing fully communicates ideas and shows sustained thought.	4	3	2	1
Writing shows elements of the nonfiction genre. ▪ The writing tells true information about the topic. ▪ The writing includes facts documented on classroom charts or from excerpts available in the *Student Writing Handbook*. ▪ The writing includes an illustration or diagram (or other element of nonfiction texts) and gives additional information about the topic. ▪ The writing includes an opening sentence that introduces the topic. ▪ The writing includes a closing sentence that ends the piece.	4	3	2	1
One idea connects logically to the next.	4	3	2	1
Writing shows individual expression and/or creativity. ▪ The information is expressed in the writer's own words.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words help the reader imagine what is happening in the piece.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated appropriately. ▪ Proper nouns are capitalized.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): _____

Totals:

Part A: Non-published Writing total: _____/20 = _____%
Part B: Published Writing total: _____/32 = _____%
Writing score (Part A + Part B): _____/52 = _____%
Student Skill Practice Book (*SSPB*) page(s)* total: _____/_____ = _____%
Overall unit score (Total points earned/Total points possible): _____/_____ = _____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

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Reflection:

- What did you work on with this student during individual writing conferences?

- What might you focus on during the next unit's instruction?

- What changes do you notice in this student's published writing compared to his or her published writing from the prior unit?

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Unit 5

Letter Writing

Class Assessment Records (CA1–CA4) 74

Conference Notes (CN1) 78

Student Self-assessment (SA1) 79

Individual Writing Assessment (IA1) 80

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Observe pairs and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do partners start writing quickly and stay on task?			
▪ Do they share the work?			
▪ Do they agree on what to write?			
Other observations:			

Considerations:

Support pairs who are struggling to write by asking questions such as:

Q *What is something you'd like me to know about [our classroom/how we go to lunch/how we use the computers]?*

Q *What are some things we could do to make [recess time/our classroom rules] better?*

As you observe, jot down a few notes about ways the students work responsibly and any problems you notice. You will use these notes during Sharing and Reflecting at the end of the lesson.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students begin writing eagerly?			
▪ Do they include the five parts of a friendly letter?			
▪ Do they seem to consider the feelings of the recipient as they write?			
Other observations:			

Considerations:

Support any student who is struggling to write by asking questions such as:

Q *Look around the room. Who is someone you might write to?*

Q *What is something you might tell about yourself in this letter? How might you write that?*

Q *What is something you want to ask this person? What question can you write to ask that?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students quickly pick a recipient and begin writing?			
▪ Do they include the five parts of a friendly letter?			
▪ Do they correctly punctuate the date, greeting, and closing?			
▪ Are they able to write something about themselves?			
▪ Are they able to write questions?			
▪ Are they able to tell more by adding descriptive words and details to their letters?			
Other observations:			

Considerations:

Support any student who is struggling by asking questions such as:

Q *Read this sentence aloud. Where does your voice naturally stop? What punctuation mark will you put there?*

Q *What is something you've done recently that you can tell this person about?*

Q *What would you like to know about this person?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students include the five parts of a friendly letter?			
▪ Do they notice and correct incorrect or missing capitalization or punctuation?			
▪ Do they notice and correct misspelled words?			
Other observations:			

Considerations:

Support any student who is struggling by asking questions such as:

Q *Read this sentence aloud. Where does your voice naturally stop? What punctuation mark will you put there?*

Q *Do you need to capitalize any letters in this part? Which ones? Why?*

Q *What words are you unsure how to spell? What can you do to check the spelling?*

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Student's Name: _____ Date: _____

Ask the student to read and tell you about his or her letter.

As you listen, ask yourself:	Yes	No	Not evident	Evidence:
▪ Does this student include all of the parts of a friendly letter?				
▪ Does this student tell about himself or herself?				
▪ Does this student ask questions?				
▪ Does this student correctly punctuate each part of the letter?				

Support the student by asking questions such as:

Q *Who are you writing to? How will you greet [him/her]?*

Q *Why are you writing to [him/her]?*

Q *What can you say about yourself in your letter? What questions can you ask?*

Q *What punctuation will you use here?*

Q *How will you close your letter?*

Other observations:

Next steps:

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Name:_____ Date: _____

Thoughts About My Letter

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
▪ I wrote a friendly letter to someone I don't see every day.			
▪ I told about myself.			
▪ I asked some questions.			
▪ I included the five parts of a friendly letter.			
▪ I used friendly words in my letter.			
▪ I have proofread my writing. I checked for: – punctuation (. ? ! ,) – capital letters (**D**ear **M**arisol,) – spelling			

Reflection:

▪ What did you do to make your letter fun and interesting to read?

▪ How is the writing you did in this unit different from the writing you have done in other units? How is it the same?

▪ What did you enjoy about Writing Time during this unit?

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Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 88.

✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.

✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 82 to help you prepare for scoring the students' work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tawsks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

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5. Review the "Conference Notes" record sheets for the student during this unit. Think about the Reflection questions on the "Individual Writing Assessment" record sheet (IA1) and write your responses in the space provided below each question.

6. Attach the completed assessment to the writing sample and file it, along with the "Conference Notes" record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

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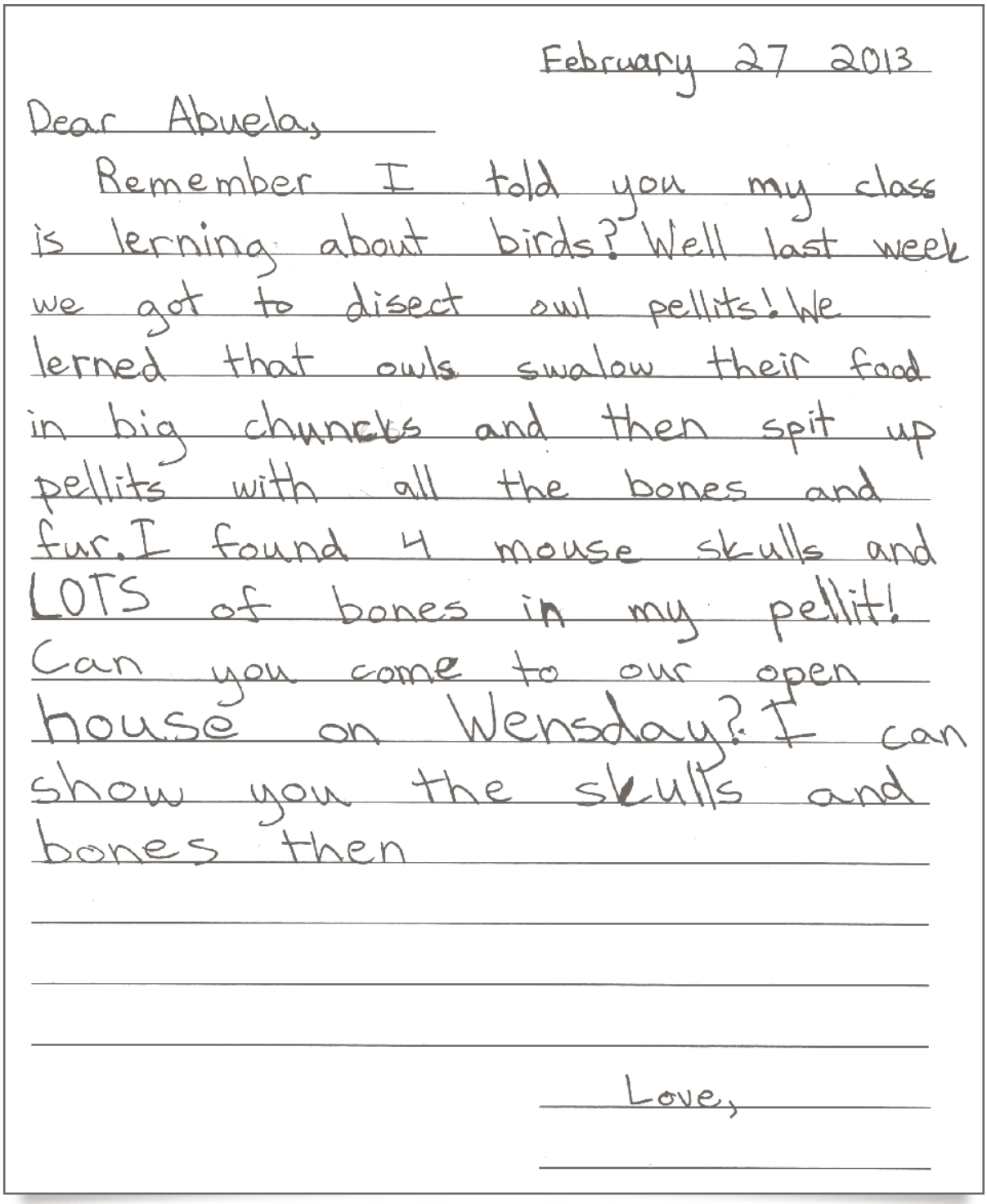
Examples of Scored Writing: Sample 1



February 27 2013

Dear Abuelas,

Remember I told you my class is lerning about birds? Well last week we got to disect owl pellits! We lerned that owls swalow their food in big chuncks and then spit up pellits with all the bones and fur. I found 4 mouse skulls and LOTS of bones in my pellit! Can you come to our open house on Wensday? I can show you the skulls and bones then

Love,

(continues)

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Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is a friendly letter written to someone the writer does not see every day.	(4)	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ There is evidence that the writer told about himself or herself in the letter. ▪ There is evidence that the writer asked the recipient questions in the letter.	(4)	3	2	1
Writing shows elements of the letter-writing genre. ▪ The letter includes a date, greeting, body, closing, and signature.	(4)	3	2	1
One idea connects logically to the next.	(4)	3	2	1
Writing shows individual expression and/or creativity. ▪ The letter sounds like one side of a friendly conversation.	(4)	3	2	1
Writing contains varied and descriptive vocabulary. ▪ The greeting and closing use words and phrases that are common to letters.	(4)	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated appropriately. ▪ The date, greeting, and closing are punctuated properly.	4	(3)	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	4	(3)	2	1
Subtotal	24	6	0	0

Published Writing total (sum of 4 subtotals): 30

Commentary: It is clear that this is a friendly letter written to the author's grandmother. The letter contains the five parts common to friendly letters, and the greeting and closing are appropriate (*Dear, Love*). The author writes about what she has been doing in school (*Remember I told you my class is lerning about birds? Well last week we got to disect owl pellits*), and she asks her grandmother to come to the open house (*Can you come to our open house on Wensday?*). Each idea within the letter connects logically to the next. The letter sounds like one side of a friendly conversation, and the question invites a response. All of the sentences are capitalized and punctuated properly, except for the last sentence, which is missing an ending punctuation mark (*I can show you the skulls and bones then*), and the date, which is missing a comma (*February 27 2013*). Almost all of the words are spelled conventionally, although some words do not reflect learned spelling patterns (*lerning* for *learning*, *swalow* for *swallow*, *chuncks* for *chunks*).

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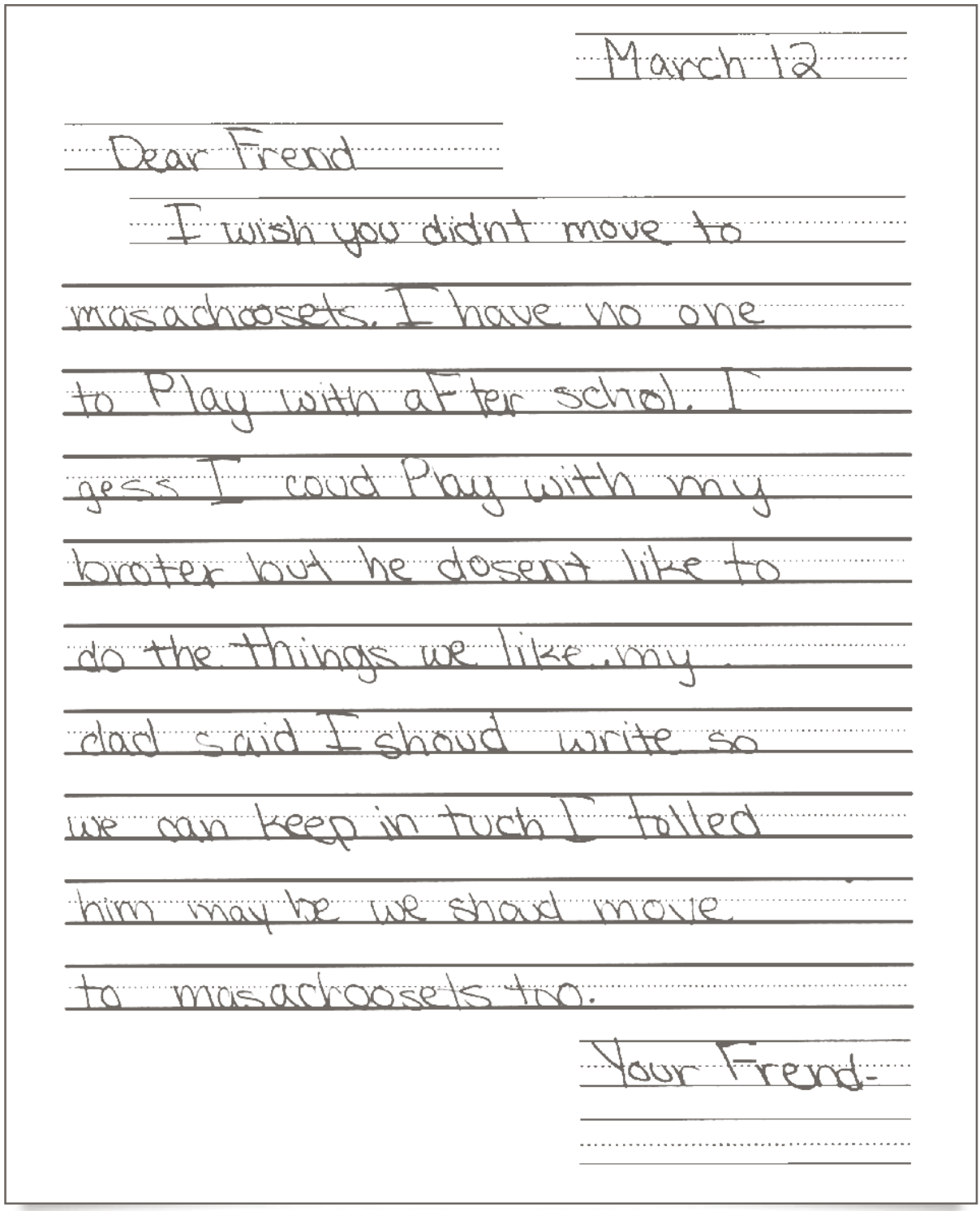
Examples of Scored Writing: Sample 2



March 12

Dear Frend

I wish you didnt move to masachoosets. I have no one to Play with after schol. I gess I coud Play with my broter but he dosent like to do the things we like. my dad said I shoud write so we can keep in tuch I tolled him may be we shad move to masachoosets too.

Your Frend-

(continues)

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Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is a friendly letter written to someone the writer does not see every day.	(4)	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ There is evidence that the writer told about himself or herself in the letter. ▪ There is evidence that the writer asked the recipient questions in the letter.	4	(3)	2	1
Writing shows elements of the letter-writing genre. ▪ The letter includes a date, greeting, body, closing, and signature.	(4)	3	2	1
One idea connects logically to the next.	(4)	3	2	1
Writing shows individual expression and/or creativity. ▪ The letter sounds like one side of a friendly conversation.	4	(3)	2	1
Writing contains varied and descriptive vocabulary. ▪ The greeting and closing use words and phrases that are common to letters.	(4)	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated appropriately. ▪ The date, greeting, and closing are punctuated properly.	4	3	(2)	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	4	3	(2)	1
Subtotal	16	6	4	0

Published Writing total (sum of 4 subtotals): 26

Commentary: This is a friendly letter written to a friend who has moved away. The letter includes a date, greeting, body, closing, and signature, and every idea connects logically to the next. The piece sounds like one side of a friendly conversation, but because the author does not ask a question, he may not receive a response. The letter has a friendly tone, and the greeting and closing use words and phrases common to letters (*Dear, Your Frend*). Most of the sentences are capitalized and punctuated appropriately, but capital letters are sometimes used in places where lowercase letters should have been used and a dash is used in the closing instead of a comma. Many of the words are spelled conventionally, but several grade-appropriate words are not (*didnt, schol, tolled*).

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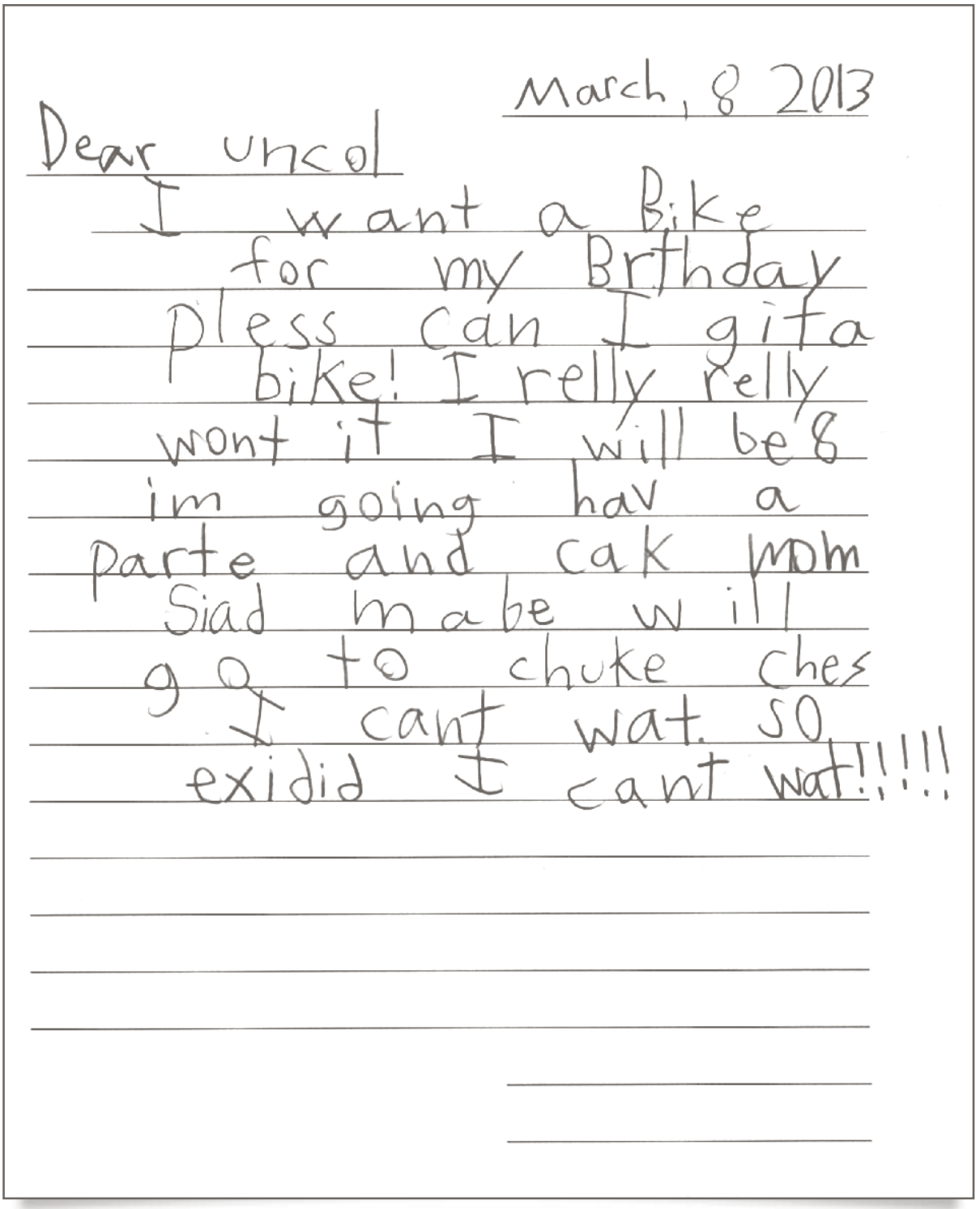
Examples of Scored Writing: Sample 3



March, 8 2013

Dear uncol
I want a Bike
for my Brthday
pless can I gita
bike! I relly relly
wont it I will be 8
im going hav a
parte and cak mom
Siad mabe will
go to chuke ches
I cant wat. SO
exidid I cant wat!!!!!

(continues)

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Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is a friendly letter written to someone the writer does not see every day.	4	(3)	2	1
Writing fully communicates ideas and shows sustained thought. ▪ There is evidence that the writer told about himself or herself in the letter. ▪ There is evidence that the writer asked the recipient questions in the letter.	4	(3)	2	1
Writing shows elements of the letter-writing genre. ▪ The letter includes a date, greeting, body, closing, and signature.	4	(3)	2	1
One idea connects logically to the next.	4	3	(2)	1
Writing shows individual expression and/or creativity. ▪ The letter sounds like one side of a friendly conversation.	4	(3)	2	1
Writing contains varied and descriptive vocabulary. ▪ The greeting and closing use words and phrases that are common to letters. ▪ The letter includes friendly words.	4	(3)	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated appropriately. ▪ The date, greeting, and closing are punctuated properly.	4	3	2	(1)
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	4	3	2	(1)
Subtotal	0	15	2	2

Published Writing total (sum of 4 subtotals): 19

Commentary: This is a letter written to the author's uncle about his or her upcoming birthday. The letter shows evidence of sustained thought. Although the author does not ask a direct question, the first part of the letter (*I want a Bike for my Brthday pless can I git a bike!*) could be the author's way of asking for a reply. The piece includes a date, greeting, and body, but it does not include a closing or signature. The piece has a friendly tone and sounds like one side of a conversation. The author capitalizes *I* throughout the piece (except when writing *im* for *I'm*), but the majority of the letter is not capitalized or punctuated properly. Some high-frequency words are spelled correctly (*for, going, and*), but many grade-appropriate words are not (*git* for *get*, *hav* for *have*, and *siad* for *said*).

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Student's Name: _____ Date: _____

Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	**Letter writing:** ▪ Write a friendly letter to the teacher: 1 day ▪ Write a friendly letter to a partner: 1 day ▪ Write a reply to a partner's letter: 1 day ▪ Write a friendly letter to someone else: 1 day	4	3	2	1
Week 2	**Letter writing:** ▪ Write a friendly letter to a classmate: 1 day ▪ Write a friendly letter to a family member: 2 days ▪ Write a friendly letter to someone the student does not see every day: 1 day	4	3	2	1
Week 3	**Proofreading, Writing Final Versions, and Publishing:** ▪ Add to and complete letters. ▪ Proofread for punctuation, capitalization, and spelling. ▪ Write final versions. ▪ Address envelopes. **Letter writing:** ▪ Write freely: 1 day	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): ____

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Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is a friendly letter written to someone the student does not see every day.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ There is evidence that the student told about himself or herself in the letter. ▪ There is evidence that the student asked the recipient questions in the letter.	4	3	2	1
Writing shows elements of the letter-writing genre. ▪ The letter includes a date, greeting, body, closing, and signature.	4	3	2	1
One idea connects logically to the next.	4	3	2	1
Writing shows individual expression and/or creativity. ▪ The letter sounds like one side of a friendly conversation.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ The greeting and closing use words and phrases that are common to letters. ▪ The letter includes friendly words.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated appropriately. ▪ The date, greeting, and closing are punctuated properly.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): _____

Totals:

Part A: Non-published Writing total: _____/12 = _____%
Part B: Published Writing total: _____/32 = _____%
Writing score (Part A + Part B): _____/44 = _____%
Student Skill Practice Book (*SSPB*) page(s)* total: _____/_____ = _____%
Overall unit score (Total points earned/Total points possible): _____/_____ = _____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

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Reflection:

- What did you work on with this student during individual writing conferences?

- What might you focus on during the next unit's instruction?

- What changes do you notice in this student's published writing compared to his or her published writing from the prior unit?

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Unit 6

Poems and Words

Class Assessment Records (CA1–CA3) 93

Conference Notes (CN1) 96

Student Self-assessment (SA1) 97

Individual Writing Assessment (IA1) 98

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students eager to write?			
▪ Do they use ideas listed on the chart?			
▪ Do they use interesting words of their own choosing?			
▪ Are they attempting to write poems rather than stories?			
Other observations:			

Considerations:

If a student is having difficulty, support him or her by asking questions such as:

Q *How are you starting your poem?*

Q *Close your eyes and imagine summer. What do you like to do for fun in the summer? Where do you like to go? What do you like to eat and drink?*

Q *How can you write that as a line in your poem?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students eager to write?			
▪ Do they use their listed descriptive words?			
▪ Do they use other interesting words in their poems?			
▪ Are they attempting to write poems rather than stories?			
Other observations:			

Considerations:

If a student is having difficulty, have him or her look at the object as you ask questions such as:

Q *What does [your lunchbox] look like? List some words that come to mind.*

Q *What words describe its shape? Its color? Its size? List them.*

Q *What other words tell what [your lunchbox] looks like? List them.*

Q *How can you write that as a line in your poem?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Does the poet share in a voice that is loud and clear enough for all to hear?			
▪ Does the poet read at a pace that is neither too fast nor too slow?			
▪ Does the poet wait for everyone's attention before starting to share?			
▪ Is the audience listening attentively?			
▪ Do the students respectfully ask the poet to speak up, if necessary?			
Other observations:			

Considerations:

Make note of any problems you want to address with the students at the end of the writing lesson.

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Student's Name: _____ Date: _____

Have each student read his or her poem aloud.

As you listen, ask yourself:	Yes	No	Not evident	Evidence:
▪ Does this student's writing communicate clearly? If not, what's unclear?				
▪ Is this student attempting to write a poem, rather than a story?				
▪ Has this student used interesting and descriptive words?				

Support the student by using one or more of the following techniques:

- Have the student close his or her eyes and listen as you read the poem aloud. Ask the student what else he or she imagines and what other words he or she might write to make pictures in the reader's mind. You may wish to write down these words and encourage the student to use some of them in his or her poem.
- Review the charted descriptive words and ask the student to choose some to use in his or her poem.
- If the student has difficulty starting a poem, begin one together by adapting the first line or lines of one of the poems reproduced in the *Student Writing Handbook.* Then have the student continue writing the poem.

Other observations:

Next steps:

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Name:_____ Date: _____

Thoughts About My Poem

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
▪ I wrote a poem instead of a story.			
▪ I used words to describe how things look, sound, or move to help my readers make pictures in their minds.			
▪ I used fun and interesting words that make my poem fun to say and hear.			
▪ I have proofread my writing. I checked for: – spelling			

Reflection:

- What did you do to make your writing fun and interesting for others to read?

- How is the writing you did in this unit different from the writing you have done in other units? How is it the same?

- What did you enjoy about Writing Time during this unit?

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Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 106.

✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.

✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 100 to help you prepare for scoring the students' work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

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5. Review the "Conference Notes" record sheets for the student during this unit. Think about the Reflection questions on the "Individual Writing Assessment" record sheet (IA1) and write your responses in the space provided below each question.

6. Attach the completed assessment to the writing sample and file it, along with the "Conference Notes" record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

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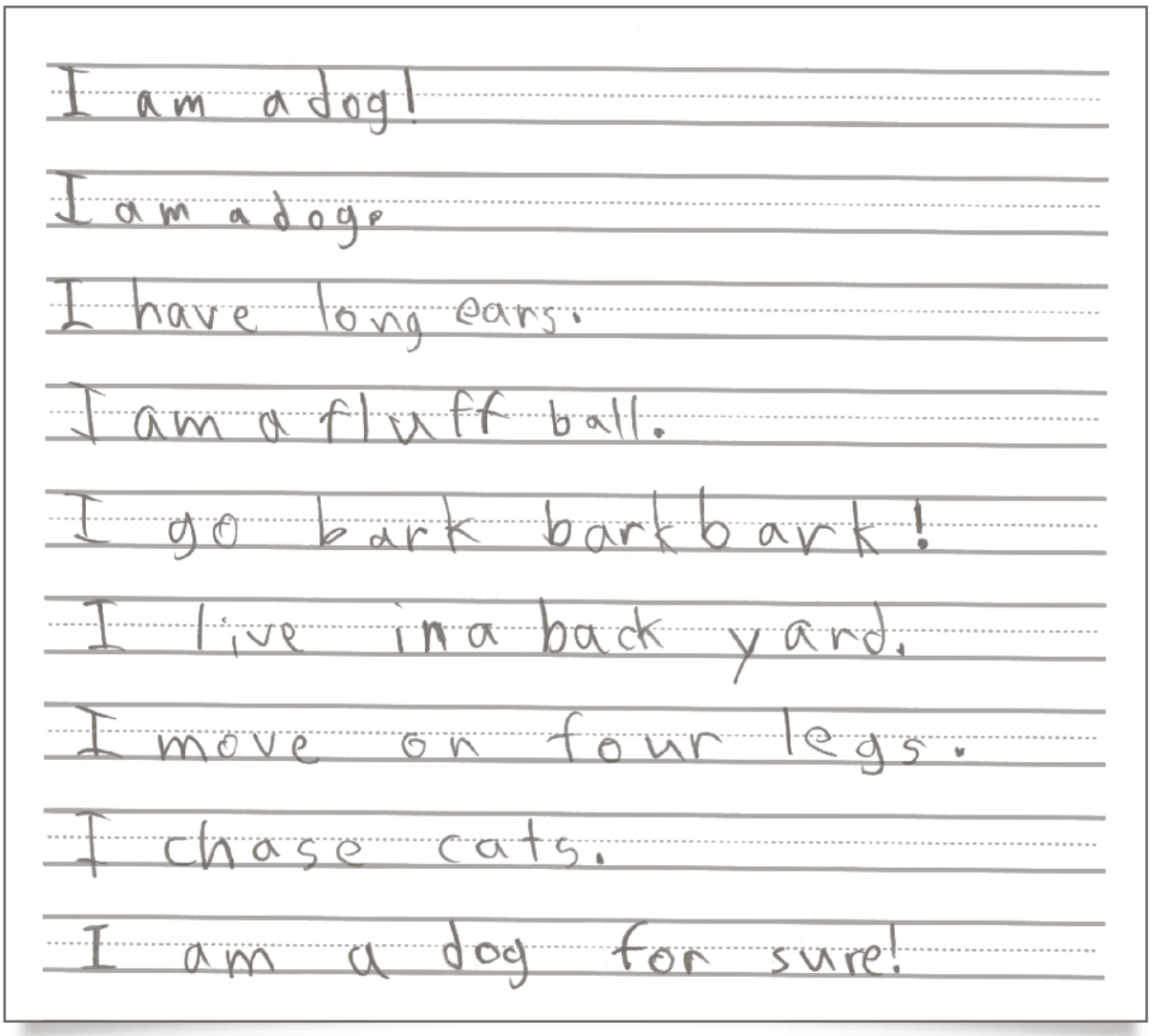
Examples of Scored Writing: Sample 1



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Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	(4)	3	2	1
Writing shows elements of the poetry genre. ▪ The writing is in the form of a poem rather than a story.	(4)	3	2	1
Writing shows individual expression and/or creativity.	4	(3)	2	1
Writing contains varied and descriptive vocabulary. ▪ Interesting and descriptive words help the reader imagine what is happening in the poem.	4	(3)	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	(4)	3	2	1
Subtotal	12	6	0	0

Published Writing total (sum of 4 subtotals): 18

Commentary: It is clear from the structure and the content of this piece that it is a poem about a dog. Each line of the poem begins with the word *I*, and the rhythm of the piece is not broken until the final line (*I am a dog for sure*). Much of the writing shows individual expression and creativity (*I go bark bark bark! I chase cats. I am a dog for sure*). The poet uses simple but effective language to help the reader imagine what he might look and sound like, and how he might move if he were a dog (*I have long ears. I am a fluff ball. I go bark bark bark! I live in a back yard. I move on four legs. I chase cats*). All of the words in the poem are spelled conventionally, and the poet makes effective use of exclamation marks (*I go bark bark bark! I am a dog for sure!*).

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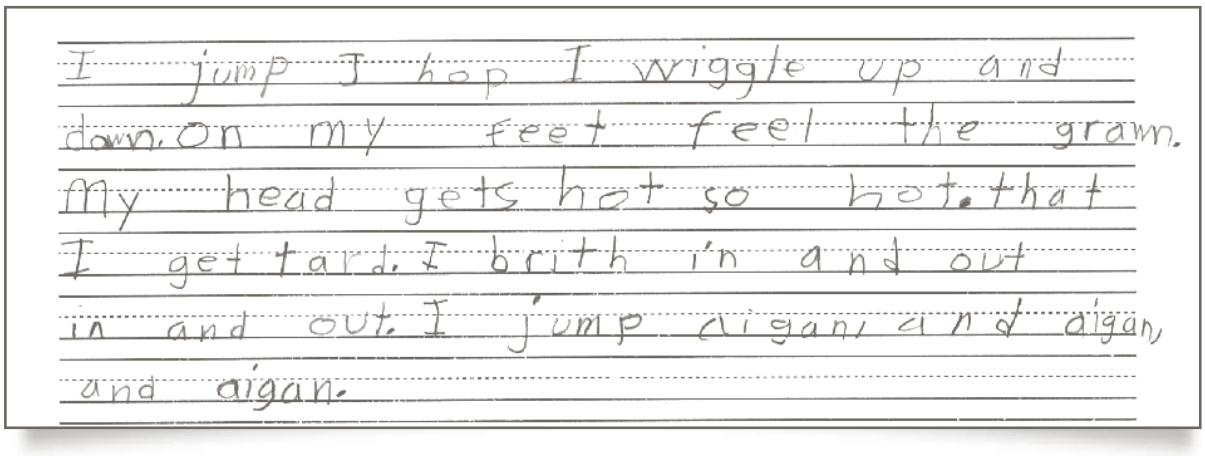
Examples of Scored Writing: Sample 2


I jump I hop I wriggle up and down. on my feet feel the grawn. My head gets hot so hot. that I get tard. I brith in and out in and out. I jump aigan, and aigan, and aigan.

(continues)

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Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	(4)	3	2	1
Writing shows elements of the poetry genre. ▪ The writing is in the form of a poem rather than a story.	4	3	(2)	1
Writing shows individual expression and/or creativity.	(4)	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Interesting and descriptive words help the reader imagine what is happening in the poem.	4	(3)	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	4	(3)	2	1
Subtotal	8	6	2	0

Published Writing total (sum of 4 subtotals): 16

Commentary: It is clear that the poet is describing what it is like to jump and hop. The piece has the lyrical qualities of a poem, but the way in which the sentences are laid out across the page gives the piece the appearance of prose. The poet uses words in repetitive ways (*My head gets hot so hot. that I get tard. I brith in and out in and out. I jump aigan, and aigan, and aigan*), which gives the poem a sense of individual expression and creativity. The words themselves are sufficiently descriptive to help the reader imagine what is happening in the poem. Many high-frequency words are spelled correctly, though some grade-appropriate words are not (*grawn* for *ground*, *tard* for *tired*).

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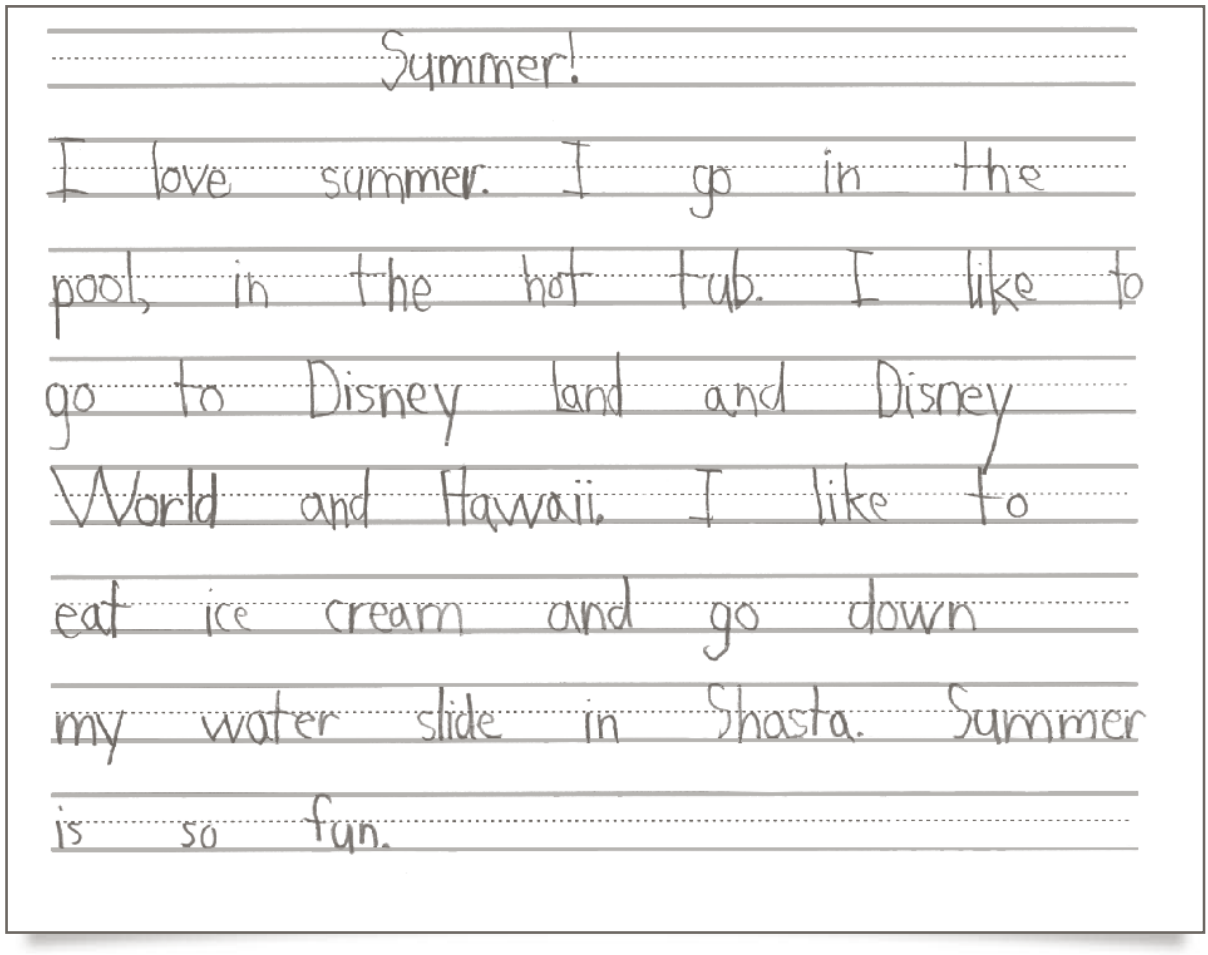
Examples of Scored Writing: Sample 3


Summer!

I love summer. I go in the pool, in the hot tub. I like to go to Disney land and Disney World and Hawaii. I like to eat ice cream and go down my water slide in Shasta. Summer is so fun.

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Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	(4)	3	2	1
Writing shows elements of the poetry genre. ▪ The writing is in the form of a poem rather than a story.	4	3	2	(1)
Writing shows individual expression and/or creativity.	4	3	2	(1)
Writing contains varied and descriptive vocabulary. ▪ Interesting and descriptive words help the reader imagine what is happening in the poem.	4	3	(2)	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	(4)	3	2	1
Subtotal	8	0	2	2

Published Writing total (sum of 4 subtotals): 12

Commentary: It is clear that this piece is about what the poet likes to do during the summer. The writing is organized more like a five-sentence paragraph than a poem, in that the poet writes an opening sentence (*I love summer*), three things the poet likes to do during the summer (*I go in the pool, in the hot tub. I like to go to Disney Land and Disney World and Hawaii. I like to eat ice cream and go down my water slide in Shasta*), and a closing sentence (*Summer is so fun.*). The vocabulary used sufficiently describes what this poet likes to do for fun in the summer, where she likes to go, and what she likes to eat, but there are few hints of individual expression and creativity. All of the words are spelled conventionally.

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Student's Name: _____ Date: _____

Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	**Notebook writing:** ▪ Write poems or write about anything they choose: 1 day ▪ Write poems about animals: 1 day ▪ Write poems about summer: 1 day ▪ Write poems about favorite foods: 1 day	4	3	2	1
Week 2	**Notebook writing:** ▪ Write poems about classroom objects: 1 day ▪ Write freely: 1 day ▪ Write poems using sound words: 1 day ▪ Write poems about things that move: 1 day	4	3	2	1
Week 3	**Notebook writing:** ▪ Write poems about rain and any other topic they choose: 2 days ▪ Write freely: 1 day **Selecting a Draft and Revising:** ▪ Add and change words in the draft. **Proofreading, Writing Final Versions, and Publishing:** ▪ Proofread the draft for spelling. ▪ Write a final version.	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): _____

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Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	2	1
Writing shows elements of the poetry genre. ▪ The writing is in the form of a poem rather than a story.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Interesting and descriptive words help the reader imagine what is happening in the poem.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): _____

Totals:

Part A: Non-published Writing total: _____/12 = _____%
Part B: Published Writing total: _____/20 = _____%
Writing score (Part A + Part B): _____/32 = _____%
Student Skill Practice Book (*SSPB*) page(s)* total: _____/_____ = _____%
Overall unit score (Total points earned/Total points possible): _____/_____ = _____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

Reflection:

- What did you work on with this student during individual writing conferences?

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- What might you focus on during the next unit's instruction?

- What changes do you notice in this student's writing over the course of the year?

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Unit 7

Opinion Writing

Class Assessment Records (CA1–CA5) 110

Conference Notes (CN1) 115

Student Self-assessment (SA1) 117

Individual Writing Assessment (IA1) 118

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to complete the sentence frame with an idea they seem to care about?			
▪ Can they give reasons that support their opinions?			
Other observations:			

Considerations:

If you notice many students struggling to start writing after 5–10 minutes, call for the class's attention and have a few volunteers share what they have written so far; then have the students resume writing on their own.

Support any student who continues to struggle by asking questions such as:

Q *What is something you feel you should be allowed to do? How might you write that in your letter?*

Q *What is one reason why you should be allowed to [stay up later]?*

Q *What are some other reasons you can write?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to complete the sentence frame with an idea they seem to care about?			
▪ Can they give reasons that support their opinions?			
Other observations:			

Considerations:

If you notice many students struggling to start writing after 5–10 minutes, call for the class's attention and have a few volunteers share what they have written so far; then have the students resume writing on their own.

Support any student who continues to struggle by asking questions such as:

Q *What is something you feel you should not have to do? How might you write that in your letter?*

Q *What is one reason why you should not have to [clean your room]?*

Q *What are some other reasons you can write?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students adding to their writing?			
▪ Do they state their opinions clearly?			
▪ Do the students give reasons to support their opinions?			
▪ Do they use linking words to connect reasons to their opinions?			
▪ Do the students write closing sentences for their pieces that restate their opinions?			
Other observations:			

Considerations:

Support any student who is struggling by asking questions such as:

Q *Do you clearly state what your opinion is in your piece? Where? If not, where can you put it?*

Q *What are some reasons you can write to support your opinion?*

Q *How might you use linking words to connect reasons to your opinion?*

Q *What might you write to close your piece?*

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Observe partners and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners listening carefully to each other's writing?			
▪ Do they give each other feedback about their writing?			
▪ Are they interacting in a helpful and respectful way?			
Other observations:			

Considerations:

Make note of productive ways you see partners interacting, as well as any problems you notice, so that you can discuss them at the end of the writing period.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students notice and correct misspelled words?			
▪ Do they notice and correct incorrect or missing capitalization and punctuation?			
Other observations:			

Considerations:

Support any student who is struggling by asking questions such as:

Q *What words are you unsure how to spell? How could you check the spelling?*

Q *Read this sentence aloud. Where does your voice naturally stop? What punctuation mark will you put there?*

Q *Do you need to capitalize any letters? Which ones? Why?*

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Student's Name: _____ Date: _____

Have each student to tell you about and read his or her opinion piece.

As you confer with the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Is this student able to identify an opinion to write about?				
▪ *(Beginning Week 2, Day 2)* Does this student include an opening sentence that clearly states his or her opinion?				
▪ Does this student give reasons that support his or her opinion?				
▪ *(Beginning Week 2, Day 3)* Does this student use linking words to connect reasons to his or her opinion?				
▪ *(Beginning Week 3, Day 1)* Does this student write a closing sentence that restates his or her opinion?				

Support the student's thinking by asking questions such as:

Q *What is the opinion you are writing about?*

Q *Do you clearly state what your opinion is in your piece? Where? If not, where can you put it?*

Q (Beginning Week 2, Day 2) *What opening sentence might you write to begin your piece?*

Q *What is one reason why you believe your opinion is right?*

Q *What are some other reasons you can write to support your opinion?*

Q (Beginning Week 2, Day 3) *How might you use linking words to connect reasons to your opinion?*

Q (Beginning Week 3, Day 1) *How might you close your piece by reminding readers of your opinion?*

(continues)

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Other observations:

Next steps:

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Name:_____ Date: _____

Thoughts About My Opinion Piece

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
▪ I wrote an opinion piece about something I feel strongly about.			
▪ I wrote an opening sentence that includes my opinion.			
▪ I gave reasons to support my opinion.			
▪ I used linking words to connect my reasons to my opinion.			
▪ I wrote a closing sentence that states my opinion again.			
▪ I have proofread my writing. I checked for: – punctuation (. ? ! ,) – capital letters (**D**ear **M**om) – spelling			

Reflection:

- What did you do to make your writing fun and interesting for others to read?

- How is the writing you did in this unit different from the writing you have done in other units? How is it the same?

- What did you enjoy about Writing Time during this unit?

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Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 126.

✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.

✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 120 to help you prepare for scoring the students' work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

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5. Review the "Conference Notes" record sheets for the student during this unit. Think about the Reflection questions on the "Individual Writing Assessment" record sheet (IA1) and write your responses in the space provided below each question.

6. Attach the completed assessment to the writing sample and file it, along with the "Conference Notes" record sheet and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

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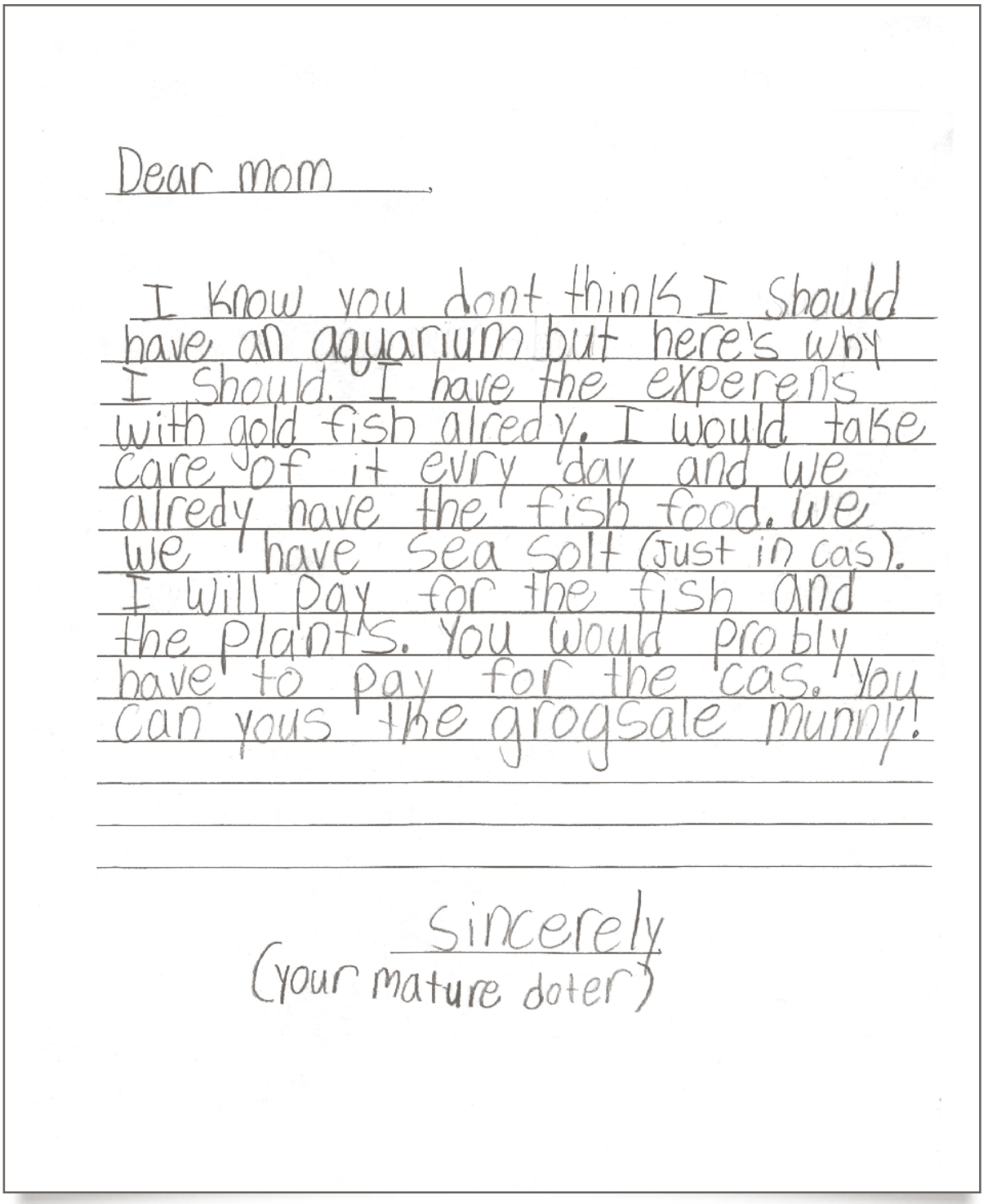
Examples of Scored Writing: Sample 1



Dear mom

I know you dont thinks I should have an aquarium but here's why I should. I have the experens with gold fish alredy. I would take care of it evry day and we alredy have the fish food. We we have sea solt (just in cas). I will pay for the fish and the plants. You would probly have to pay for the cas. You can yous the grogsale munny!

sincerely
(your mature doter)

(continues)

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Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The author's opinion is clearly stated.	(4)	3	2	1
Writing fully communicates ideas and shows sustained thought.	(4)	3	2	1
Writing shows elements of the opinion-writing genre. ▪ The purpose of the piece is to persuade the reader to agree with the author's opinion.	(4)	3	2	1
One idea connects logically to the next. ▪ There is an opening sentence that includes the author's opinion. ▪ Reasons are provided to support the author's opinion. ▪ A closing sentence restates the author's opinion. ▪ Linking words are used to connect the author's opinion with supporting reasons.	4	(3)	2	1
Writing shows individual expression and/or creativity.	4	(3)	2	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words help the author make a persuasive argument.	4	(3)	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated properly. ▪ Proper nouns are capitalized.	(4)	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	4	(3)	2	1
Subtotal	16	12	0	0

Published Writing total (sum of 4 subtotals): 28

Commentary: In the opening sentence of this opinion piece, the author clearly states a desire for an aquarium and the intent of persuading her mom to agree. This piece describes the responsibilities of owning an aquarium and shows evidence of sustained thought because the author anticipates and addresses concerns her mom might have. The piece provides several reasons to support the author's opinion. While the two sentences at the end may be used as a closing (*You would probly have to pay for the cas. You can yous the grogsale munny!*), it does not restate the author's opinion. The supporting reasons and opinion statement are connected (*I know you dont think I should have an aquarium but here's why I should*), but the logical flow of ideas would be stronger if more linking words were used. Much of the writing shows individual expression and creativity, and the author uses varied words to help make a persuasive argument (*I have the experens with gold fish alredy, We have sea solt (Just in cas)*). Sentences are capitalized and punctuated properly. Many high-frequency words are spelled correctly, though some are not (*evry, cas, yous*). Words that are spelled unconventionally show evidence of good letter–sound correspondence (*experens, grogsale munny*).

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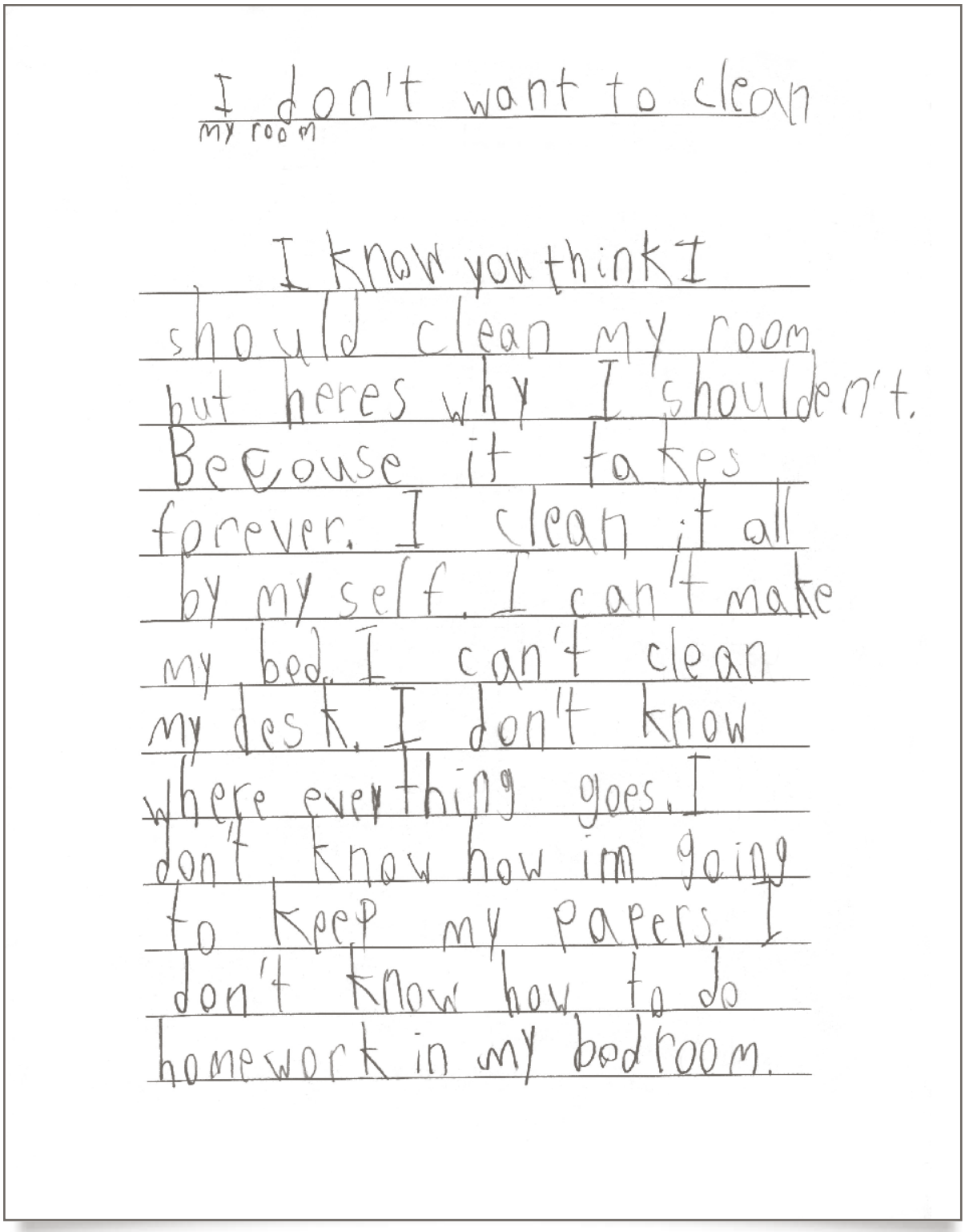
Examples of Scored Writing: Sample 2



I don't want to clean my room

I know you think I should clean my room but heres why I shouldn't. Because it takes forever. I clean it all by my self. I can't make my bed. I can't clean my desk. I don't know where everything goes. I don't know how im going to keep my papers. I don't know how to do homework in my bedroom.

(continues)

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Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The author's opinion is clearly stated.	4	(3)	2	1
Writing fully communicates ideas and shows sustained thought.	4	(3)	2	1
Writing shows elements of the opinion-writing genre. ▪ The purpose of the piece is to persuade the reader to agree with the author's opinion.	4	(3)	2	1
One idea connects logically to the next. ▪ There is an opening sentence that includes the author's opinion. ▪ Reasons are provided to support the author's opinion. ▪ A closing sentence restates the author's opinion. ▪ Linking words are used to connect the author's opinion with supporting reasons.	4	3	(2)	1
Writing shows individual expression and/or creativity.	4	3	(2)	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words help the author make a persuasive argument.	4	3	(2)	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated properly. ▪ Proper nouns are capitalized.	(4)	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	4	(3)	2	1
Subtotal	4	12	6	0

Published Writing total (sum of 4 subtotals): 22

Commentary: The author's opinion is clear from the first sentence of this opinion piece (*I know you think I should clean my room but heres why I shoulden't*). The many reasons the author gives to support this opinion show evidence of sustained thought, but the last two sentences (*I don't know how im going to keep my papers. I don't know how to do homework in my bedroom*) do not seem relevant and detract from the author's efforts to persuade the reader. The piece provides several reasons to support the author's opinion, but there is no closing sentence. The author uses a linking word, but it is not used to connect a reason to an opinion (*Becouse it takes forever*). While the author's intent is clearly expressed in this piece, the vocabulary is not particularly varied or descriptive and there are few hints of individual expression. Sentences are capitalized and punctuated properly. Most of the high-frequency words are spelled correctly, though some are not (*shoulden't* for *shouldn't*, *Becouse* for *Because*, *im* for *I'm*). Many other grade-level appropriate words are spelled correctly (*clean, keep*).

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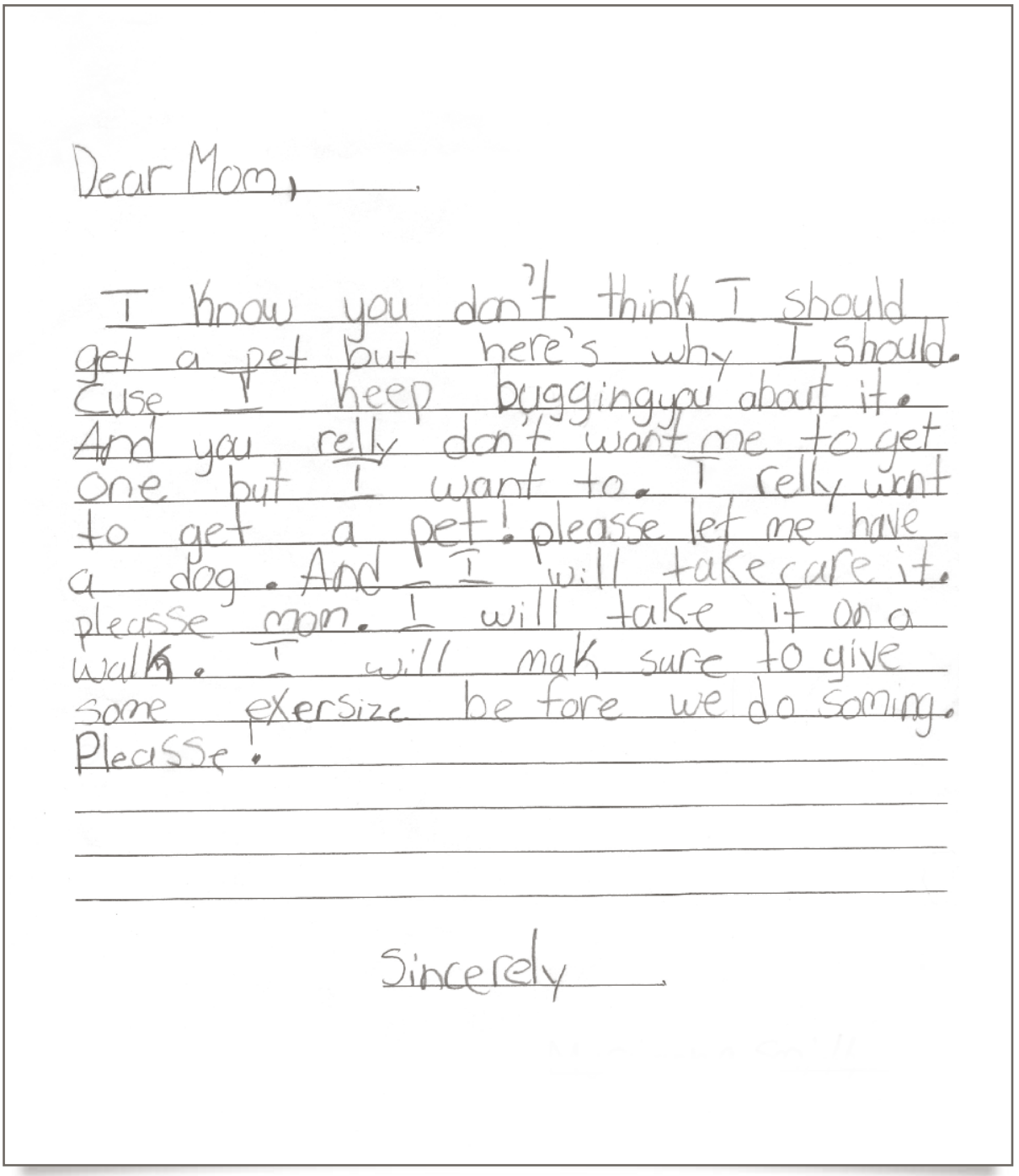
Examples of Scored Writing: Sample 3



Dear Mom,

I know you don't think I should get a pet but here's why I should. Cuse I keep buggingyou abart it. And you relly don't want me to get one but I want to. I relly want to get a pet! pleasse let me have a dog. And I will take care it. pleasse mom. I will take it on a walk. I will mak sure to give some exersize before we do soming. Pleasse.

Sincerely

(continues)

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Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The author's opinion is clearly stated.	4	(3)	2	1
Writing fully communicates ideas and shows sustained thought.	4	3	(2)	1
Writing shows elements of the opinion-writing genre. ▪ The purpose of the piece is to persuade the reader to agree with the author's opinion.	4	3	(2)	1
One idea connects logically to the next. ▪ There is an opening sentence that includes the author's opinion. ▪ Reasons are provided to support the author's opinion. ▪ A closing sentence restates the author's opinion. ▪ Linking words are used to connect the author's opinion with supporting reasons.	4	3	2	(1)
Writing shows individual expression and/or creativity.	4	3	(2)	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words help the author make a persuasive argument.	4	3	2	(1)
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated properly. ▪ Proper nouns are capitalized.	4	(3)	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	4	(3)	2	1
Subtotal	0	9	6	2

Published Writing total (sum of 4 subtotals): 17

Commentary: The author's opinion that he or she should be allowed to have a pet is clear from the opening sentence in this piece. However, the piece is made less persuasive by the fact that the author repeats that opinion several times (*I relly want to get a pet! pleasse let me have a dog*) before giving any reasons to support it. The piece eventually provides three reasons, but there is no closing sentence. While the author attempts to link the opinion statement to the supporting reasons (*but here's why I should*), there are so many sentences between the opening sentence and the first reason that the connection is lost. The writing shows some hints of individual expression and creativity (*Cuse I keep bugging you about it*). The vocabulary is not particularly varied or descriptive, and many of the same words are repeated throughout the piece. Most sentences are capitalized and punctuated properly. Many high-frequency words are spelled correctly, but some are not (*cuse* for *because*, *relly* for *really*, *mak* for *make*).

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Student's Name: _____ Date: _____

Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	**Notebook writing:** ▪ Write about opinions or any other topic of choice: 2 days ▪ Write a "Here's Why I Should" letter: 1 day ▪ Write a "Here's Why I Shouldn't" letter: 1 day	4	3	2	1
Week 2	**Notebook writing:** ▪ Write an argument for or against owning pets, and writing other opinion pieces: 4 days	4	3	2	1
Week 3	**Selecting Drafts and Conferring:** ▪ Add to and complete selected opinion draft. ▪ Revise draft based on partner feedback. **Proofreading, Writing Final Versions, and Publishing:** ▪ Proofread draft for spelling, punctuation, and capitalization. ▪ Write final version.	4	3	2	1
Subtotal					

Non-published Writing total (sum of 4 subtotals): ____

(continues)

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Part B: Published Writing *(continued)*

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The author's opinion is clearly stated.	4	3	2	1
Writing fully communicates ideas and shows sustained thought.	4	3	2	1
Writing shows elements of the opinion-writing genre. ▪ The purpose of the piece is to persuade the reader to agree with the author's opinion.	4	3	2	1
One idea connects logically to the next. ▪ There is an opening sentence that includes the author's opinion. ▪ Reasons are provided to support the author's opinion. ▪ A closing sentence restates the author's opinion. ▪ Linking words are used to connect the author's opinion with supporting reasons.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words help the author make a persuasive argument.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and punctuated properly. ▪ Proper nouns are capitalized.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Grade-appropriate words are spelled correctly. ▪ Learned spelling patterns are applied when writing.	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): _____

(continues)

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Totals:

Part A: Non-published Writing total: _____/12 = _____%
Part B: Published Writing total: _____/32 = _____%
Writing score (Part A + Part B): _____/44 = _____%
Student Skill Practice Book (*SSPB*) page(s)* total: _____/_____ = _____%
Overall unit score (Total points earned/Total points possible): _____/_____ = _____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

Reflection:

- What did you work on with this student during individual writing conferences?

- What might you focus on during the next unit's instruction?

- What changes do you notice in this student's writing over the course of the year?

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Unit 8

Revisiting The Writing Community

End-of-year Writing Sample (WS2) 130

Class Assessment Record (CA1) 134

Conference Notes (CN1) 135

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Obtaining an End-of-year Writing Sample

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "End-of-year Writing Sample Record" sheet (WS2) from the CCC Learning Hub (ccclearninghub.org) or from page 132. Review the questions on the record sheet to help you prepare to analyze each student's work.

✓ Plan to provide enough time for the students to complete the writing sample. You might base the amount of time on your school district's requirements for similar writing tasks or simply provide your students with the time they need to complete their writing.

✓ Gather any additional materials needed to complete the writing task (for example, dictionaries, extra pencils, crayons, or markers) and make them available to your students.

✓ Write the following prompt where everyone can see it: *Think about a time in your life when you were very happy. Write a story about that very happy time.*

CONDUCTING THE ASSESSMENT

1. Tell the students that today they will each write a piece that shows what they know about good writing. Explain that the students should try to do their best writing in this piece.
2. State your expectations for how the students will behave while you are conducting the assessment (for example, students should stay in their seats, work silently, and raise their hands if they have questions). You might also tell the students what additional resources, if any, they can use as they write (such as drawing materials or a dictionary).
3. Direct the students' attention to the prompt and explain that they will all write about this topic. Read the prompt aloud.
4. Give the students a few moments to think about what they will write. (If you are conducting this assessment as a timed writing activity, tell the students how much time they will have to complete their writing and that you will let them know when they have 10 minutes remaining.)
5. Distribute writing paper and have the students begin.
6. Signal the end of the writing period and collect the students' writing.

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ANALYZING THE ASSESSMENT

For each student's writing sample:

1. Read the piece carefully. As you read, think about the questions on the "End-of-year Writing Sample Record" sheet (WS2) and record your observations. Make note of any writing conventions that the student uses consistently or inconsistently, and indicate which, if any, grade-level skills are absent from the writing.
2. Review the student's beginning- and end-of year writing samples. Compare your comments on the student's "Beginning-of-year Writing Sample Record" sheet (WS1) from Unit 1 with those on the "End-of-year Writing Sample Record" sheet (WS2) to see how the student's writing has improved over the year.
3. Attach the completed record sheet to the writing sample and file it in the student's individual assessment folder. Consider passing the folder along to the student's teacher for next year.

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Student's Name: _____ Date: _____

As you read the student's writing, ask yourself questions such as those that follow. Record your observations for each question below, making note of any writing conventions that the student uses consistently or inconsistently and indicating which, if any, grade-level skills are absent from the writing. Note your observations about how the student has grown as a writer over the course of the year.

- Is it clear what this piece is about?

- Does the writing fully communicate ideas and show sustained thought?

- Does one idea connect logically to the next?

- Does the writing show individual expression and/or creativity?

- Does the writing contain varied and descriptive vocabulary?

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- Is the writing fluent when read aloud?

- Does the writing demonstrate command of grammar, usage, and mechanics?

- Does the student use grade-appropriate spelling conventions?

Other observations:

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students writing with confidence and enthusiasm?			
▪ Does their writing make sense?			
▪ Do they add to their writing to tell more?			
▪ Do they capitalize and punctuate sentences correctly?			
▪ Do they capitalize proper nouns and the pronoun *I*?			
▪ Do they approximate spelling and use the word wall?			
Other observations:			

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Student's Name: _____ Date: _____

Ask each student to show you his or her favorite piece of writing and briefly tell you about it. Help the student think about what it was like to write this piece and how he or she has grown as a writer this year. Ask the student questions such as the following and record his or her responses:

Q *What do you remember about working on this piece?*

Q *What did you like best about writing this year?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

Q *What do you do best as a writer?*

Q *How do you think you have changed as a writer this year?*

Q *What are some things you might want to write about this summer?*

Other observations:

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Social Skills Assessment Record

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Social Skills Assessment Record (SS1)

Use the following rubric to score each student:

1 = does not implement
2 = implements with support
3 = implements independently

	STUDENT NAMES												
Participates in partner work and class discussions	Fall												
	Winter												
	Spring												
Follows classroom procedures *(e.g., when gathering, during Writing Time or Author's Chair sharing)*	Fall												
	Winter												
	Spring												
Uses "Turn to Your Partner" and "Think, Pair, Share" *(e.g., faces partner, listens attentively, contributes ideas about the reading, question, or topic)*	Fall												
	Winter												
	Spring												
Speaks clearly *(e.g., during Author's Chair sharing)*	Fall												
	Winter												
	Spring												
Listens to others	Fall												
	Winter												
	Spring												
Reflects on own behavior	Fall												
	Winter												
	Spring												
Takes responsibility for learning and behavior *(e.g., during Writing Time or Author's Chair sharing)*	Fall												
	Winter												
	Spring												
Acts considerately toward others	Fall												
	Winter												
	Spring												
Gives full attention to people who are speaking	Fall												
	Winter												
	Spring												
Uses discussion prompts *(e.g., to build on one another's thinking)*	Fall												
	Winter												
	Spring												
Asks others questions about their writing	Fall												
	Winter												
	Spring												
Shares partner's thinking with the class	Fall												
	Winter												
	Spring												
Agrees and disagrees in a caring way	Fall												
	Winter												
	Spring												
Reaches agreement before making decisions	Fall												
	Winter												
	Spring												
Discusses and solves problems that arise while working with others	Fall												
	Winter												
	Spring												
Handles materials responsibly	Fall												
	Winter												
	Spring												
Shares materials fairly	Fall												
	Winter												
	Spring												
Asks for and receives feedback about own writing	Fall												
	Winter												
	Spring												
Gives feedback in a helpful way	Fall												
	Winter												
	Spring												

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STUDENT NAMES																					
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Individual Writing Assessment Class Record

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Individual Writing Assessment Class Record (CR1)

Student Name	Overall Unit Score						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7

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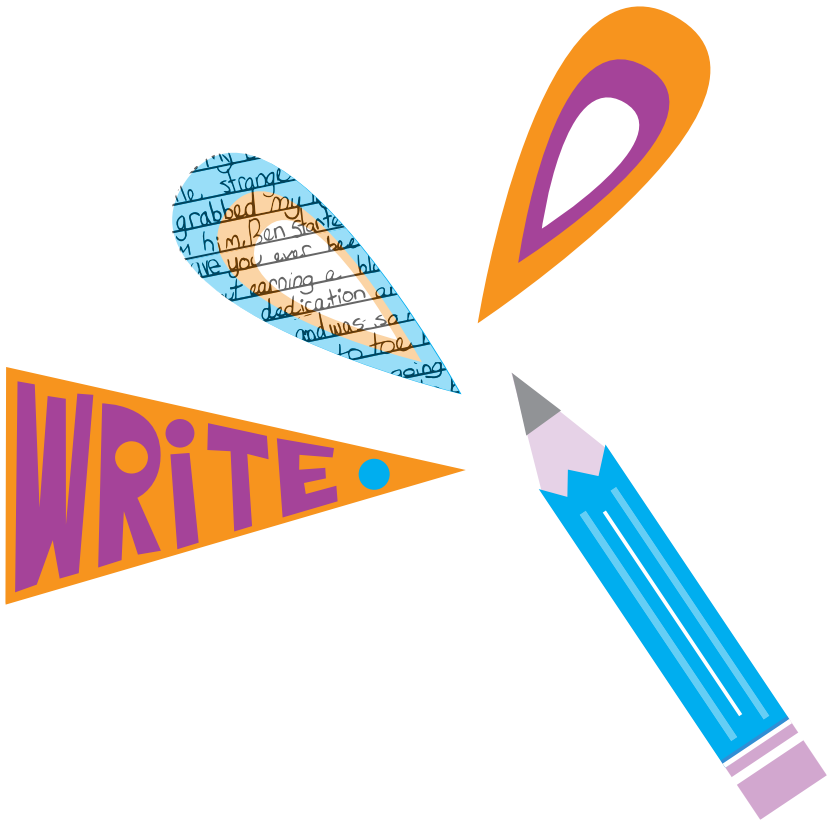
GRADE 2

Being a Writer™

ASSESSMENT RESOURCE BOOK

CCC



Center for the Collaborative Classroom™
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
800.666.7270
collaborativeclassroom.org

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